UNDERGRADUATE STUDENT CATALOG | 2023-2024

NSU Florida

Nova Southeastern University Undergraduate Student Catalog 2023–2024

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

College of Computing and Engineering

College of Psychology

Dr. Kiran C. Patel College of Osteopathic Medicine

Dr. Pallavi Patel College of Health Care Sciences

Farquhar Honors College

H. Wayne Huizenga College of Business and Entrepreneurship

Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center

Ron and Kathy Assaf College of Nursing

Shepard Broad College of Law

NSU Florida

Nova Southeastern University Undergraduate Student Catalog 2023–2024

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

College of Computing and Engineering

College of Psychology

Dr. Kiran C. Patel College of Osteopathic Medicine

Dr. Pallavi Patel College of Health Care Sciences

Farquhar Honors College

H. Wayne Huizenga College of Business and Entrepreneurship

Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center

Ron and Kathy Assaf College of Nursing

Shepard Broad College of Law

The Nova Southeastern University Undergraduate Student Catalog is a resource for information about academic program and curriculum requirements, academic policies, procedures for resolving academic and administrative grievances, course descriptions, and other information relevant to an undergraduate career at Nova Southeastern University (NSU).

The Undergraduate Student Catalog is published once each year. This catalog is comprised of information pertaining to undergraduate students of the colleges listed above. Students are bound by the curricula published in the catalog in effect the semester they enter the university. Students are bound by the policies in the most recently published version of the catalog. If there is an interruption in studies of more than one calendar year from the end of the last semester enrolled, the student must abide by the NSU Undergraduate Student Catalog in effect upon return, or to requirements approved by the student's department chair. Policies and requirements, including fees, are subject to change without notice at any time at the discretion of the NSU administration. NSU reserves the right to change curriculum, course structure, calendar, graduation requirements, and costs during the life of this publication. However, adequate notice of anticipated changes might be given to the student, whenever possible. The failure to read this catalog does not excuse students from the rules, policies, and procedures contained in it.

The NSU Undergraduate Student Catalog is published by the Division of Enrollment Management and Student Affairs. For questions and comments about the catalog, please contact:

Enrollment Management and Student Affairs
Nova Southeastern University
3300 S. University Drive
Fort Lauderdale, Florida 33328-2004
Email: *emsaadmin@nova.edu*

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, sexual orientation, gender, gender identity, military service, veteran status, or political beliefs or affiliations, and to comply with all federal and state nondiscrimination, equal opportunity, and affirmative action laws, orders, and regulations. Any such acts are unacceptable and strictly prohibited by the university.

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

For inquiries or complaints regarding perceived discrimination based on gender or sex, please contact:

Laura Bennett
Title IX Coordinator
Phone: (954) 262-7858
Email: *laura.bennett@nova.edu* or *titleIX@nova.edu*
Website and Online Reporting Form: *nova.edu/title-ix*
Office Locations:
Main Campus
Campus Support Building, Office#174

Inquiries about the application of Title IX may be directed to the Title IX Coordinator, the Office of Civil Rights or both.

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

Benjamin Johnson, Ph.D.
Assistant Dean for Student Development
Phone: (954) 262-7281
Email: *bj379@nova.edu*

NSU Accreditations

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*).

NSU's Shepard Broad College of Law is a member of the Association of American Law Schools and is accredited by the Council of the Section of Legal Education and Admissions to the Bar of the American Bar Association, 321 North Clark Street, Chicago, Illinois 60610-4714, (312) 988-6738.

The Dr. Kiran C. Patel College of Osteopathic Medicine is accredited by the Commission on Osteopathic College Accreditation of the American Osteopathic Association and is a member of the American Association of Colleges of Osteopathic Medicine.

The Bachelor of Science in Public Health is accredited by the Council on Education for Public Health (CEPH), 1010 Wayne Avenue, Suite 220, Silver Spring, MD 20910, Phone number 202-789-1050.

The Bachelor of Science in Human Nutrition, Didactic Program in Dietetics (DPD) has received candidacy for accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) (120 South Riverside Plaza, Suite 2190, Chicago, IL 60606-6995, Phone number: 800/877-1600, ext. 5400; *eatrightpro.org/acend*)

The cardiovascular sonography program at NSU Tampa is accredited by the Commission on Accreditation of Allied Health Education Programs (*caahep.org*). CAAHEP 25400 U.S. Highway 19, North, Suite 158, Clearwater, Florida 33376. Phone: (727) 210-2350/ Fax: (727) 210-2354.

The Diagnostic Medical Sonography – Vascular Program – is accredited by the Commission on Accreditation of Allied Health Education Programs (*caahep.org*). Upon the recommendation of the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS), the program has been granted continuing accreditation until the year 2026.

The Diagnostic Medical Sonography – Abdomen-Extended Program – is accredited by the Commission on Accreditation of

Allied Health Education Programs (*caahep.org*). Upon the recommendation of the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS), the program has been granted continuing accreditation until the year 2026.

The Diagnostic Medical Sonography – Obstetrics and Gynecology Program – is accredited by the Commission on Accreditation of Allied Health Education Programs (*caahep.org*). Upon the recommendation of the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS), the program has been granted continuing accreditation until the year 2026.

Commission on Accreditation of
Allied Health Education Programs (CAAHEP)
9355 113th Street N., #7709
Seminole, Fl 33775-7709
Phone: (727) 210-2350
Fax: (727) 210-2354
caahep.org

The baccalaureate degree program in nursing/master's degree program in nursing/Doctor of Nursing Practice program, and postgraduate A.P.R.N. certificate program at Nova Southeastern University is accredited by the Commission on Collegiate Nursing Education (*ccneaccreditation.org*).

The Paralegal Concentration in the Bachelor of Science in Law major and the post-baccalaureate Certificate in Paralegal Studies in the Shepard Broad College of Law is approved by the American Bar Association, (321 North Clark Street, Chicago, IL 60654, Phone number: 800-285-2221).

The Bachelor of Science in Respiratory Therapy is accredited by the Commission on Accreditation for Respiratory Care (CoARC), (264 Precision Blvd., Telford, TN 37690., Phone number: 817-283- 2835; Fax: (817) 354-8519, *coarc.com*).

The Abraham S. Fischler College of Education and School of Criminal Justice at Nova Southeastern University is accredited by the Council for the Accreditation of Educator Preparation (CAEP), *caepnet.org* (1140 19th Street, NW, Suite 400, Washington, D.C. 20036, Phone number: (202) 223-0077, Fax: (202) 296-6620). CAEP's institutional accreditation covers the following initial teacher preparation programs at the bachelor's level: Elementary Education with ESOL/Reading Endorsement and Exceptional Student Education with ESOL Endorsement.

The H. Wayne Huizenga College of Business and Entrepreneurship is an accredited member of AACSB International-The Association to Advance Collegiate Schools of Business. The Exercise and Sport Science Program in the Dr. Pallavi Patel College of Health Care Sciences is recognized for strength and conditioning by the National Strength and Conditioning Association (NSCA). (1855 Bob Johnson Dr., Colorado Springs, CO 80906. Phone: 800-815-6826, ext. 164).

For more details and up-to-date information, please visit *nova.edu/about/university-accreditation.html*.

NSU Memberships

The university holds primary, secondary, and higher education memberships in several organizations. Visit *nova.edu/academic-affairs/professional-memberships.html* for complete listing.

Table of Contents

Letter from the President

Welcome to Nova Southeastern University! As the president of NSU, it is my honor to welcome you into our Shark family.

Our goal is to provide you with a quality education that will prepare you for a rewarding future in your career, your community, and your life. Within all our programs, you will learn from the expertise of our diverse faculty. Your hands-on, immersive program will challenge you in new ways that you have not experienced before. Over time, you will grow academically and personally as you work with professors and your peers. You will push past any limits you have set for yourself as you learn the skills that will allow you to dominate your chosen profession.

There is much more to life at NSU than going to class, so I encourage you to explore your interests with our on-campus clubs, organizations, and internship opportunities. Your course at NSU is yours to chart, and I am confident that you will make the best choices and have enriching experiences.

This moment represents the start of a new journey, and I would like to remind you that the journey is as important as the destination. Soon enough, you will be completing your degree, and I assure you, by the time you finish, with the knowledge and experience you gleaned at NSU, you will have unleashed your potential to be a leader.

Go Sharks, and FINS UP!

Sincerely,

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

NSU Mission Statement

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

NSU Vision 2025 Statement

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

NSU Core Values

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

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

NSU Board of Trustees

Charles L. Palmer, Chair
Barry J. Silverman, M.D., Vice Chair
George L. Hanbury II, Ph.D., President and CEO
Samuel F. Morrison, Secretary
Ronald G. Assaf
Walter L. Banks, Sr.
Mitchell W. Berger, J.D.
Rita Case
Suzi Codish
R. Douglas Donn
James Donnelly
Arthur J. Falcone
Steven J. Halmos
Carol Harrison Kalagher
Milton L. Jones, Jr.
Barbara Trebbi Landry
Alan B. Levan
Nell McMillan Lewis, Ed.D.
Albert J. Miniaci
Anthony N. Ottaviani, D.O.
Kiran C. Patel, M.D.
George I. Platt, J.D.
Martin R. Press, J.D.
Paul M. Sallarulo
J. Kenneth Tate
Zachariah P. Zachariah, M.D.
Michael J. Zager

Trustee Emeritus

Mike Jackson

Note: As of October 27, 2021

University History

In 1964, Nova University of Advanced Technology was chartered as a graduate institution specializing in the physical and social sciences. In 1972, Nova introduced its first off-campus course of study, a major in education. Soon, Nova became nationally recognized for its innovative distance learning programs.

The board of trustees changed the university's name to Nova University in 1974. Over time, Nova added programs in law, education, business, psychology, computer science, oceanography, social and systemic studies, and hospitality.

While Nova continued to expand its educational reach, Southeastern University of the Health Sciences also took an expansion course. Southeastern was created by osteopathic physicians committed to establishing a college of osteopathic medicine in the Southeast. As a result, Southeastern College of Osteopathic Medicine opened in 1981. From 1987 to 1997, the institution added Colleges of Pharmacy, Optometry, Allied Health, Medical Sciences, and the College of Dental Medicine, which admitted 88 students in 1997.

The merger of Nova University and Southeastern University of the Health Sciences in 1994 increased available resources and gave students the opportunity for a multi-disciplinary education and a better understanding of how their future professions related to society as a whole.

Today, Nova Southeastern University (NSU) is an accredited, co- educational institution providing educational programs from preschool through the professional and doctoral levels. The institution awards certificates, associate, bachelor, master, specialist, and first-professional degrees in a wide range of fields.

Those include the arts, business, counseling, conflict resolution, criminal justice, cross-disciplinary studies, engineering, computer and information sciences, education, humanities, medicine (D.O. program), optometry, pharmacy, dental medicine, nursing, various health professions, law, marine sciences, early childhood, psychology, and other social sciences. In 2018, NSU admitted the first class of the Dr. Kiran C. Patel College of Allopathic Medicine (M.D. program). The university's educational programs are conducted at the Fort Lauderdale/ Davie Campus and locations

throughout Florida, Puerto Rico, across the nation, and in several countries. NSU is accredited by the Southern Association of Colleges and Schools Commission on Colleges.

NSU is classified as a research university with "high research activity" by the Carnegie Foundation for the Advancement of Teaching. It is one of only 50 universities nationwide also awarded Carnegie's Community Engagement Classification. NSU is the largest private, not-for-profit university in Florida with almost 21,000 students. It is one of the largest universities in the U.S. that meets U.S. Department of Education criteria as a Hispanic- Serving Institution.

Campus Facilities

Nova Southeastern University operates four campuses in the Miami to Fort Lauderdale area—the Fort Lauderdale/Davie campus, the East Campus in Fort Lauderdale, the North Miami Beach Campus, and the Oceanographic Campus in Dania Beach. The university also has campuses in the Florida cities of Miami (Kendall), Jacksonville, Orlando, Tampa Bay, Fort Myers, Miramar, and Palm Beach, and in San Juan, Puerto Rico. In August 2019, NSU opened the Tampa Bay Regional Campus in Clearwater, featuring a 325,000 square-foot, state-of-the-art facility. The campus also includes a new branch site for NSU's Dr. Kiran C. Patel College of Osteopathic Medicine.

The campus in Fort Lauderdale/Davie is located on a 314-acre site 10 miles inland from the Atlantic Ocean and readily accessible via several highways and Florida's Turnpike. The campus is the central location for most of NSU's colleges, with state of-the-art classrooms, laboratories, patient simulation facilities, auditoriums, and computer centers.

NSU's campus expansion added, new educational facilities, athletic venues, residence halls, and performing arts theatres. In 2003, the university dedicated the 110,000-square-foot Jim & Jan Moran Family Center Village, a model for early education programs across the country. It also dedicated the Carl DeSantis Building, the 261,000-square-foot home of the H. Wayne Huizenga College of Business and Entrepreneurship, and the College of Computing and Engineering. NSU's Guy Harvey Oceanographic Research Center opened in 2012 as, one of the largest facilities in the U.S. dedicated to research and the conservation of marine life. Westside Regional Medical Center emergency center opened on NSU's Fort Lauderdale/Davie campus in summer 2015. The NSU Art Museum Fort Lauderdale boasts a permanent collection of more than 6,000 works, visual arts exhibits, arts curriculum, and educational programs in South Florida.

NSU's Fort Lauderdale/Davie campus is home to the Rose and Alfred Miniaci Performing Arts Center, and the Alvin Sherman Library Research and information Technology Center, which serves the university and the residents of Broward County in a unique private-public partnership.

NSU's library system, composed of the Alvin Sherman library, Martin and Gail Press Health Professions Division Library, Panza Maurer Law Library, the William S. Richardson Ocean Sciences Library, and four junior K- 12 school libraries contribute to NSU's strong academic research environment.

In 2006, the university opened the Don Taft University Center, a 366,000-square-foot recreation, athletic, and arts complex at the Fort Lauderdale/Davie Campus. The center is home to a multipurpose 4,500-seat arena and, studios, the Flight Deck Pub, a state-of-the-art gym, food court, and a performing and visual arts wing. The wing houses the Department of Communication, Media, and the Arts at the Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center. It includes the intimate Black Box Theatre, art gallery, performance theatre, and additional rooms supporting theatre, music, art, dance, and other creative activities.

Eight residence halls at the Fort Lauderdale/Dave Campus serve undergraduate students, including Mako Hall, a modern newly constructed 608-bed residence hall.

Opened in September 2016, NSU's Center for Collaborative Research (CCR) is one of the largest and most advanced research facilities in Florida. The CCR provides wet and dry labs for NSU's innovative researchers, a General Clinical Research Center, an outpatient facility, a technology incubator offering partnerships with innovative companies, and the NSU Cell Therapy Institute. The CCR also houses NSU's Institute for Neuro-Immune Medicine; NSU's Rumbaugh-Goodwin Institute for Cancer Research; the Emil Buehler Research Center for Engineering, Science and Mathematics; the U.S. Geological Survey (USGS), which partners with NSU on collaborative research. The Noel P. Brown Sports Center has a state-of-the-art fitness center, two full-sized basketball courts, a volleyball court, and areas for physical fitness activities and programming.

For a full overview of NSU's campuses and facilities, refer to the Fact Book at *nova.edu/publications/factbook/*.

NSU Campus Locations

Fort Lauderdale/Davie Campus
3300 S. University Drive
Fort Lauderdale, Florida 33328-2004
Phone: 800-541-NOVA (6682)
Email: *nsuinfo@nova.edu*

Oceanographic Campus
8000 North Ocean Drive
Dania Beach, Florida 33004-3078
Phone: 800-39-OCEAN
Email: *imcs@nova.edu*

East Campus
3100 SW 9th Avenue
Fort Lauderdale, Florida 33315-3025

NSU Regional Campuses/ Instructional Sites

Fort Myers, Florida
3650 Colonial Court
Fort Myers, Florida 33913
Phone: (239) 274-6070
Email: *nsu-fortmyers@nova.edu*

Jacksonville, Florida
6675 Corporate Center Parkway,
Suite 115
Jacksonville, Florida 32216
Phone: (904) 245-8910
Email: *nsu-jacksonville@nova.edu*

Miami, Florida
8585 SW 124th Avenue
Miami, Florida 33183
Phone: (305) 275-2601
Email: *nsu-miami@nova.edu*

Miramar, Florida
2050 Civic Center Place, Third Floor
Miramar, Florida 33025
Phone: (954) 262-9498
Email: *nsu-miramar@nova.edu*

Orlando, Florida
4850 Millenia Blvd.
Orlando, Florida 32839
Phone: (407) 264-5601
Email: *nsu-orlando@nova.edu*

Palm Beach, Florida
11501 North Military Trail
Palm Beach Gardens, Florida 33410
Phone: (561) 805-2100
Email: *nsu-palmbeach@nova.edu*

San Juan, Puerto Rico
997 San Roberto Street
San Juan, PR 00926
Phone: (787) 773-6501
Email: *nsu-puertorico@nova.edu*

Tampa Bay, Florida
3400 Gulf-to-Bay Blvd.
Clearwater, Florida 33759-4514
Phone: (813) 574-5200
Email: *nsu-tampa@nova.edu*

NSU Health Care Clinics

The Health Care Centers serve as integral parts of the student training programs and bring health care service to under-served areas of the community.

1750 N.E. 167th Street
North Miami Beach, FL 33162
Phone: (954) 262-4200

This center provides the community with full-service, primary care/family-medicine.

Health Care Center at Covenant Village of Florida

9215 West Broward Boulevard
Suite 3105
Plantation, FL 33324
Phone: (954) 916-6585

This center provides convenient medical care so that residents can quickly receive the health care they need.

Sanford L. Ziff Health Care Center

3060 South University Drive
Fort Lauderdale, FL 33328-2018
Phone: (954) 262-4200

This primary care facility offers state-of-the-art full-service capabilities. It houses family medicine, pediatrics, internal medicine, geriatrics, student health, obstetrics/ gynecology, osteopathic manipulative medicine, nutritional services occupational therapy, and a pharmacy. It also offers physical therapy, sports medicine and rehabilitation, optometric clinic, and an optical dispensary.

Student Health Care Clinics (Walk-In Service)

Sanford L. Ziff Health Care Center
3060 South University Drive
Fort Lauderdale, FL 33328-2018
Phone: (954) 262-4200

The mission of the Student Medical Center is to provide quality healthcare services to our students. It is staffed by board certified physicians and physician assistants who provide primary care services including: physical exams, health care, immunizations, preventive care, general medical care, nutrition education and minor surgical procedures.

The Commons Residence Hall
Suite 135
Phone: (954) 262-1262

Audiology Clinic

Sanford L. Ziff Health Care Center
3060 South University Drive
Fort Lauderdale-Davie, FL 33328-2018
Phone: (954) 262-4200

The Audiology Clinic provides comprehensive hearing and vestibular services to patients of all ages. This faculty practice and community-care facility offers comprehensive audiology care within a teaching environment. Doctor of Audiology (Au.D.) students work beside faculty to provide service to patients. Patients and students develop a comfortable patient-provider relationship in a professional atmosphere with advanced technology and contemporary treatment programs.

Dental Medicine Patient Care Center

3050 South University Drive
Fort Lauderdale-Davie, FL 33328-2018
Phone: (954) 262-7500

Services are available to adults, children, adolescents, and elderly clients. All dental treatment meets or exceeds technical and ethical standards of care established by the dental profession. The college offers patients comprehensive and specialty care within a university setting. Patients choose from one of four affordable treatment options providing standard dental care, orthodontics, pediatric dentistry, endodontics (root canal therapy), periodontics (gum disease, implants), oral surgery (extractions), and prosthetics (complete and removable partial dentures, crowns, bridges).

Kids In Distress, Broward County

819 N.E. 26th Street, Building C
Wilton Manors, FL 33305
Phone: (954) 567-5640

Brief Therapy Institute

Maltz Building
3151 College Avenue
Fort Lauderdale-Davie Florida, 33314-7796

The clinic provides family, couples and individual brief therapy services on a sliding fee scale.

Developmental Assessment Clinic:

- **Diagnostic Services:** Psycho-developmental evaluations are provided for those who are suspected of having an autism spectrum disorder (ASD), exhibiting developmental delays, or experiencing early childhood behavioral difficulties. Additionally, the clinic serves adolescents with a prior diagnosis of ASD and/or developmental disabilities for reassessment purposes.
- **Autism Education Program:** The information provided to families for ASD intervention is both overwhelming and often inaccurate. Caregivers struggle to discern quality programs that are evidence-based from those that have little success. To address this need, a series of community-based, ongoing seminars and one-on-one caregiver follow-up sessions assist in determining the next steps after diagnosis.

Challenging Behavior Clinic:

Engaging in significant behavior problems can isolate children from peers, decrease ability to learn, and lead to elevated levels of stress in the home. The Challenging Behavior Clinic addresses these concerns through direct support for caregivers through parent training sessions, or individual sessions integrating care for children and caregivers. These treatments teach children adaptive methods to replace problem behaviors with functional skills.

Physical Therapy

Don Taft University Center
3300 S. University Drive Suite 1441b
Fort Lauderdale, FL 33328-2004
Phone: (954) 262-4149

Physical therapy provides treatment and preventive care for athletes and the community. Therapists help with all aspects of pain management in sports, and alternative therapies.

Occupational Therapy

Don Taft University Center
3300 S. University Drive, Suite 1441b
Fort Lauderdale, FL 33328-2004
Phone: (954) 262-4149

Occupational therapy assists patients of all ages with caring for themselves, participating in productive activities and interacting with others.

Speech-Language Pathology Clinic

6100 Griffin Road
Davie, FL 33314
Phone: (954) 262-7726

The Speech-Language Pathology Clinic conducts evaluations and treatment services for children and adults with speech, language, and communication delays and disorders. Faculty have expertise in developmental issues, autism, language & learning disabilities, stroke and disease, early intervention, stuttering, augmentative communication and cleft palate. Bilingual services are provided.

Sports Medicine Clinic

3300 S. University Drive, Suite 1433
Fort Lauderdale, FL 33328-2004
Phone: (954) 262-5590

The Sports Medicine Clinic is an interdisciplinary subspecialty of osteopathic medicine which deals with the treatment and preventive care of athletes, both amateur and professional. Our team includes primary care physicians, specialty physicians and surgeons, athletic trainers, physical therapists, coaches, dietitians, psychologists, strength and conditioning trainers, and of course the athlete.

The Eye Institute

3200 S. University Drive
Davie, FL 33328
Phone: (954) 262-4200

The Eye Institute provides primary eye care and pediatric/binocular vision services to the urban community in the downtown area as well as the hospital district patients. Along with routine and emergency eye care, services for early detection and monitoring and treatment of glaucoma and other eye diseases are provided by student's supervised by experienced faculty members in the state-of-the-art facility. Specialty care, including vision training for children up to 12 years of age, is offered by the Eye Institute's pediatric sections. A wide selection of frames for both children and adults are available at reasonable cost on-site.

Center of Student Counseling and Well-being by Henderson Behavioral Health

3300 S. University Drive.
Student Affairs Building, 3rd Floor
Fort Lauderdale, Florida 33328-2004
(954) 262-7050 or (954) 424-6911
Website: *https://www.nova.edu/studentcounseling/*

The NSU Center for Student Counseling and Well-Being by Henderson Behavioral Health offers a wide array of services and programs to support various aspects of student' well-being. These services include daily triage appointments for new students, medication management, and individual, couples, and family counseling. Additionally, we work with NSU Student Affairs to link students to psychoeducational programming and personal growth groups. Examples of what a student can focus on in counseling include but are not limited to: Academic & Career Development, Relationship Challenges, Adjustment to Student Life, Depression, Stress & Time Management, Problem Solving & Goal Setting, Test and Seminar Anxiety, Eating and Body Image, Anxiety, and Substance Abuse. Henderson is accredited at the highest level to provide student counseling services by the Commission on the Accreditation of Rehabilitation Facilities (CARF).

Services Offered

- individual counseling
- couples counseling
- family counseling
- psychiatric services

How to make an appointment

Please register for an appointment accessing the HSCS portal at *https://www.nova.edu/studentcounseling/*

Daily Triage/Screening Appointments are available.

Payment

Part-time and full-time students can participate in up to 10 sessions per year, and counseling sessions are available at no cost. If seeing the psychiatrist, students are charged a nominal fee. Insurance is accepted.

Hours of Operation

Monday	8:30am – 6:00 p.m.
Tuesday	8:30am – 8:00 p.m.
Wednesday	8:30am – 8:00 p.m.
Thursday	8:30am – 5:00 p.m.
Friday	8:30am – 6:00 p.m.

AFTER HOURS ON-CALL COUNSELOR: (954) 424-6911, available 24/7 (365 days per year): select #4 to connect to counselor

NSU Pharmacy

The NSU Pharmacy provides free screenings to NSU students, employees, and the public on the third Tuesday of every month.

This full-service pharmacy is available to students and the community for all prescription needs:

- Prescription dispensing
- Compounding tailor-made medicines
- Disease management programs - diabetes, hypertension, anticoagulation, hyperlipidemia, and osteoporosis
- Dosage monitoring for patients with multiple prescriptions
- Herbal and nutritional counseling
- Wellness screenings

Student Medical Center

The mission of the Student Medical Center is to provide quality primary health care services to our collegiate populations. Services include physical exams, women's health care, immunizations, preventive care, general medical care, and minor surgical procedures.

Overview of NSU Undergraduate Studies

Undergraduate courses at NSU emphasize high-quality instruction, small class size, and personal attention from an accomplished faculty of noted researchers, published authors, practitioners, and consultants. In addition to close faculty-student relationships, the university provides resources outside the classroom to help NSU undergraduates achieve their academic goals.

All undergraduate students at NSU undertake comprehensive general education coursework within the areas of written composition, mathematics, arts and humanities, social and behavioral sciences, and sciences.

Majors are offered in a variety of formats, including day, evening, online, or off-campus programs. Students should check the appropriate college section of this catalog for details about program formats, program requirements, major and minor descriptions, learning outcomes, and curricula. While students are assigned to a specific NSU college based on their major, they may take classes or minor in subjects from any of the other undergraduate colleges.

Academic Programs

Majors

Major Fields of Study	Degrees	Offered by:
Accounting	B.S.B.A.	H. Wayne Huizenga College of Business and Entrepreneurship
Applied Professional Studies	B.S.	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center
Art and Design	B.A.	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center
Biology	B.S.	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center
Business of Health	B.S.B.A.	H. Wayne Huizenga College of Business and Entrepreneurship
Cardiovascular Sonography	B.S.	Dr. Pallavi Patel College of Health Care Sciences
Chemistry	B.S.	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center
Child Development	B.S.	Abraham S. Fischler College of Education and School of Criminal Justice
Communication	B.A.	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center
Computer Science	B.S.	College of Computing and Engineering
Criminal Justice	B.S.	Abraham S. Fischler College of Education and School of Criminal Justice
Dance	B.A.	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center
Education	B.S.	Abraham S. Fischler College of Education and School of Criminal Justice
Elementary Education with ESOL/Reading Endorsements	B.S.	Abraham S. Fischler College of Education and School of Criminal Justice
Engineering	B.S.	College of Computing and Engineering
English	B.A.	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center
Entrepreneurship	B.S.B.A.	H. Wayne Huizenga College of Business and Entrepreneurship
Environmental Science	B.S.	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center
Exceptional Student Education with ESOL Endorsement	B.S.	Abraham S. Fischler College of Education and School of Criminal Justice
Exercise and Sport Science	B.S.	Dr. Pallavi Patel College of Health Care Sciences

Major Fields of Study	Degrees	Offered by:
Finance	B.S.B.A.	H. Wayne Huizenga College of Business and Entrepreneurship
Health and Wellness Coaching	B.S.	Dr. Kiran C. Patel College of Osteopathic Medicine
Health Informatics	B.S.	Dr. Kiran C. Patel College of Osteopathic Medicine
Health Science—Online	B.H.Sc.	Dr. Pallavi Patel College of Health Care Sciences
History	B.A.	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center
Human Services Administration	B.S.	Abraham S. Fischler College of Education and School of Criminal Justice
Human Nutrition	B.S.	Dr. Kiran C. Patel College of Osteopathic Medicine
Information Technology	B.S.	College of Computing and Engineering
Interdisciplinary Studies	B.S.	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center
International Studies	B.A.	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center
Law	B.S.	Shepard Broad College of Law
Legal Studies	B.S.	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center
Management	B.S.B.A.	H. Wayne Huizenga College of Business and Entrepreneurship
Marine Biology	B.S.	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center
Marketing	B.S.B.A.	H. Wayne Huizenga College of Business and Entrepreneurship
Mathematics	B.S.	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center
Medical Sonography	B.S.	Dr. Pallavi Patel College of Health Care Sciences
Music	B.A.	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center
Neuroscience	B.S.	College of Psychology
Nursing	B.S.N.	Ron and Kathy Assaf College of Nursing
Philosophy	B.A.	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center
Political Science	B.A.	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center
Property Management and Real Estate	B.S.B.A.	H. Wayne Huizenga College of Business and Entrepreneurship
Psychology	B.S.	College of Psychology
Public Health	B.S.	Dr. Kiran C. Patel College of Osteopathic Medicine
Respiratory Therapy First Professional	B.S.R.T.	Dr. Pallavi Patel College of Health Care Sciences
Respiratory Therapy Post-Professional Program—Online	B.S.R.T.	Dr. Pallavi Patel College of Health Care Sciences
Secondary Biology Education	B.S.	Abraham S. Fischler College of Education and School of Criminal Justice
Secondary English Education with ESOL/Reading Endorsements	B.S.	Abraham S. Fischler College of Education and School of Criminal Justice
Secondary Math Education	B.S.	Abraham S. Fischler College of Education and School of Criminal Justice
Secondary Social Studies Education	B.S.	Abraham S. Fischler College of Education and School of Criminal Justice
Sociology	B.S.	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center
Speech-Language and Communication Disorders	B.S.	Dr. Pallavi Patel College of Health Care Sciences
Sport and Recreation Management	B.S.B.A.	H. Wayne Huizenga College of Business and Entrepreneurship
Theatre	B.A.	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center

Minors

Minor Fields of Study	Offered by:
Accounting	H. Wayne Huizenga College of Business and Entrepreneurship
African Diaspora Studies	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center
Anthropology	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center
Applied Behavior Analysis	College of Psychology
Applied Statistics	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center
Arts Administration	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center
Bioinformatics	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center
Biology	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center
Business (for non-business majors)	H. Wayne Huizenga College of Business and Entrepreneurship
Chemistry	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center
Communication	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center
Criminal Justice	Abraham S. Fischler College of Education and School of Criminal Justice
Cybersecurity	College of Computing and Engineering
Dance	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center
Data Analytics	College of Computing and Engineering
Digital Media Production	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center
Economics	H. Wayne Huizenga College of Business and Entrepreneurship
Education	Abraham S. Fischler College of Education and School of Criminal Justice
English	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center
Entrepreneurship	H. Wayne Huizenga College of Business and Entrepreneurship
Exercise Science	Dr. Pallavi Patel College of Health Care Sciences
Experiential Leadership (available only to Razor's Edge students)	Abraham S. Fischler College of Education and School of Criminal Justice
Film Studies	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center
Finance	H. Wayne Huizenga College of Business and Entrepreneurship
Financial Planning	H. Wayne Huizenga College of Business and Entrepreneurship
Folklore and Mythology	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center
Forensic Studies	College of Psychology
Gender Studies	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center
Geographic Information Science	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center
Global Engagement (available only to Razor's Edge students)	Abraham S. Fischler College of Education and School of Criminal Justice
Graphic Design	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center
Health and Wellness Coaching	Dr. Kiran C. Patel College of Osteopathic Medicine
Health Informatics	Dr. Kiran C. Patel College of Osteopathic Medicine
History	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center
Honors Transdisciplinary Studies (available only to Farquhar Honors College students)	Farquhar Honors College

Minor Fields of Study	Offered by:
Human Nutrition	Dr. Kiran C. Patel College of Osteopathic Medicine
Humanities	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center
International Business	H. Wayne Huizenga College of Business and Entrepreneurship
International Law	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center
International Studies	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center
Irish Studies	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center
Journalism	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center
Latin American and Caribbean Studies	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center
Law, Science, and Technology	Shepard Broad College of Law
Legal Studies	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center
Management	H. Wayne Huizenga College of Business and Entrepreneurship
Marine Biology	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center
Marine Ecology	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center
Marketing	H. Wayne Huizenga College of Business and Entrepreneurship
Mathematical Finance	H. Wayne Huizenga College of Business and Entrepreneurship
Medical Humanities	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center
Military Science and Leadership (available only to ROTC students)	Abraham S. Fischler College of Education and School of Criminal Justice
Music	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center
Neuroscience	College of Psychology
Optometry	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center
Paralegal Studies	Shepard Broad College of Law
Pre-Health	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center
Pharmaceutical Sciences	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center
Philosophy	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center
Physics	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center
Political Science	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center
Property Management	H. Wayne Huizenga College of Business and Entrepreneurship
Psychology	College of Psychology
Psychology for Health Sciences	College of Psychology
Public Health	Dr. Kiran C. Patel College of Osteopathic Medicine
Research Studies (available only to Razor's Edge students)	Abraham S. Fischler College of Education and School of Criminal Justice
Scientific Diving	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center
Social Innovation and Sustainability	H. Wayne Huizenga College of Business and Entrepreneurship
Sociology	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center
Spanish	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center
Speech-Language Pathology	Dr. Pallavi Patel College of Health Care Sciences

Minor Fields of Study	Offered by:
Sport and Recreation Management	H. Wayne Huizenga College of Business and Entrepreneurship
Strategic Communication	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center
Studio Art	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center
Theatre	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center
Venture Creation (Available only to Huizenga Business Innovation Academy students)	H. Wayne Huizenga College of Business and Entrepreneurship
Writing	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center

Certificate Programs

Field of Study	Offered by:
Post-Baccalaureate Certificate in Paralegal Studies	Shepard Broad College of Law

Credential Coursework

Field of Study	Offered by:
Child Development Associate Credential (CDA)	Abraham S. Fischler College of Education and School of Criminal Justice
Florida Director Credential	Abraham S. Fischler College of Education and School of Criminal Justice

Add-on Endorsement

	Offered by:
Driver Education	Abraham S. Fischler College of Education and School of Criminal Justice

Academic Calendars

Students should check with their college program office to confirm the start and end dates of their classes. Student registration status (Senior, junior, sophomore, freshman) can be verified in SharkLink/Self-Service Banner. (After logging in to SharkLink, click on the "Academics" tab, select "Registration-Add/Drop/SEA," and "Prepare for Registration.") Credits counted include earned, in-progress, and registered credits.

Fall 2023

FALL 2023	**Monday, August 21 – Sunday, December 10, 2023**
Registration for Seniors (90 credits or more)	Monday, April 10 to Sunday August 27, 2023 8:00 a.m. to 10:00 p.m. daily
Registration for Juniors (60 to 89 credits)	Wednesday, April 12 to Sunday August 27, 2023 8:00 a.m. to 10:00 p.m. daily
Registration for Sophomores (30 to 59 credits)	Monday, April 17 to Sunday, August 27, 2023 8:00 a.m. to 10:00 p.m. daily
Registration for Freshmen (0 to 29 credits)	Wednesday, April 19 to Sunday, August 27, 2023 8:00 a.m. to 10:00 p.m. daily
Open registration period for all students	Wednesday, April 19 to Sunday, August 27, 2023 8:00 a.m. to 10:00 p.m. daily
Open Registration	
Last day to pay Fall tuition to avoid late fee	Thursday, September 21, 2023
Drop/Withdraw Policy	
Fall Term I and Full Semester Classes	*Term I: Monday, August 21 – Sunday, October 15, 2023* *Full Semester: Monday, August 21 – Sunday, December 10, 2023*
Drop/Add during 1st week of Term/Full Semester (100% refund)	Monday, August 21 from 8:00 a.m. – Sunday, August 27, 2023 at 10:00 p.m.
Drop during 2nd week of Term/Full Semester (75% refund)	Monday, August 28 – Sunday, September 3, 2023
Drop during 3rd week of Term/Full Semester (50% refund)	Monday, September 4 – Sunday, September 10, 2023
Last Day to Withdraw Term I (no refund)	Sunday, September 24, 2023
Last Day to Withdraw Full Semester Classes (no refund)	Sunday, November 19, 2023
Fall Term II	*Term II: Monday October 16 – Sunday December 10, 2023*
Drop/Add during 1st week of Term II (100% refund)	Monday, October 16 – Sunday, October 22, 2023
Drop during 2nd week of Term II (75% refund)	Monday, October 23 – Sunday, October 29, 2023
Drop during 3rd week of Term II (50% refund)	Monday, October 30 – Sunday, November 5, 2023
Last Day to Withdraw Term II (no refund)	Sunday, November 19, 2023
Exams	
Final Exam Dates for *Term I*	Monday, October 9 – Saturday, October 14, 2023
Mid–Term Exam Dates for *Full Semester*	Monday, October 9 – Saturday, October 14, 2023
Final Exam Dates for *Full Semester* and *Term II*	Monday, December 4 – Saturday, December 9, 2023
University Holidays and Special Events	
Convocation	Thursday, August 17, 2023
Labor Day (University Closed)	Monday, September 4, 2023
Thanksgiving Break (University Closed)	Thursday, November 23 – Friday, November 24, 2023
Winter Break (No Classes)	Monday, December 11, 2023 – Tuesday, January 2, 2024

Winter 2024

WINTER 2024	**Wednesday, January 3 – Sunday, April 28, 2024**
Registration for Seniors (90 credits or more)	Monday, October 23, 2023 to Tuesday, January 2, 2024 8:00 a.m. to 10:00 p.m. daily
Registration for Juniors (60 to 89 credits)	Wednesday, October 25, 2023 to Tuesday, January 2, 2024 8:00 a.m. to 10:00 p.m. daily

Registration for Sophomores (30 to 59 credits)	Monday, October 30, 2023 to Tuesday, January 2, 2024 8:00 a.m. to 10:00 p.m. daily
Registration for Freshmen (0 to 29 credits)	Wednesday, November 1, 2023 to Tuesday, January 2, 2024 8:00 a.m. to 10:00 p.m. daily
Open registration period for all students	Wednesday, November 1, 2023 to Tuesday, January 2, 2024 8:00 a.m. to 10:00 p.m. daily
Last day to pay Fall tuition to avoid late fee	Friday, February 2, 2024
Drop/Withdraw Policy	
Winter Term I and Full Semester Classes	*Term I: Wednesday, January 3 – Sunday, February 25, 2024* *Full Semester: Wednesday, January 3 – Sunday, April 28, 2024*
Drop/Add during 1st week of Term/Full Semester (100% refund)	Wednesday, January 3 from 8:00 a.m. to Tuesday, January 9, 2024 at 10:00 p.m.
Drop during 2nd week of Term/Full Semester (75% refund)	Wednesday, January 10–Tuesday, January 16, 2024
Drop during 3rd week of Term/Full Semester (50% refund)	Wednesday, January 17 - Tuesday, January 23, 2024
Last Day to Withdraw Term I (no refund)	Sunday, February 4, 2023
Last Day to Withdraw Full Semester Classes (no refund)	Sunday, April 7, 2024
Winter Term II	*Term II: Monday, March 4 – Sunday April 28, 2024*
Drop/Add during 1st week of Term II (100% refund)	Monday, March 4 - Sunday, March 10, 2024
Drop during 2nd week of Term II (75% refund)	Monday, March 11 - Sunday, March 17, 2024
Drop during 3rd week of Term II (50% refund)	Monday, March 18 - Sunday, March 24, 2024
Last Day to Withdraw Term II (no refund)	Sunday, April 7, 2024
Exams	
Final Exam Dates for *Term I*	Monday, February 19 – Saturday, February 24, 2024
Mid–Term Exam Dates for *Full Semester*	Monday, February 19 – Saturday, February 24, 2024
Final Exam Dates for *Full Semester* and *Term II*	Monday, April 22 – Saturday, April 27, 2024
University Holidays and Special Events	
Martin Luther King Day (University Closed)	Monday, January 15, 2024
Spring Break (No Classes)	Monday, February 26 – Sunday, March 3, 2024
Commencement	TBA

Summer 2024

SUMMER 2024	Monday, May 6 – Sunday, August 11, 2024
Registration for Seniors (90 credits or more)	Monday, April 1 – Sunday, May 12, 2024 8:00 a.m. to 10:00 p.m. daily
Registration for Juniors (60 to 89 credits)	Wednesday, April 3 — Sunday, May 12, 2024 8:00 a.m. to 10:00 p.m. daily
Registration for Sophomores (30 to 59 credits)	Monday, April 8 – Sunday, May 12, 2024 8:00 a.m. to 10:00 p.m. daily
Registration for Freshmen (0 to 29 credits)	Wednesday, April 10 – Sunday, May 12, 2024 8:00 a.m. to 10:00 p.m. daily
Open registration period for all students	Wednesday, April 10 – Sunday, May 12, 2024
8:00 a.m. to 10:00 p.m. daily	8:00 a.m. to 10:00 p.m. daily
Last day to pay Summer tuition to avoid late fee	Thursday, June 6, 2024
Drop/Withdraw Policy	
Summer Term I and Full Semester Classes	*Term I: Monday, May 6 – Sunday, June 23, 2024*
Full Semester: Monday, May 6 – Sunday, August 11, 2024	Monday, May 6 from 8:00 a.m. – Sunday, May 12 at 10:00 p.m.
Drop/Add during 1st week of Term/Full Semester (100% refund)	Monday, May 6 to Sunday, May 12, 2024 8:00 a.m. to 10:00 p.m. daily
Drop during 2nd week of Term/Full Semester (75% refund)	Monday, May 13, - Sunday, May 19, 2024 8:00 a.m. to 10:00 p.m. daily
Drop during 3rd week of Term/Full Semester (50% refund)	Monday, May 20 – Sunday, May 26, 2024 8:00 a.m. to 10:00 p.m. daily
Last Day to Withdraw Term I (no refund)	Sunday, June 2, 2024

Last Day to Withdraw Full Semester Classes (no refund)	Sunday, July 21, 2024
Summer Term II	*Term II: Monday, June 24 – Sunday, August 11, 2024*
Drop/Add during 1st week of Term II (100% refund)	Monday, June 24 – Sunday, June 30, 2024 8:00 a.m. to 10:00 p.m. daily
Drop during 2nd week of Term II (75% refund)	Monday, July 1 – Sunday, July 7, 2024 8:00 a.m. to 10:00 p.m. daily
Drop during 3rd week of Term II (50% refund)	Monday, July 8 – Sunday July 14, 2024 8:00 a.m. to 10:00 p.m. daily
Last Day to Withdraw Term II (no refund)	Sunday, July 21, 2024
Exams	
Final Exam Dates for *Term I*	Monday, June 17 – Saturday, June 22, 2024
Mid–Term Exam Dates for *Full Semester*	Monday, June 17 – Saturday, June 22, 2024
Final Exam Dates for *Full Semester* and *Term II*	Monday, August 5 – Saturday, August 10, 2024
University Holidays and Special Events	
Memorial Day (University Closed)	Monday, May 27, 2024
Independence Day (University Closed)	Tuesday, July 4, 2024

Correspondence Directory

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

Office of the Dean Kimberly Durham, Psy.D., Dean	Abraham S. Fischler College of Education and School of Criminal Justice Nova Southeastern University Carl DeSantis Building, Fourth Floor 3300 S. University Drive Ft. Lauderdale, FL 33328-2004	Toll-free: 800-986-3223, ext. 28500 Phone: (954) 262-8500 Fax: (954) 262-3971
Department of Education Carmen Session, Ed.D. and Marcelo Castro, Ph.D., Co-Chairs Emmy Maurilus, Ph.D., BSBA-D, Assistant Chair	Abraham S. Fischler College of Education and School of Criminal Justice Nova Southeastern University Carl DeSantis Building, Fourth Floor 3300 S. University Drive Ft. Lauderdale, FL 33328-2004	Toll-free: 800-986-3223, ext. 28500 Phone: (954) 262-8500 Fax: (954) 262-3971
Department of Human Services Carmen Session, Ed.D., Associate Dean/Assistant Professor	Abraham S. Fischler College of Education and School of Criminal Justice Nova Southeastern University Carl DeSantis Building, Fourth Floor 3300 S. University Drive Ft. Lauderdale, FL 33328-2004	Toll-free: 800-986-3223, ext. 28500 Phone: (954) 262-8500 Fax: (954) 262-3971
School of Criminal Justice Marcelo Castro, Ph.D., Associate Dean/Professor	Abraham S. Fischler College of Education and School of Criminal Justice Nova Southeastern University Carl DeSantis Building, Fourth Floor 3300 S. University Drive Ft. Lauderdale, FL 33328-2004	Toll-free: 800-986-3223, ext. 28500 Phone: (954) 262-8500 Fax: (954) 262-3971

For administrators, faculty, and/or staff listing, visit:
education.nova.edu/faculty/

College of Computing and Engineering

Office of the Dean Meline Kevorkian, Ed.D., Dean	College of Computing and Engineering Nova Southeastern University Carl DeSantis Building, Fourth Floor 3300 S. University Drive Ft. Lauderdale, FL 33328-2004	Phone: (954) 262-2031
Department of Computing **Department of Engineering** Gregory Simco, Ph.D., Chair	College of Computing and Engineering Nova Southeastern University Carl DeSantis Building, Fourth Floor 3300 S. University Drive Ft. Lauderdale, FL 33328-2004	Phone: (954) 262-2017 Email: *greg@nova.edu*

For faculty listing, visit:
cec.nova.edu/faculty/

College of Psychology

Office of the Dean Karen Grosby, Ed.D., Dean	College of Psychology Nova Southeastern University Maltz Building 3300 S. University Drive Ft. Lauderdale, FL 33328-2004	Phone: (954) 262-5701
Department of Psychology and Neuroscience Glenn Scheyd, Ph.D., Chair	College of Psychology Nova Southeastern University Maltz Building 3300 S. University Drive Ft. Lauderdale, FL 33328-2004	Phone: (954) 262-7991 Email: *Scheydjr@nova.edu*

For faculty listing, visit:
psychology.nova.edu/faculty/

Dr. Kiran C. Patel College of Osteopathic Medicine

Office of the Dean Elaine Wallace, D.O., M.S.[4], Dean	Dr. Kiran C. Patel College of Osteopathic Medicine Health Professions Division Nova Southeastern University 3200 S. University Drive Fort Lauderdale, FL 33328-2018	Phone: (954) 262-1613
Office of the Dean Phyllis Filker, DMD, MPH Executive Associate Dean Undergraduate, Graduate, Technology and Community Education	Dr. Kiran C. Patel College of Osteopathic Medicine Health Professions Division Nova Southeastern University 3200 S. University Drive Fort Lauderdale, FL 33328-2018	Phone: (954) 262-1628
Department of Public Health Kristi Messer, DHSc, LCSW, MPH, Assistant Dean, KPCOM Bachelor Degree Programs and Director, Bachelor of Science in Public Health	Dr. Kiran C. Patel College of Osteopathic Medicine Health Professions Division Nova Southeastern University 3200 S. University Drive Fort Lauderdale, FL 33328-2018	Phone: (954) 262-1072
Department of Nutrition Ioana Scripa, Ph.D., R.D.N., L.D.N. Director	Dr. Kiran C. Patel College of Osteopathic Medicine Health Professions Division Nova Southeastern University 3200 S. University Drive Fort Lauderdale, FL 33328-201	Phone: (954) 262-1515
Department of Couple and Family Therapy Shazia Akhtarullah, Ph.D., LMFT, LMHC, MCAP Director	Dr. Kiran C. Patel College of Osteopathic Medicine Health Professions Division Nova Southeastern University 3200 S. University Drive Fort Lauderdale, FL 33328-201	Phone: (954) 262-3028
Department of Couple and Family Therapy Shazia Akhtarullah, Ph.D., LMFT, LMHC, MCAP Director	Dr. Kiran C. Patel College of Osteopathic Medicine Health Professions Division Nova Southeastern University 3200 S. University Drive Fort Lauderdale, FL 33328-2018	Phone: (954) 262-3028
Department of Health Informatics Michelle Ramim, Ph.D., M.B.A. Interim Director	Dr. Kiran C. Patel College of Osteopathic Medicine Health Professions Division Nova Southeastern University 3200 S. University Drive Fort Lauderdale, FL 33328-2018	Phone: (954) 262-1566

For faculty listing, visit:
osteopathic.nova.edu/undergraduate/bs-public-health/faculty--staff.html

Office of the Dean Guy M. Nehrenz, Sr. Ed.D., M.A., R.R.T Interim Dean	Dr. Pallavi Patel College of Health Care Sciences Health Professions Division Nova Southeastern University 3200 S. University Drive Fort Lauderdale, FL 33328-2018	Phone: (954) 262-1205
Office of the Dean Sandrine Gaillard-Kenney, Ed.D., Associate Dean for Undergraduate Studies	Dr. Pallavi Patel College of Health Care Sciences Health Professions Division Nova Southeastern University 3200 S. University Drive Fort Lauderdale, FL 33328-2018	Phone: (954) 262-1260 Email: *gaillard@nova.edu*
Department of Health Science Akiva Turner, Ph.D., J.D., Chair	Dr. Pallavi Patel College of Health Care Sciences Health Professions Division Nova Southeastern University 3200 S. University Drive Fort Lauderdale, FL 33328-2018	Phone: 800-356-0026, ext. 21862 Email: *aturner1@nova.edu*
Bachelor of Health Science—Online Christopher Mitchell, M.S., B.A., Director	Dr. Pallavi Patel College of Health Care Sciences Health Professions Division Nova Southeastern University 3200 S. University Drive Fort Lauderdale, FL 33328-2018	Phone: 800-356-0026, ext. 21222, 21239, or 21217 Email: *cmitchel@nova.edu*
Bachelor of Science—Cardiovascular Sonography Samuel Yoders, Ph.D., RVT, Director	Dr. Pallavi Patel College of Health Care Sciences Health Professions Division Nova Southeastern University, Tampa Bay Campus 3400 Gulf To Bay Boulevard Clearwater, Florida, 33759	Phone: (813) 574-5372 Email: *yoders@nova.edu*
Bachelor of Science—Medical Sonography Rose McCalla-Henry MHA, CSSGB, RDMS, RDCS, RVT, Director	Dr. Pallavi Patel College of Health Care Sciences Health Professions Division Nova Southeastern University 3200 S. University Drive Fort Lauderdale, FL 33328-2018	Phone: (954) 262-1997 Email: *rmccallahe@nova.edu*
Department of Health and Human Performance Sandrine Gaillard-Kenney, Ed.D. Associate Dean/Associate Professor	Dr. Pallavi Patel College of Health Care Sciences Nova Southeastern University 3200 South University Drive Fort Lauderdale, FL 33328-2018	Phone: (954) 262-1260 Email: *gaillard@nova.edu*
Bachelor of Science—Exercise and Sport Science Corey Peacock Ph.D., Director Interim Chair	Dr. Pallavi Patel College of Health Care Sciences Nova Southeastern University 3200 South University Drive Fort Lauderdale, FL 33328-2018	Phone: (954) 262-7940 Email: *cpeacock@nova.edu*
Department of Speech-Language Pathology Melissa Edrich, Ed.D., CCC-SLP Chair	Dr. Pallavi Patel College of Health Care Sciences Nova Southeastern University 6100 Griffin Road Fort Lauderdale, FL 33314	Phone: (954) 262-7782 Email: *medrich@nova.edu*
Bachelor of Science—Speech-Language and Communication Disorders Jackie Hinckley, Ph.D., CCC-SLP, Director	Dr. Pallavi Patel College of Health Care Sciences Nova Southeastern University 6100 Griffin Road Fort Lauderdale, FL 33314	Phone: (954) 262-7756 Email: *jh988@nova.edu*
Department of Cardiopulmonary Sciences Lisa Farach, D.H.Sc., M.S., R.R.T., R.N., Chair	Bachelor of Science in Respiratory Therapy Dr. Pallavi Patel College of Health Care Sciences Nova Southeastern University Palm Beach Campus 11501 North Military Trail Palm Beach Gardens, FL 33410-6507	Phone: (561) 805-2301 or 800-541-6682, ext. 52301 Email: *lfarach@nova.edu*

For faculty listing, visit:
healthsciences.nova.edu/faculty/

Farquhar Honors College

Office of the Dean Andrea Nevins, Ph.D., M.F.A., Dean, Professor	Farquhar Honors College Nova Southeastern University Alvin Sherman Library, Research, and Technology Center, 3300 S. University Drive Ft. Lauderdale, FL 33328-20043301	Phone: (954) 262-8408 Email: *honors@nova.edu*

For faculty listing, visit:
honors.nova.edu/faculty

H. Wayne Huizenga College of Business and Entrepreneurship

Office of the Dean Andrew Rosman, Ph.D., Dean	H. Wayne Huizenga College of Business and Entrepreneurship Nova Southeastern University Carl DeSantis Building 3300 S. University Drive Ft. Lauderdale, FL 33328-2004	Phone: (954) 262-5001 Email: *info@huizenga.nova.edu*
Department of Accounting and Taxation Joung Kim, Ph.D., Chair	H. Wayne Huizenga College of Business and Entrepreneurship Nova Southeastern University Carl DeSantis Building 3300 S. University Drive Ft. Lauderdale, FL 33328-2004	Phone: (954) 262-5110 Email: *joung@nova.edu*
Department of Decision Sciences Kim Deranek Ph.D., Chair	H. Wayne Huizenga College of Business and Entrepreneurship Nova Southeastern University Carl DeSantis Building 3300 S. University Drive Ft. Lauderdale, FL 33328-2004	Phone: (954) 262-5150 Email: *kderanek@nova.edu*
Department of Finance and Economics Albert Williams, Ph.D., Interim Chair	H. Wayne Huizenga College of Business and Entrepreneurship Nova Southeastern University Carl DeSantis Building 3300 S. University Drive Ft. Lauderdale, FL 33328-2004	Phone: (954) 262-5286 Email: *albewill@nova.edu*
Department of Management François Sainfort, Ph.D., Chair	H. Wayne Huizenga College of Business and Entrepreneurship Nova Southeastern University Carl DeSantis Building 3300 S. University Drive Ft. Lauderdale, FL 33328-2004	Phone: (954) 262-5074 Email: *fsainfort@nova.edu*
Department of Marketing Kathleen O'Leary, Ph.D., Chair	H. Wayne Huizenga College of Business and Entrepreneurship Nova Southeastern University Carl DeSantis Building 3300 S. University Drive Ft. Lauderdale, FL 33328-2004	Phone: (954) 262-5173 Email: *koleary@nova.edu*
Department of Public Administration and Real Estate Development Fred Forgey, Ph.D., Chair	H. Wayne Huizenga College of Business and Entrepreneurship Nova Southeastern University Carl DeSantis Building 3300 S. University Drive Ft. Lauderdale, FL 33328-2004	Phone: (954) 258-3630 Email: *fforgey@nova.edu*

For administrators listing, visit:
business.nova.edu/about/ExecutiveAdministration.html

For faculty listing, visit:
business.nova.edu/about/faculty.html

Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center

Office of the Dean Holly Lynn Baumgartner, Ph.D. Dean	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center Nova Southeastern University 3300 S. University Drive Fort Lauderdale, FL 33328-2004	Phone: (954) 262-3700
Department of Biological Sciences Emily Schmitt Lavin, Ph.D., Chair	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center Nova Southeastern University 3300 S. University Drive Fort Lauderdale, FL 33328-2004	Email: *eschmitt@nova.edu*
Department of Chemistry and Physics Reza Razeghifard, Ph.D., Chair	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center Nova Southeastern University 3300 S. University Drive Fort Lauderdale, FL 33328-2004	Email: *razeghif@nova.edu*
Department of Communication, Media, and the Arts Shanti Bruce, Ph.D., Chair	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center Nova Southeastern University 3300 S. University Drive Fort Lauderdale, FL 33328-2004	Email: *bshanti@nova.edu*
Department of Conflict Resolution Studies Terry Savage, Ph.D. Chair	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center Nova Southeastern University 3300 S. University Drive Fort Lauderdale, FL 33328-2004	Phone: (954) 262-3046 Fax: (954) 262-3968 *Email: jsavage@nova.edu*
Department of Humanities and Politics David Kilroy, Ph.D., Chair	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center Nova Southeastern University 3300 S. University Drive Fort Lauderdale, FL 33328-2004	Phone: (954) 262-8200 Fax: (954) 262-3881 Email: *dkilroy@nova.edu*
Department of Marine and Environmental Sciences Bernhard Riegl, Ph.D., Chair	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center Nova Southeastern University Oceanographic Campus 8000 North Ocean Drive Dania Beach, FL 33004	Email: *rieglb@nova.edu*
Department of Mathematics Jason Gershman, Ph.D., Chair	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center Nova Southeastern University 3300 S. University Drive Fort Lauderdale, FL 33328-2004	Email: *jgershma@nova.edu*

For faculty listing, visit:
hcas.nova.edu

Ron and Kathy Assaf College of Nursing

Office of the Dean Stefanie La Manna, Ph.D., MPH, APRN, FNP-C, AGACNP-BC, Interim Dean	Ron and Kathy Assaf College of Nursing Health Professions Division Nova Southeastern University 3200 S. University Drive Fort Lauderdale, FL 33328-2018	Phone: (954) 262-1963 Fax: (954) 262-1036 Email: *slamanna@nova.edu*
Office of the Associate Dean of Academic Affairs Michelle Julian, Ph.D., M.S.N., R.N. Associate Dean of Academic Affairs	Ron and Kathy Assaf College of Nursing Health Professions Division Nova Southeastern University 3200 S. University Drive Fort Lauderdale, FL 33328-2018	Phone: (954) 262-1984 Email: *mjulian@nova.edu*
Bachelor of Science in Nursing Chitra Paul Victor, Ph.D., M.B.A., M.S.N., R.N., R.M., C.N.E. Chair Undergraduate Programs	Ron and Kathy Assaf College of Nursing Health Professions Division Nova Southeastern University 3200 S. University Drive Fort Lauderdale, FL 33328-2018	Phone: (239) 274-1036 Email: *cpaulvicto@nova.edu*
Fort Lauderdale/Davie Campus: Lyn Peugeot, D.N.P., M.S.N., R.N. Director, Entry-Level Nursing	Ron and Kathy Assaf College of Nursing Health Professions Division Nova Southeastern University 3200 S. University Drive Fort Lauderdale, FL 33328-2018	Phone: (954) 262-1978 Email: *lp215@nova.edu*
Fort Myers Campus: Donna Mesler, Ph.D., R.N. Director, Entry-Level and Accelerated Bachelor of Science in Nursing (ABSN)	Ron and Kathy Assaf College of Nursing Health Professions Division Nova Southeastern University 3200 S. University Drive Fort Lauderdale, FL 33328-2018	Phone: (239) 274-6993 Email: *dmsesler@nova.edu*
Miami Campus: Sonia Wisdom, Ph.D., M.S.N., R.N. Director, Entry-Level Nursing	Ron and Kathy Assaf College of Nursing Health Professions Division Nova Southeastern University 3200 S. University Drive Fort Lauderdale, FL 33328-2018	Phone: (305) 275-5445 Email: *swisdom@nova.edu*

For faculty listing, visit:
nursing.nova.edu/about/faculty.html

Shepard Broad College of Law

Office of the Dean José Roberto (Beto) Juárez, Jr. Dean and Professor of Law	Shepard Broad College of Law Nova Southeastern University 3305 College Avenue Fort Lauderdale, FL 33314-7721	Phone: (954) 262-6229 Fax: (954) 262 3834 Email: *jjuarez@nova.edu*

For faculty listing, visit:
law.nova.edu/faculty/

University-Wide Services Directory

Areas of Services	Contact Information		
Admissions	Office of Undergraduate Admissions	Horvitz Administration Building First Floor 3300 S. University Drive Ft. Lauderdale, FL 33328-2004	Phone: (954) 262-8000 Fax: (954) 262-3811 Email: *admissions@nova.edu* Website: *undergrad.nova.edu*
Admissions – Medical Sonography, Cardiovascular Sonography, Health Science and Respiratory Therapy	Office of Admissions Health Professions Division	Health Professions Division Terry Building 3200 South University Drive Fort Lauderdale, FL 33328	Phone: (954) 262-1101
Alumni Relations	Office of Alumni Association	Horvitz Administration Building, 3300 S. University Drive Ft. Lauderdale, FL 33328-2004	Phone: (954) 262-2118 Email: *alumni@nova.edu* Website: *nova.edu/alumni/*
Athletics	Athletics Department	3300 S. University Drive Ft. Lauderdale, FL 33328-2004	Phone: (954) 262-8250 Fax: (954) 262-3926 Email: *athleticshelp@nova.edu*
Campus Diversity and Inclusion	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center	3300 S. University Drive Ft. Lauderdale, FL 33328-2004	Facilitator: Robin Cooper, Ph.D. Phone: (954) 262-3048 Email: *robicoop@nova.edu* Website: *nova.edu/inclusion/*
Center for Academic and Professional Success (CAPS)	Center for Academic and Professional Success	Horvitz Administration Building, Room 152 Carl DeSantis Building Room 1042 3300 S. University Drive Ft. Lauderdale, FL 33328-2004	Phone: (954) 262-7990 Fax: (954) 262-3709 Email: *caps@nova.edu*
Center for Student Well-Being and Counseling by Henderson Behavioral Health	Center for Student Well-Being and Counseling by Henderson Behavioral Health	Student Affairs Building, Third floor 3300 S. University Drive Ft. Lauderdale, FL 33328-2004	Phone: (954) 424-6911 or (954) 262-7050 (available 24 hours, 7 days per week) Fax: (954) 424-6915
Disability Services	Office of Student Disability Services	Rosenthal Student Center Suite 121 3300 S. University Drive Ft. Lauderdale, FL 33328-2004	Phone: (954) 262-7185 Fax: (954) 262-1390 Email: *disabilityservices@nova.edu*
Enrollment Verification	One-Stop Shop (Horvitz Administration Building)	Financial Aid and Academic Records 3300 S. University Drive Ft. Lauderdale, FL 33328-2004	Request online via SharkLink ("Academics" Tab). Walk-in service: One-Stop Shops Horvitz Website: *nova.edu/registrar/services/loan-deferments.html* Phone: (954) 262-7200 Email: *regverify@nova.edu*
Financial Aid	Office of Student Financial Assistance	Financial Aid and Academic Records 3300 S. University Drive Ft. Lauderdale, FL 33328-2004	Phone: (954) 262-3380 Fax: (954) 262-3966 Website: *nova.edu/financialaid* Email: *finaid@nova.edu* Walk-in service: One-Stop Shops Horvitz
Housing and Residential Life	Office of Residential Life and Housing	Nova Southeastern University The Commons Residence Hall 3625 College Avenue Fort Lauderdale, FL 33314-7796	Phone: (954) 262-7052 Fax: (954) 262-3812 Email: *reslife@nova.edu*
International Student and Scholar Services	Office of International Affairs	Horvitz Administration Building 3300 S. University Drive Ft. Lauderdale, FL 33328-2004	Phone: (954) 262-7240 Fax: (954) 262-3846 Email: *intl@nova.edu* Website: *nova.edu/internationalstudents*

Areas of Services	Contact Information		
Mako Media: Student Productions, campus newspaper, radio station, and television station	Department of Communication, Media and the Arts	Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center Don Taft University Center: Mako TV, room 236 Mako News, room 330 Rosenthal Student Center: Mako Radio, room 140 3300 S. University Drive Ft. Lauderdale, FL 33328-2004	Phone: *(954) 262-8455* Email: *cdelboni@nova.edu*
Orientation	Office of Orientation	Student Affairs Building, Room 106 3300 S. University Drive Ft. Lauderdale, FL 33328-2004	Phone: (954) 262-8050 Email: *orientation@nova.edu*
Orientation—Respiratory Therapy and Sonography Programs	Office of PCHCS Student Affairs	Terry Administration Building 3200 South University Drive Rooms 1245 and 1246 Ft. Lauderdale, FL 33328	Phone: (954) 262-1087 Email: *studentaffairschcs@nova.edu*
Parking Permit and SharkCard Services	One-Stop Shop (Horvitz Administration Building)	Financial Aid and Academic Records 3300 S. University Drive Ft. Lauderdale, FL 33328-2004	Walk-in service: One-Stop Shops Horvitz SharkCard Services Website: *nova.edu/nsucard* Website: *nova.edu/publicsafety/parking/*
Recreation and Wellness	Office of Recreation and Wellness	Office of Recreation and Wellness Don Taft University Center 3300 S. University Drive Ft. Lauderdale, FL 33328-2004	Phone: (954) 262-7301 Email: *recwell@nova.edu* Website: *rec.nova.edu*
Safety/Emergency	Department of Public Safety	Campus Support Building 3300 S. University Drive Ft. Lauderdale, FL 33328-2004	Phone: (954) 262-8999 Fax: (954) 262-3924 Email: *Dispatch@nova.edu*
Student Health Insurance	Office of the University Bursar	Financial Aid and Academic Records 3300 S. University Drive Ft. Lauderdale, FL 33328-2004	Phone (954) 262-4060 Email: *studenthealth@nova.edu* Website: *nova.edu/studentinsurance* Walk-in-service: One-Stop Shops Horvitz
Sexual Misconduct/ Title IX Compliance	Office of Human Resources	*Main Campus:* Campus Support Building, Office #174	Phone: (954) 262-7858 Email: *titleIX@nova.edu* Website: *nova.edu/title-ix*
Student Affairs	Office of the Deans	Rosenthal Student Center, Suite 121 3300 S. University Drive Ft. Lauderdale, FL 33328-2004	Phone: (954) 262-7280, Fax: (954) 262-1390 Email: *studentaffairs@nova.edu*
Student Affairs—Dr. Pallavi Patel College of Health Care Sciences	Office of PCHCS Student Affairs	Terry Administration Building 3200 South University Drive Rooms 1245 and 1246 Ft. Lauderdale, FL 33328	Phone: (954) 262-1087 Email: *studentaffairschcs@nova.edu*
Suicide and Violence Prevention	Office of Suicide and Violence Prevention	Office of Suicide and Violence Prevention—Clinical Operations 3300 S. University Drive Ft. Lauderdale, FL 33328-2004	Phone: (954) 262-5789 Email: *svp@nova.edu* Website: *nova.edu/suicideprevention*
Student Accounts, Loans, and Collections	Office of the University Bursar	Financial Aid and Academic Records 3300 S. University Drive Ft. Lauderdale, FL 33328-2004	Phone: (954) 262-5200 Email: *bursar@nova.edu* Walk-in service: One-Stop Shops Horvit Website: *nova.edu/bursar*

Areas of Services	Contact Information		
Student Health and Medical Center	Health Professions Division	Sanford L. Ziff Health Care Center 3200 S. University Drive Fort Lauderdale, FL 33328 Don Taft University Center (this location offers appointments during the Fall and Winter semesters only) 3300 S. University Drive Ft. Lauderdale, FL 33328-2004	Phone: (954) 262-1262
Study Abroad, Travel Study, International Trips and Travel	Office of International Affairs	Horvitz Administration Building 3300 S. University Drive Ft. Lauderdale, FL 33328-2004	Phone: (954) 262-7240 Fax: (954) 262-3846 Email: *sharksabroad@nova.edu* Website: *nova.edu/sharksabroad*
Technology Support	Shark IT Service Center	East Campus 3100 SW 9th Avenue Fort Lauderdale, FL 33315-3025	Phone: 800-541-6682, ext. 24357 Email: *help@nova.edu* Website: *nova.edu/help/students/*
Transcripts	Office of the University Registrar	Financial Aid and Academic Records 3300 S. University Drive Ft. Lauderdale, FL 33328-2004	Request online via SharkLink For instructions on how to place a request, visit *nova.edu/registrar/services.html* Phone: (954) 262-7200 Fax: (954) 262-3256 Walk-in service: One-Stop Shops Horvitz
Transfer Evaluation Services	Office of the University Registrar	Financial Aid and Academic Records Horvitz Administration Building, One-Stop Shop 3300 S. University Drive Ft. Lauderdale, FL 33328-2004	Walk-in service: One-Stop Shop at Horvitz Administration Building Phone: (954) 262-8117 Fax: (954) 262-2627 Email: *esstes@nova.edu* Website: *nova.edu/tes*
Tutoring and Testing	Tutoring and Testing Center	Student Affairs Building, Second Floor 3300 S. University Drive Ft. Lauderdale, FL 33328-2004	Phone: (954) 262-8350 (Tutoring) Phone: (954) 262-8374 (Testing) Fax: (954) 262-3935 Email: *tutoringservices@nova.edu*
Veterans and Military Services	NSU Military Affairs Veterans Resource Center	Carl DeSantis Building, First Floor, Room 1045 3300 S. University Drive Ft. Lauderdale, FL 33328-2004	Phone: (954) 262-FLAG (3524) Email: *vrc@nova.edu*
Writing and Communication Support	Write from the Start Writing and Communication Center	Alvin Sherman Library, Research, and Technology Center, Room 430 3300 S. University Drive Ft. Lauderdale, FL 33328-2004	Phone: (954) 262-4644 Email: *wcc@nova.edu* Website: *nova.edu/wcc*

Premier Programs and Honor Societies

NSU has created several Premier Programs targeting high achieving high school students who want to enhance their college experience. These programs may require separate application(s) and require students to attend a Shark Preview Weekend for an interview. The Dual Admission program will reserve a seat in NSU's competitive graduate and professional programs. The Presidential Scholars program is our premier scholarship program, interviews are by invitation only. The Razor's Edge Scholarship Programs select a small cohort of freshmen to dive into one of the five areas identified below. The Honors College provides a challenging and engaging academic community for high performing students. Honors can be combined with each of the Premier Programs. Additional information about the Farquhar Honors College can be found on page 200 of this catalog.

Dual Admission Programs

The Dual Admission program is designed for students who are focused on their career goals and interested in securing a reserved seat in one of NSU's participating graduate and professional programs. Students who are accepted into the university and meet the entry requirements for their preferred dual admission program may apply and interview for dual admission status. This would allow them to transition into one of the selective health professions, law school, or one of the graduate programs in business, computer science, humanities, marine biology, and psychology. In most cases, students are allowed to complete any undergraduate major, as long as they meet all degree requirements and program pre-requisites.

Students selected for Dual Admission will receive a student agreement that outlines specific program requirements and expectations for entering into the graduate/professional program, including minimum GPA requirements, course pre-requisites and minimum scores on required professional examinations. All dual admission course pre-requisites must be taken at NSU, unless otherwise approved in advance by the Dual Admission Program. Select dual admission programs are also available as accelerated options, in which students are able to transition to their graduate/professional programs without graduating first. Students who wish to modify their transition date into the graduate/professional program may initially petition at the end of their first year at NSU.

Final admission into the graduate or professional program is contingent upon completing the prescribed undergraduate course of study, maintaining the requisite grades, adhering to the student code of conduct, achieving specific scores on required admission tests, submission of the graduate or professional program application, and, in some cases, a final interview with the graduate or professional program admissions committee. The receiving college reserves the right to make the final judgement on all admission decisions. Undergraduate scholarships typically do not carry over into graduate and professional programs.

Only freshman applicants are eligible to apply for dual admission programs in the health professions. For more details regarding dual admission programs and requirements, please go to *nova.edu/undergraduate/academics/dual-admission/*.

Available Dual Admission Programs

Health and Medical Professions

- Doctor of Audiology (Au.D.)
- Doctor of Dental Medicine (D.M.D.)
- Doctor of Occupational Therapy (O.T.D.)
- Doctor of Optometry (O.D.)
- Doctor of Osteopathic Medicine (D.O.)
- Doctor of Pharmacy (Pharm.D.) and Doctor of Philosophy in Pharmacy (Ph.D.)
- Doctor of Physical Therapy (D.P.T.)
- Master of Medical Science in Physician Assistant (M.M.S.)
- Master of Public Health (M.P.H.)
- Master of Science in Anesthesia (M.S.)
- Master of Science in Couple and Family Therapy (M.S.)
- Master of Science in Health Informatics (M.S.)
- Master of Science in Speech-Language Pathology (M.S.)

Master of Science in Sports Science (M.S.)

Business

Master of Accounting
Master of Business Administration (M.B.A.) with majors in:

- Business (Flex)
- Business Intelligence/Analytics
- Complex Health Systems
- Entrepreneurship
- Finance
- Human Resource Management
- International Business
- Management
- Marketing
- Process Improvement
- Sport Revenue Generation
- Supply Chain Management and Operational Systems

Master of Science in Real Estate Development (M.S.)

Computer Science

Master of Science in Computer Science (M.S.)
Master of Science in Cybersecurity Management (M.S.)
Master of Science in Data Analytics (M.S.)
Master of Science in Information Systems (M.S.)
Master of Science in Information Technology (M.S.)

Education

Master of Science in College Student Affairs (M.S.)
Master of Science in Criminal Justice (M.S.)
Master of Science in Developmental Disabilities (M.S.)

Humanities and Social Sciences

Master of Arts in Composition, Rhetoric, and Digital Media (M.A.)
Master of Science in Conflict Analysis and Resolution (M.S.)
Master of Science in National Security Affairs and International Relations (M.S.)

Law

Juris Doctor (J.D.)

Oceanography

Master of Science in Marine Science (M.S.)

Psychology

Doctor of Philosophy in Clinical Psychology (Ph.D.)
Doctor of Psychology in Clinical Psychology (Psy.D.)
Doctor of Psychology in School Psychology (Psy.D.)
Specialist in School Psychology (Psy.S.)

For additional information regarding specific dual admission requirements, visit *nova.edu/undergraduate/academics/dual-admission/.*

Dual Admission Program for Enrolled Students (DAPES)

The Dual Admission Program for Enrolled Students (DAPES) is available to eligible students at completion of their freshman year for select dual admission programs. To be eligible for DAPES, students must complete at least 28 credits during their freshman year (fall/winter) at NSU with a cumulative GPA of 3.5 or 3.2 or higher (depending on program), including at least 8 specific credits of laboratory

science with a GPA of 3.5 or higher for health professions. The application period for DAPES is September 1 to September 15, after completion of the freshman year. For additional information, students should contact their academic advisor and go to *https://www.nova.edu/undergraduatestudies/dual-admit/dapes.html*.

Honor Societies and Academic Organizations

Honor societies recognize and promote academic excellence. Membership in these societies is an honor and a privilege that can enhance your academic and professional career. Academic honor societies provide a means by which students can establish a professional network and move forward in their careers.

Provided, below, is a list of regional, national, and international academic honor societies affiliated with Nova Southeastern University.

Alpha Chi

Alpha Chi is an academic honor society with more than 289 chapters in the United States. To qualify for Alpha Chi, students must be juniors or seniors, complete a minimum of 24 credits at NSU, and be in the top 10 percent of their college. Qualifying students are invited to join once a year. Membership in Alpha Chi includes eligibility to compete for local and national scholarships. Alpha Chi is open to all undergraduate majors. For more information, contact the Farquhar Honors College (*honors.nova.edu/alpha-chi.html*).

Alpha Eta

Alpha Eta is the national honor society for the allied health professions. The Nu Sigma Upsilon chapter at NSU is one of ninety charted Alpha Eta chapters. The society's purpose is the promotion and recognition of significant scholarship, leadership, and contributions to the allied health professions. To qualify for Alpha Eta, students shall be enrolled in an allied health program leading to an associate, baccalaureate, graduate or doctoral degree, and enrolled in their last year of study. A limited percentage of students in each of the allied health degree programs who have maintained an overall GPA of 3.5 or higher in undergraduate programs and 3.8 or higher in the graduate or doctoral programs are eligible. Beyond scholarship, prospective members shall have shown capacity for leadership, service, and achievement in their chosen allied health field, and shall have been recommended by active members through a nominating process in each department or program and approved by the chapter Executive Council. Alpha Eta is for students majoring in Allied Health Professions, faculty, and qualifying alumni. For more information, contact the Dr. Pallavi Patel College of Health Care Sciences (*healthsciences.nova.edu*) or visit *healthsciences.nova.edu/alpha-eta-society.html*.

Alpha Kappa Delta

Alpha Kappa Delta, the international sociology honor society, seeks to acknowledge and promote excellence in scholarship in the study of sociology, the research of social problems, and such other social and intellectual activities as will lead to improvement in the human condition. To qualify for Alpha Kappa Delta, a student must be a declared Sociology major leading to a baccalaureate degree or demonstrate a serious interest in sociology within an official program at NSU, be at or above junior standing and have completed at least four (4) courses within the sociology curriculum prior to initiation (exclusive of extension or courses graded pass/ fail), transfer students must have completed at least 3 of the 4 courses at Nova Southeastern University, cumulative GPA of 3.3 on a 4.0 scale, as well as a 3.0 average in sociology courses. For more information, contact the Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center (*hcas.nova.edu*).

Alpha Mu Gamma

Alpha Alpha Zeta is NSU's chapter of Alpha Mu Gamma. Founded in 1931, Alpha Mu Gamma is the oldest and largest national collegiate foreign language honor society in the United States. Alpha Mu Gamma celebrates all foreign languages, honors those who excel at them, and seeks to encourage others to expand their cultural knowledge. More than 307 chapters exist in the United States, Puerto Rico and the US Virgin Islands. Chapters are found both in state and private universities, four-year as well as two-year colleges. In addition to hosting annual cultural events and participating in community outreach, some added benefits to joining AMG include scholarships for foreign language studies, lifetime membership in a national prestigious organization, and opportunities to connect with others who share your talent and passion for foreign languages. To be eligible for membership, students must have completed two semesters of college, have received two grades of A /A- in college-level foreign language courses, have an overall GPA of 3.0, and pay one-time national and chapter dues. For more information, contact the Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center (*hcas.nova.edu*).

Alpha Phi Sigma

Established in 1942, Alpha Phi Sigma is recognized by both the Academy of Criminal Justice Sciences and the Association of College Honor Societies as the National Criminal Justice Honor Society. NSU's chapter, Omega Tau, includes members in the criminal justice major at the bachelor's, master's, and doctoral levels and college of law students. The mission of Alpha Phi Sigma is to promote critical thinking, rigorous scholarship, and life-long learning; to keep abreast of the advances in scientific research; to elevate the ethical standards of the criminal justice professions; and to sustain in the public mind the benefit and necessity of education and professional training. Alpha Phi Sigma is the largest and only official criminal justice honor society in America. To become a member, a student must have completed one-third of their total hours required for graduation at NSU and must be recommended by the chapter adviser. Undergraduate students must maintain a minimum of 3.2 overall GPA on a 4.0 scale, a 3.2 GPA, on a 4.0 scale, in criminal justice courses. The student must also rank in the top 35 percent of their classes and have completed a minimum of four courses within the criminal justice curriculum. The Honor Society is open to those with a declared criminal justice or related field major or minor. "Related Fields" refer to various disciplines related to the Criminal Justice field, such as juvenile delinquency, criminology, legal perspectives, abnormal behavior, and service administration/ management. For more information, contact the Abraham S. Fischler College of Education and School of Criminal Justice (*education.nova.edu*)

Beta Beta Beta

Beta Beta Beta (TriBeta) is a society for students, particularly undergraduates, dedicated to improving the understanding and appreciation of biological study and extending boundaries of human knowledge through scientific research. To join the NSU chapter (Rho Rho) as a regular member, a student must be a biology major, have an overall GPA of 3.2 (or higher), at least three biology (BIOL) courses completed (one of which is above the introductory level), an average GPA of 3.0 or higher in all biology courses, at least 1 BIOL course completed at the 3xxx or 4xxx level at NSU, 15 or more NSU credits completed, and 45 credits or more completed toward the degree. For more information, contact the Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center (*hcas.nova.edu*).

Chi Alpha Sigma

Chi Alpha Sigma is the first and only nonprofit organization that was established to honor college student-athletes who have excelled in both the classroom and in athletic competition. Chi Alpha Sigma is an honor society that recognizes college student-athletes who receive a varsity letter in their sport, achieve junior academic standing or higher after their fifth full time semester, and earn a 3.4 or higher cumulative grade point average. Selection for membership is also based on excellent character and citizenship, in consultation with the individual's head coach. Chi Alpha Sigma continues to provide outstanding student-athletes with an opportunity to become connected within a fraternal association that aligns their educational and athletic successes for a lifetime.

Delta Omega Honorary Society in Public Health

The Delta Omega Honorary Society in Public Health was founded in 1924 at Johns Hopkins University within the School of Hygiene and Public Health to promote the study of public health, and to recognize outstanding achievement in the field. Students, faculty, and alumni are inducted through a highly selective process that assesses their outstanding performance and dedication to the field of public health.

Kappa Delta Pi

Established in 1911, Kappa Delta Pi (KDP), is an International Honor Society in Education dedicated to scholarship and excellence in education. The society is a community of scholars dedicated to worthy ideals: recognize scholarship and excellence in education, promote the development and dissemination of worthy educational ideals and practices, enhance the continuous growth and leadership of its diverse membership, foster inquiry and reflection on significant educational issues, and maintain a high degree of professional fellowship. The Kappa Delta Pi Educational Foundation and local chapters award more than $100,000 annually in scholarships for academic study to active members who are undergraduate, graduate, or doctoral degree-seeking students. Undergraduate Student: Must have 30 credit hours completed at NSU with a minimum 3.5 cumulative GPA, at least 12 credit hours of education courses completed or in progress. For more information, please contact the Abraham S. Fischler College of Education and School of Criminal Justice (*education.nova.edu*).

Lambda Beta

Lambda Beta is a national honor society for the profession of respiratory care. The society's purpose is to promote, recognize and honor scholarship, scholarly achievement, service, and character of students, graduates, and faculty members of the profession of respiratory care. The name of the society is based on the goals of the Respiratory Care profession: sustaining "life and breath" for all mankind. Lambda (Λ) is the Greek letter "L", and beta (B) is the Greek letter "B". Lambda Beta Society

currently has over 100 Chapters established at Respiratory Care programs across the United States. Students must be in the top 25% of their class to be nominated and demonstrate high scholarly achievement, service, scholarship and strength of character.

Lambda Epsilon Chi

Nova Southeastern University maintains a charter membership in Lambda Epsilon Chi (LEX), the national honor society for paralegal/legal assistant studies. The purpose of LEX is to recognize those who have demonstrated superior academic performance in an established program of paralegal studies offered at an institution that is an institutional member in good standing of the American Association for Paralegal Education (AAfPE). Students are inducted into LEX once a year. To be inducted, a student must demonstrate "superior academic performance," which is evidenced by an overall GPA of at least 3.25, and a GPA in their paralegal classes of at least 3.50 after completing two thirds of the program requirements. For more information, contact the Shepard Broad College of Law or visit *aafpe.org*.

Lambda Pi Eta

Upsilon Zeta chapter of Lambda Pi Eta was chartered in 2005. To be eligible for membership, students must be communication majors with a minimum of 60 earned credit semester hours in undergraduate credit courses, a cumulative GPA of at least 3.0, at least 12 earned credit semester hours in communication major courses with at least a 3.25 GPA in those courses, be in the top 35 percent of their graduating class, and be currently enrolled as a full-time student in good standing. For more information, contact the Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center (*hcas.nova.edu*) or visit *natcom.org/lambdapieta/*.

Omicron Delta Kappa

Omicron Delta Kappa is the national leadership honor society. Membership in Omicron Delta Kappa is granted to those who demonstrate leadership achievements in one of five areas of NSU's campus life: athletics; campus or community service, social and religious activities, and campus government; creative and performing arts; journalism, speech, and mass media; and scholarship. Undergraduate students selected must have junior or senior standing and rank in the upper 35 percent of their class. For more information, visit *odk.org*.

Nu Rho Psi

Nu Rho Psi is the National Honor Society in Neuroscience, founded in 2006 by the Faculty for Undergraduate Neuroscience and now an independent honor society. Students qualify for Nu Rho Psi membership if they have: registered for a major or minor in Neuroscience, completed at least three semesters of the college curriculum, completed at least 9 semester hours in NEUR courses, and maintained an overall GPA of 3.3 and a GPA of 3.5 in NEUR courses. For more information, visit *nurhopsi.org* or contact Dr. Allie Holschbach (*psychology.nova.edu/faculty/profile/holschbach-allie.html*).

Phi Alpha Delta

Phi Alpha Delta Law Fraternity (PAD) is an international, co-educational fraternity dedicated to promoting professional competency, service, and professionalism within the legal community. NSU's undergraduate chapter is focused on creating strong bonds between students, teachers of the law, and legal professionals. PAD provides students with numerous opportunities for legal exposure through courthouse visits, LSAT practice sessions, and visits from admissions counselors from various law schools. PAD sponsors a shadowing program that partners undergraduate students with law school students to explore the law school experience. Undergraduate PAD members also work with NSU's College of Law PAD chapter to host and attend relevant events. PAD is open to NSU undergraduate students of all majors. Members gain insight into the law school experience, sharpen LSAT skills, and network with like-minded students and legal professionals. For more information, contact the Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center (*hcas.nova.edu*).

Phi Kappa Phi

Phi Kappa Phi is the nation's oldest and most selective multidisciplinary collegiate honor society. Membership is by invitation only to NSU's top 7.5 percent of second term juniors and the top 10 percent of undergraduate seniors and graduate and professional students. Faculty, professional staff and alumni who achieve scholarly distinction may also be eligible. Qualifying students are invited to join once a year. For more information, contact the Farquhar Honors College (*honors.nova.edu*).

Psi Chi

Psi Chi, the international honor society in psychology (www.psichi.org), promotes excellence in scholarship and advances the science of psychology. Membership in the NSU chapter is open to all undergraduate and graduate students who meet the minimum academic qualifications: undergraduate students (by August of the year preceding induction) must be enrolled and have established a GPA at NSU, must be at least a second-semester sophomore at NSU, must be enrolled as a major or minor

in psychology at NSU and have completed at least 9 semester hours or 14 quarter hours of psychology courses at NSU, must have an overall GPA that is in the top 35 percent of their class based on rankings within sophomore, junior, and senior classes, must have an overall GPA of at least 3.30 on a 4-point scale, and must have a GPA in psychology classes that is at least 3.30 on a 4-point scale. Undergraduate students who have transferred to NSU and are interested in becoming a Psi Chi member must meet the requirements listed above, plus have completed one semester at NSU (by August of the year preceding induction) to establish a GPA, and complete 9 hours of psychology courses at NSU. Psi Chi is for students with a declared major or minor in Psychology. (Graduate students must have an overall GPA of at least 3.70 on a 4-point scale; other requirements are the same as for undergraduates.) For more information, visit *honors.nova.edu/psi-chi.html*.

Pi Sigma Alpha

Nova Southeastern University is now home to the 826th chapter of Pi Sigma Alpha, the National Political Science Honor Society. NSU's chapter, Alpha Lambda Rho, is focused on recognizing and cultivating creative student leaders through scholarship and service. Benefits include recognition of academic excellence, the right to wear honor regalia, opportunities to attend the National Student Conference, scholarships for graduate study, best paper awards, annual chapter activity grants, and pathways to student leadership. Each year up to five students across the United States are awarded a scholarship of $2,000 to support their first year of graduate school in political science. An additional five students are awarded a scholarship of $2,000 to support time in Washington, DC for a credit-based internship. Pi Sigma Alpha also recognizes a winner and two runners up for the best honors thesis award. There is an annual student research conference in February for members and a national undergraduate journal—Undergraduate Journal of Politics—is published twice a year. For students interested in playing a role in raising the image of the department through creative programming, the national office also offers chapter activity grants each fall for up to $2,000. Pi Sigma Alpha is open to NSU students majoring in Political Science with the requisite GPA. For more information, contact the Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center (*hcas.nova.edu*).

Rho Rho Rho

The Beta Chapter of this honor society was established to recognize outstanding students earning a degree in marine biology. Members of Rho Rho Rho work to promote awareness of marine biology and appreciation of the marine environment with students of all majors. Students are inducted into this society annually. To be eligible as a regular member, a student must have declared a major or minor in marine biology, completed at least two full semesters (30 credits), completed at least two courses that qualify for the marine biology major and are at the 2000 level or above with an average grade of 3.0 (B) or higher in those courses, have an overall NSU GPA of 3.2 or better, and be in good academic standing. For more information, contact the Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center (*hcas.nova.edu*).

Sigma Beta Delta

Sigma Beta Delta is an international honor society for students in business, management, and administration with the purpose of encouraging and recognizing scholarship and achievement and to encourage and promote personal and professional improvement. To be eligible for membership, a business student must substantially complete all coursework by March of the commencement year, maintain a 3.8 or higher GPA overall, and be invited to membership by the faculty officers. Students must be enrolled in the courses required to complete the degree. Undergraduate students are inducted on the day of the annual commencement ceremony. Students must have completed at least one half of the degree program at NSU. Each year, students are notified by mail if they meet the criteria to join Sigma Beta Delta. For more information, contact the H. Wayne Huizenga College of Business and Entrepreneurship (*business.nova.edu*).

Sigma Tau Delta

Alpha Nu Iota is NSU's chapter of Sigma Tau Delta, the international English honor society. Sigma Tau Delta's goals are to recognize academic excellence of students of the English language and literature, as well as the accomplishments of professional writers. In order to be eligible for membership, students must be an English major or minor, have a minimum of a 3.5 GPA in NSU LITR and WRIT courses, a minimum 3.5 cumulative GPA, have completed at least 6 credits of LITR or WRIT, and have completed at least 36 credits of college work (transfer or NSU). For more information, contact the Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center (*hcas.nova.edu*).

Sigma Theta Tau

Upsilon Chi is NSU's chapter of Sigma Theta Tau, the International Honor Society of Nursing. Sigma Theta Tau supports the learning, knowledge, and professional development of nurses committed to making a difference in health worldwide. In order to qualify, undergraduate students must have a 3.0 GPA or higher or be in the top thirty-five percent of their class. For more information, contact the Ron and Kathy Assaf College of Nursing (*nursing.nova.edu*).

Sigma Xi

Sigma Xi, The Scientific Research Honor Society was established at Cornell University in 1886 to reward excellence in scientific research and to encourage a sense of companionship and cooperation among scientists in all fields. The Society is a diverse organization of members and chapters dedicated to companionship in science and engineering and to the advancement of knowledge through research, service, and teaching. Membership is available at levels from advanced researchers and academics to undergraduates. For more information, visit contact the Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center (*hcas.nova.edu*).

Upsilon Pi Epsilon

Upsilon Pi Epsilon (UPE) has an express purpose to promote the computing and information disciplines and to encourage their contribution to the enhancement of knowledge. UPE was first organized at Texas A&M University, College Station, Texas, in 1967. The international organization now consists of chapters in various colleges and universities in North America and overseas. The mission of UPE is to recognize academic excellence at both the undergraduate and graduate levels in the Computing and Information Disciplines. UPE is a member of the Association of College Honor Societies (ACHS). UPE is the first and only, existing international honor society in the Computing and Information disciplines. UPE has received endorsements from the two largest computer organizations in the world, the Association for Computing Machinery (ACM) and the IEEE Computer Society (IEEE-CS). UPE is also a charter member of The International Federation of Engineering Education Societies (IFEES). For more information, contact the College of Computing and Engineering (*cec.nova.edu*).

Students may also join academic and pre-professional clubs and organizations. Members often gain insights to professional opportunities and requirements. For more information about university organizations, including fraternity and sorority organizations, social, athletic, and service clubs, go to *sharkhub.nova.edu*. For additional information on specific clubs and organizations, please contact your college or the Office of Campus Life and Student Engagement.

Presidential Scholars Program

The Presidential Scholars Program is NSU's premier scholarship program. A limited number of incoming students are invited to interview for this program during Shark Preview Weekend, if they are determined to be eligible. Students selected for this program will have the opportunity to serve in leadership roles and as student ambassadors for the university and will serve as student success mentors to other NSU students. In return for their participation, students are awarded an annual renewable scholarship.

Razor's Edge Scholars Programs

Nova Southeastern University offers five premier Razor's Edge Scholars programs—Global, Leadership, Research, Shark Talent, and Shark Teach. These four-year residential programs combine curricular and co-curricular experiences intended to capture the unique interests and talents of prospective and current students. Razor's Edge students will also serve as student success mentors to other NSU students. In return for their participation, students are awarded an annual renewable scholarship. For more information about these programs, please visit *nova.edu/razorsedge/*.

Razor's Edge Global Scholars Program

The Razor's Edge Global Scholars Program is a curricular and co-curricular leadership development program with a focus on international awareness and changemaking. Students in the program complete a minor in "Global Engagement", which consists of courses such as intercultural communications, global leadership, and foreign language. Additionally, students are provided experiential opportunities to apply what they are learning in the classroom to make change in their local and international communities. The program consists of service project development and mentorship programs, including an international service trip in junior or senior year. Students will also serve as "Success Mentors" to other NSU underclassmen, as well as lead campus programming for the development of global citizenship amongst their peers. The requirements for the minor in "Global Engagement" are only available for students admitted into the Global Scholars Program offered by the Abraham S. Fischler College of Education and School of Criminal Justice in cooperation with the Division of Student Affairs. For academic requirements in detail, please see "Global Engagement Minor" section on page 120 of this catalog.

For additional information, please visit the program page at *nova.edu/razorsedge/global/*.

Razor's Edge Leadership Scholars Program

The Razor's Edge Leadership Program provides learning experience inside the classroom as well as outside the classroom through involvement and leadership initiatives throughout campus. Students in this program must complete an academic minor that will be noted on their official NSU transcript. The requirements for the minor in "Experiential Leadership" are only available for students admitted into the Razor's Edge Leadership Scholars Program offered by the Office of Student Leadership and Civic Engagement. For program requirements, please see "Experiential Leadership Minor" section on page 119 of this catalog.

For additional information, please visit the program page at *nova.edu/studentleadership/razorsedge/*.

Razor's Edge Research Scholars Program

The Razor's Edge Research Program. provides learning experiences inside the classroom as well as outside the classroom through involvement in firsthand research experiences, scientific inquiry, and problem-solving activities and initiatives. The Razor's Edge Research Scholars will benefit from mentored research experiences with faculty researchers at NSU. Students in this program must complete an academic minor that will be noted on their official NSU transcript. The requirements for the minor in "Research Studies" are only available for students admitted into the Research Scholars Program offered by the Abraham S. Fischler College of Education and School of Criminal Justice in cooperation with the Division of Student Affairs. For program requirements, please see "Research Studies Minor" on page 120 of this catalog.

For additional information, please visit the program page at *nova.edu/razorsedge/research/*.

Razor's Edge Shark Talent Scholars Program

The Razor's Edge Shark Talent program is for students who wish to continue to study the arts and to use their artistic gifts to help create a more vibrant campus life at NSU. This could mean performing with one of our music ensembles like Shark Gold, performing with a dance or theater troupe at a donor event, energizing the homecoming crowd as part of the NSU Drumline, or sharing student art at a gallery opening. The selection process is highly competitive and is based on audition or portfolio review, plus an interview. Students are required to major (preferred) or minor in an art, dance, music, or theatre discipline. For program requirements, please see the Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center.

For additional information, please visit the program page at *nova.edu/razorsedge/sharktalent/*.

Razor's Edge Shark Teach Scholars Program

Students in the Razor's Edge Shark Teach Scholars program are part of a four-year educational and leadership development program focused on utilizing what they learn in the classroom as future educators to aid in the continued transformation and vibrancy of the NSU Florida community and The Fischler Academy program. As members of The Fischler Academy, Shark Teach Scholars serve as leaders and ambassadors for the program and NSU Florida. Moreover, Shark Teach Scholars support their peers as mentors and use their roles as student leaders to strengthen the sense of community within The Fischler Academy. In partnership with NSU Florida's Tutoring and Testing Center, select scholarship recipients will have the opportunity to collaborate with their peers through the role of tutor, SI Leader, or Academic Success Coach. For program requirements, please see "Shark Teach Scholars Program" section on page 121 of this catalog.

For additional information, please visit the program page at *nova.edu/razorsedge/sharkteach/*.

The Fischler Academy

The Fischler Academy is a combined bachelor's and master's program for students interested in the field of education. Through a combination of innovative teaching strategies and early immersion experiences, students graduate with the knowledge and practical skills required to be successful educators in the 21st century. The Fischler Academy also offers students the opportunity to develop a global perspective through its "Fischler International" travel study experience. For additional information, please visit the program page at *education.nova.edu/FischlerAcademy*. For program requirements, please see "Shark Teach Scholars Program" section on page 121 of this catalog.

The Huizenga Business Innovation Academy

The Huizenga Business Innovation Academy is a combined bachelor's and master's program for first-time in college students interested in becoming innovators and entrepreneurs. Through a combination of hands-on experiences and a curriculum created by real world professionals, students will be on the fast track to starting their own business or becoming an entrepreneurial leader in a corporate context. Huizenga Business Innovation Academy students are required to take the Venture Creation minor, which includes a special summer immersion experience. The Venture Creation minor is only open to Huizenga Business Innovation Academy students. NSU may provide to the student up to $20,000 in funding (Seed Funding) towards an approved business venture. Student will qualify for Seed Funding only after successfully completing all HBIA program requirements, including, without limitation, (a) graduating from the graduate portion of the program, (b) reviewing supplemental documentation regarding Seed Funding, and (c) completing the Seed Funding application and approval process, which includes, among other things, the preparation of a viable business plan that must be presented and defended during panel reviews with individuals selected by NSU to serve as panel members. In connection with the foregoing business plan, Student acknowledges and agrees that viability of such business plan shall be determined by NSU in its sole discretion.

For additional information, please visit the program page at *business.nova.edu/innovation/*.

Admissions

General Admission Information

Office of Undergraduate Admissions
Nova Southeastern University
Horvitz Administration Building
3300 S. University Drive
Fort Lauderdale, Florida 33328-2004
Phone:
in Broward County, (954) 262-8000
in Miami-Dade County, (305) 940-6447, ext. 28000
from other locations, 800-338-4723
from the Caribbean islands and Canada, 800-554-6682 ext. 28000
Fax: (954) 262-3811
Email: *admissions@nova.edu*
Website: *undergrad.nova.edu*

Office of Admissions (For Medical Sonography, Cardiovascular Sonography, Health Science and Respiratory Therapy)
Nova Southeastern University
Health Professions Division
Terry Building
3200 South University Drive
Fort Lauderdale, Florida, 33328
Phone: (954) 262-1101

See page 16 of this catalog for academic program listings offered by Nova Southeastern University.

Admission Procedures and Requirements

To learn specific admission policies, procedures, and requirements for each individual program or college, prospective undergraduate students should review the following catalog guidelines, as well as contact an admissions representative or visit *nova.edu/undergraduate/admissions/*.

Application Deadlines

Prospective undergraduate students may apply for admission and be accepted to NSU by stated deadlines. Students should apply early to ensure their application receives prompt consideration. For more information on a specific program's application deadline or how to apply for priority consideration, students should contact an admissions representative at the Office of Undergraduate Admissions at (954) 262-8000 or refer to *nova.edu/undergraduate/admissions/*.

Please note the following deadlines:

Program	Term	Application Deadline	Class start
Bachelor's degrees— Abraham S. Fischler College of Education and School of Criminal Justice; College of Computing and Engineering; College of Psychology; Dr. Kiran C. Patel College of Osteopathic Medicine; Dr. Pallavi Patel College of Health Care Sciences; H. Wayne Huizenga College of Business and Entrepreneurship; Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center	Fall	Early Decision and Early Action: November 1, 2022 Regular Decision: February 1, 2023	August 21, 2023
	Winter	November 1, 2023	January 3, 2024
	Summer	April 1, 2024	May 6, 2024

B.H.Sc. Online, B.S.R.T. Post-Professional (Online)	Fall	July 15, 2023	August 21, 2023
	Winter	December 3, 2023	January 3, 2024
	Summer	May 1, 2024	May 6, 2024
Respiratory Therapy B.S.R.T. First-Professional (entry-level)	Fall	July 12, 2023	August 21, 2023
Entry B. S. N. Accelerated Bachelor of Science in Nursing	Fall	August 15, 2023	August 21, 2023
	Winter	December 1, 2023	January 4, 2023
B.S. Cardiovascular	Summer	April 1, 2024	May 6, 2024
B.S. Medical Sonography	Summer	April 1, 2024	May 6, 2024

Required Documentation

The Office of Undergraduate Admissions reviews applications and makes a determination of admittance or non-admittance. Factors affecting the committee's decision include high school grade point average (GPA), optional Scholastic Aptitude Test (SAT) or American College Test (ACT) scores, previous college performance, recommendations, interviews, student essays, and any other matters deemed relevant by the committee. Applicants must provide official high school and college transcripts from all previous schools attended, whether or not credit was granted. Applicants completing their senior year of high school, and in some cases transfer applicants, may also self-report SAT/ACT scores on their application for admission. The high school transcript may be omitted for students who have at least 24 transferable credits from a regionally accredited institution. Applicants who attended foreign institutions must have coursework from the foreign institutions evaluated for U.S. institutional equivalence. For more information, see the "International Students Admissions" section on page 49 of this catalog.

For information on additional documentation required for admittance into specific majors or programs, students should review the following individual program requirements.

Freshman Applicants

In addition to the documents described under the "Required Documentation" section above:

By the final day of the drop and add period noted on the academic calendar for the student's first semester at Nova Southeastern University: 1.) Freshman applicants must submit all final, official transcripts reflecting proof of graduation and completed academic coursework prior to enrollment with final grades earned (e.g., current high- school transcript or GED equivalent). 2.) Freshman applicants who opted to submit self-reported test scores for admission must also submit official SAT or ACT scores directly from the testing agency.

A freshman is a student who has no prior postsecondary experience attending any institution (including academic or occupational programs). In addition, students enrolled in the fall term immediately following high school graduation, who attended college for the first time in the prior summer term, and/or students who entered with advanced standing (college credits earned before graduation from high school), are considered freshmen.

Transfer Applicants

Transfer applicants with at least 24 transferable credits must submit official, final college transcripts from all previous schools attended, whether or not credit was awarded, reflecting final grades earned. If, at the time of application, students have any courses in progress at another institution, a final, official transcript must be submitted. **Transfer applicants** with less than 24 transferable credits must submit official, final college transcripts from all previous schools attended, whether or not credit was awarded, reflecting final grades earned, in addition to submitting all final, official high school transcripts reflecting academic coursework, and may opt to submit official SAT or ACT scores.

Traditional day students, on receiving notification of acceptance, should promptly inform the Office of Undergraduate Admissions by submitting a $200 enrollment deposit to be credited toward tuition.

All final, official documents must be submitted by the final day of the drop and add period noted on the academic calendar for the student's first semester at Nova Southeastern University.

Bachelor of Science in Respiratory Therapy First Professional Program

In addition to the documents described under the "Required Documentation" section, students applying for entry to the Bachelor of Science in Respiratory Therapy—First Professional Program must submit evidence of the following:

- Completion of 40 credit hours of pre-requisite courses, with a minimum grade of C, from a regionally accredited college of university.
- Minimum cumulative GPA of 2.5 on a 4.0 scale from all undergraduate work.
- Minimum cumulative Science GPA of 2.5.
- Application and a non-refundable application fee
- The Bachelor of Science in Respiratory Therapy First Professional requires a personal interview. All interview expenses are the responsibility of the applicant
- Under special circumstances, a student may be granted an exception to attempt up to six credit hours of prerequisite credits (excludes sciences) while enrolled in the BSRT program; such circumstances will be decided on a case-by-case basis and must be approved by the Department Chair

For prerequisite information and admissions requirements, please visit *healthsciences.nova.edu/rrt*.

Bachelor of Science in Respiratory Therapy Post-Professional Program

Students applying for the Post-Professional (online) program must submit evidence of the following:

- NBRC Registration as a Registered Respiratory Therapist. (A block grant of 45 credits will be applied toward the B.S.R.T. upon proof of RRT and Licensure where applicable, and successful completion of all B.S.R.T. course work).
- A license to practice respiratory therapy, where applicable.
- Application and non-refundable application fee.
- Official transcripts from each university/college attended.
- Completion of the following prerequisite general education coursework, with a minimum grade of C. All general education coursework will be evaluated for equivalency. Students must have at a minimum 2 Written Communication above 1500 level (6 credits), 2 Math above 1040 level (6 Credits)—one of which much be college Algebra, 2 Social and Behavioral Sciences (6 Credits), 2 Humanities (6 credits), and 2 Natural and Physical Sciences (6 credits) to enter the B.S.R.T. Post-Professional program.
- Students may be concurrently enrolled while completing any additional general education requirements. Credits can be transferred in prior to completion of the program. The degree will not be granted until all general education requirements are met. For prerequisite information and admissions requirements, please visit *healthsciences.nova.edu/rrt*.

Bachelor of Science in Cardiovascular Sonography

The B.S. in Cardiovascular Sonography program uses a holistic approach to applicant evaluation, and will admit individuals with diverse education, work, and life experiences who have demonstrated capacity to pursue the course of study in cardiovascular sonography. Areas of consideration include application content, academic record, prior scientific, health care, or elder care work or volunteer experience in a health care facility, letters of evaluation, and personal motivation. The Bachelor of Science in Cardiovascular Sonography requires a personal interview. Distance technology such as Skype or Zoom may be used for out-of-town applicants. All interview expenses are the responsibility of the applicant.

In addition to the documents described in this "Required Documents" section, students applying for entry to the B.S. Cardiovascular Sonography program must submit evidence of the following:

- A minimum of 30 semester credits—6 credits in Physical/Human/Biological Science (consisting of 6 credits in Human Anatomy & Physiology I and II OR 3 credits in Human Anatomy and Physiology I, and 3 credits in General Physics; these courses may be with or without a Lab), 6 credits of Social and Behavioral Sciences, 6 credits of Humanities, 6 credits of English Composition, and 6 credits of College Math or Statistics equivalent to or higher than NSU's Math 1040 level—from a regionally accredited college or university with a minimum cumulative GPA of 2.6 on a 4.0 grading scale. Only courses with a minimum grade of 2.0 on a 4.0 grading scale or letter grade of a "C" may be considered for possible acceptance for prerequisite purposes. College Level Entry Proficiency (CLEP) exams in these general education areas may also be accepted for prerequisite satisfaction; please discuss with your Admissions advisor for details.
- General education courses cannot be survey courses.

- Highly recommended courses:
  - Anatomy and Physiology II or III (with or without lab)
  - Basic Medical Terminology
- With case-by-case basis approval, up to 9-credit hours of a combination of English, Arts and Humanities, Social and Behavioral Sciences, and one Mathematics course may be completed as co-requisites during the program. A Learning Contract will be created to document student academic responsibilities to satisfy any such co-requisite courses
- Two letters of evaluation from individuals other than relatives such as academic advisors, professors, or clinical or nonclinical supervisors, or community associates.
- A complete resume or CV.

For prerequisite information and admissions requirements, please visit:
https://healthsciences.nova.edu/healthsciences/cardiovascular/.

Bachelor of Science in Medical Sonography

The B.S. in Medical Sonography program will admit individuals with diverse education, work, and life experiences who have demonstrated capacity to pursue the course of study in medical sonography. Areas of consideration include application content, academic record, prior scientific, health care, or elder care work or volunteer experience in a health care facility, letters of evaluation, and personal motivation. The Bachelor of Science in Medical Sonography requires a personal interview. Distance technology such as SKYPE or Zoom may be used for non-local applicants. All interview expenses are the responsibility of the applicant.

In addition to the documents described in this "Required Documents" section, students applying for entry to the B.S. Medical Sonography program must submit evidence of the following:

- A minimum of 30 semester credits—6 credits in Physical/Human/Biological Science (including 3 required credits in General Anatomy and Physiology I, and 3 credits in Physics), 6 credits of Social and Behavioral Sciences, 6 credits of Humanities, 6 credits of English Composition, and 6 credits of College Math above 1040 level—from a regionally accredited college or university with a minimum cumulative GPA of 2.75 on a 4.0 grading scale. Only courses with a minimum grade of 2.0 on a 4.0 grading scale or a letter grade of "C" may be considered for possible acceptance for prerequisite purposes. College Level Entry Proficiency (CLEP) exams in these general education areas may also be accepted for prerequisite satisfaction; please discuss with your Admissions advisors for details.
- General education courses cannot be survey courses.
- Highly recommended courses Anatomy and Physiology II (with or without lab) and Basic Medical Terminology
- With case-by-case approval, up to 9-credit hours of a combination of English, Arts and Humanities, Social and Behavioral Sciences, and one Mathematics course may be completed as co-requisites during the program. A Learning Contract will be created to document student academic responsibilities to satisfy any such co-requisites courses
- Two letters of evaluation from individuals other than relatives such as academic advisors, professors, or clinical or nonclinical supervisors, or community associates.
- A complete resume or CV.

For prerequisite information and admissions requirements, please visit *healthsciences.nova.edu/healthsciences/sonography/.*

Bachelor of Health Science Completion Program (online)

The B.H.Sc program will admit entry-level, mid-level clinicians, allied health professionals. health care administrators and applicants with diverse education, work, and life experiences who demonstrate the desire and capacity to pursue the course of study in health and to fill increasingly responsible positions in health care. Areas of consideration include application content, academic record, prior health care experience, health care related volunteerism, letters of evaluation and personal motivation. In special circumstances, a personal interview with members of the committee may be required (phone interview may be substituted). All interview expenses are the responsibility of the applicant.

- Prior to matriculation, all applicants must have completed 3 semester hours (or the equivalent) of college level written composition course from a regionally accredited college or university with a minimum grade of a C (GPA of 2.0 on a 4.0 grading scale).
- A minimum of 30 credits at the college or equivalent level from a regionally accredited college or university with a minimum cumulative GPA of 2.6 on a 4.0 grading scale,

OR

- a post-high school level diploma or certificate of completion in a field of health care with a minimum cumulative GPA of 2.6 on a 4.0 grading scale and the equivalent of 30 regionally accredited credits, including 3 semester hours of college level written composition. An applicant may be required to submit a student-prepared learning portfolio requesting assessment of prior experiences for academic credit.
- Documented evidence demonstrating dedication to health care within the past five years. This evidence can be presented through, but not limited to, education, experience, volunteerism, certification, or licensure.

The 30-credit minimum may be achieved through traditional undergraduate education credits, credits awarded for professional certification, or a combination thereof.

All applicants must show evidence of computer skills through coursework or self-study prior to the end of the first term. Students may obtain instruction through the NSU Student Microcomputer Laboratory or other training facilities.

It should be noted that many criteria, in addition to academic credentials, play a role in the admission process for the B.H.Sc. program. While the program allows the student to demonstrate academic capability, it does not assure admission to any professional school. Admission to the B.H.Sc. will not guarantee admission to any other program of Nova Southeastern University.

Upon receipt of the completed application, fees, credentials and transcripts, the admissions officers and the Dr. Pallavi Patel College of Health Care Sciences will review all material for evidence of the proper education, training and background to enter the B.H.Sc.

The university reserves the right to modify any requirements on an individual basis as deemed necessary by the dean of the Dr. Pallavi College of Health Care Sciences.

Assessment of Prior Experiences for Academic Credit

NSU has established a different mechanism for students to convert their prior learning experiences into academic credit. For further information, visit the Office of Transfer Evaluation Services at *nova.edu/tes*.

B.H.Sc. Pre-O.T.D. Track Admissions Requirements

- Prior to matriculation, all applicants must have 3 credits (or the equivalent) of college-level written composition from a regionally accredited college or university with a minimum grade of C (GPA of 2.0 on a 4.0 grading scale).
- An associate's degree in occupational therapy from an Accreditation Council for Occupational Therapy Education (ACOTE®) accredited program at a regionally accredited college or university with a minimum cumulative GPA of 2.6 on a 4.0 grading scale and initial certification by the National Board for Certification in Occupational Therapy, Inc. (NBCOT®) as a certified OT Assistant (O.T.A.).
- Documented evidence demonstrating education or experience in the health care field within the past five years.

B.H.Sc. O.T.D. Admissions Requirements—Occupational Therapy Assistants Applicants

The entry-level Doctor of Occupational Therapy (O.T.D.) Program selects students based on grade point average (GPA), Graduate Record Examination (GRE) scores, a written essay, letters of recommendation, and an interview. These scores will be factored into the rubric that the department uses in evaluating applicant qualifications. Strong candidates will also demonstrate concern for people of diverse backgrounds, as well as the ability to use judgment, insight, and reasoning. Prior to matriculation, applicants must:

- Earn a cumulative average of 3.0 or better on a 4.0 scale in B.H.Sc. courses
- Earn a grade of 2.0 or better in all prerequisite courses
- Submit minimum GRE scores that are less than five years old for all three areas of the general test (verbal, quantitative, and analytical writing)
- Submit a written essay
- Submit three letters of recommendation
- Demonstrate computer and word processing competency to include, but not limited to, World Wide Web navigation, software and learning management system (e.g., Canvas) utilization, e-correspondence, database explorations, etc.
- If applicable, have a Test of English as a Foreign Language (TOEFL) score of 550 or higher for the written test or 213 or higher for the computer-based test OR have a Pearson Test of English-Academic (PTE-Academic) score of 54 or higher

Upon successful completion of the B.H.Sc. degree, the above requirements, and an interview with the admissions team of the NSU Occupational Therapy Program, students will be offered a seat in the NSU Doctor of Occupational Therapy Hybrid Program at NSU's regional campus in Tampa, FL. (O.T.D.). This interview will be scheduled after the completed application has been submitted. For more information about admissions requirements for the entry-level Doctor of Occupational Therapy program, visit https://healthsciences.*nova.edu*/ot/ or email *hpdinfo@nova.edu*, or call 800-356-0026, ext. 21101 or (813) 574-5278.

Bachelor of Science in Nursing

In addition to the documents described in this "Required Documentation" section, students applying for entry to the Bachelor of Science in Nursing—Entry Track must submit evidence of the following:

- Applicants must have completed a minimum of 39-41 semester hours (or equivalent quarter hours) of specific undergraduate coursework from a regionally accredited college or university prior to matriculation into the nursing program with a minimum cumulative GPA of 3.0 or higher on a 4.0 scale with the exception of the ABSN students who will be expected to have a higher GPA.
- Official transcripts indicating completion of each prerequisite course with a grade of C or higher. (Applicants may submit transcripts if enrolled in a final semester of courses in progress.)
- Applicants with a grade of a C- or below in the required natural/physical science course will not be considered for admission. Applicants who have a pattern of W on their transcripts will not be considered for admission. Students with extenuating circumstances will be evaluated by administrative faculty.
- Eligible students are required to successfully complete an interview prior to final acceptance into Ron and Kathy Assaf College of Nursing programs.

Accelerated Bachelors Science Nursing (ABSN)

- Students who wish to become licensed registered nurses and already have a bachelor's degree in another field may apply to the accelerated B.S.N. program. Student selection will be impacted by rigorous eligibility standards, especially science GPA. NSU will accept 60 credits from the student's bachelor's degree. Completion of the BSN program pre-requisite courses with a grade of C or higher. No failures in science courses.
- Students complete the A.B.S.N. degree program in four semesters after completing 64 credits of didactic course work and clinical hours at NSU Working during the program is strongly discouraged due to course load and completion of clinical hours.
- This program is offered on the Fort Myers and Miami campuses.

The entry B.S. in Nursing program participates in Nursing's Centralized Application Service (NursingCAS). The NursingCAS application must be received no later than August 1 to be considered for the fall class and December 1 to be considered for the winter class.

Premier Program Applications

Dual Admission Program

NSU offers Dual Admission to a select number of highly motivated, academically talented students interested in pursuing both an undergraduate degree and future graduate studies. For information and a list of dual admission programs, see "Dual Admission Programs" section on page 33 of this catalog or go to *nova.edu/undergraduate/academics/dual-admission/*. Students interested in applying for dual admission programs should speak with an undergraduate admissions counselor to determine eligibility.

Farquhar Honors College

The Farquhar Honors College fosters an intellectual community both within and across academic disciplines by offering distinctive coursework, reading groups, and workshops to help students prepare for graduate school, advanced research, study abroad, and post-baccalaureate fellowships. Students must complete a separate application for the Farquhar Honors College, available at *https://honors.nova.edu*. Academically motivated students are encouraged to apply.

The Honors College application includes two essay questions that are reviewed by a faculty committee. Applications are accepted on a continuous basis year-round, and interested students are encouraged to apply as early as possible. Applications for new students are reviewed for fall semester admission and must be submitted by May 1. Applications for current NSU students must be submitted by March 1. Prospective students may apply for the Honors College prior to being admitted to NSU and are also eligible to apply for other special programs.

For more information, see the "Farquhar Honors College" section on page 200 of this catalog.

Razor's Edge Scholars

Nova Southeastern University offers five premier scholars programs—Global, Leadership, Research, Shark Talent, and Shark Teach. These four-year residential programs combine curricular and co-curricular experiences intended to capture the unique interests and talents of prospective and current students. Students who complete one of these five specific programs will earn an academic minor and/or will participate in one of the premier program academics, depending on the Razor's Edge Scholars program. In return for their participation, students are awarded an annual renewable scholarship.

For more information about these programs, please visit *nova.edu/razorsedge/*. Students interested in applying for Razor's Edge Scholars should speak with an undergraduate admissions counselor to determine eligibility.

The Fischler Academy

The Fischler Academy is a combined bachelor's and master's program for students interested in the field of education. Through a combination of innovative teaching strategies and early immersion experiences, students graduate with the knowledge and practical skills required to be successful educators in the 21st century. The Fischler Academy also offers students the opportunity to develop a global perspective through its "Fischler International" travel study experience.

For additional information, please visit the program page at *education.nova.edu/FischlerAcademy*.

The Huizenga Business Innovation Academy

The Huizenga Business Innovation Academy is a combined bachelor's and master's program for first-time in college students interested in becoming entrepreneurs. NSU may provide to Student up to $20,000 in funding (Seed Funding) towards an approved business venture. Student will qualify for Seed Funding only after successfully completing all HBIA program requirements, including, without limitation, (a) graduating from the graduate portion of the program, (b) reviewing supplemental documentation regarding Seed Funding, and (c) completing the Seed Funding application and approval process, which includes, among other things, the preparation of a viable business plan that must be presented and defended during panel reviews with individuals selected by NSU to serve as panel members. In connection with the foregoing business plan, Student acknowledges and agrees that viability of such business plan shall be determined by NSU in its sole discretion. Students interested in applying for the Huizenga Business Innovation Academy program should speak with an undergraduate admissions counselor to determine eligibility.

For additional information, please visit the program page at *business.nova.edu/innovation/*.

Pre-Degree Granting Programs

Nova Southeastern University offers three undergraduate pre-degree granting programs. The deciding pre-degree program is for students who have not yet chosen a major at NSU. The pre-nursing program is for students who do not meet the admission requirements of the Bachelors of Nursing majors at NSU, and are committed to successfully completing those prerequisite courses at the university. The pre-respiratory therapy program is for students who do not meet the admissions requirements of the Bachelor of Science in Respiratory Therapy at NSU and who need to complete the prerequisite courses for entry into that major. These pre-degree programs do not grant degrees nor certificates upon completion. Successful completion of these pre-degree granting programs does not guarantee admission into their respective bachelor's degree-granting programs at NSU.

Students enrolled in these programs, intending to pursue a bachelor's degree, may be eligible for financial aid and institutional scholarships.

Deciding Program

Many students have not decided which program of study or career path to follow when they enter college. Many change their minds more than once during their college education. Through the Deciding Program, NSU faculty and staff help students choose a career path and select a major. Students have the opportunity to explore a variety of interests before declaring a major field of study.

Students who do not select a major program during the admissions process are considered "deciding." All students, including transfer students, must declare a major by the completion of 60 cumulative credits (including non-NSU credits). Deciding students and students who wish to change their originally declared major should contact their academic advisor.

The Deciding Program is housed in the Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center.

Pre-Nursing Program

Students interested in the bachelor's in nursing program can take General education courses and pre-requisite courses at NSU. The undergraduate Pre-Nursing Program at the Ron and Kathy Assaf College of Nursing is designed for students who wish to apply to NSU's Entry Bachelor of Science in Nursing program, and complete the program's admission prerequisite courses at the university. These prerequisite courses are listed under Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center's Department of Biological Sciences. Successful completion of these prerequisite courses does not guarantee admission to the B.S.N. program. Additional requirements, beyond course prerequisites, are needed for B.S.N. applicants to be eligible for admission. Students must contact NSU's Ron and Kathy Assaf College of Nursing for the applicable B.S.N. program admission requirements and interview preparation interview process.

For more information on B.S.N. admission requirements and prerequisites, refer to the "Admission Procedures and Requirements" on page 42 and the Bachelor of Science in Nursing portion of the "General Education Program" section on page 97 of this catalog.

Pre-Respiratory Therapy Program

The undergraduate Pre-Respiratory Therapy program at the Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center is designed for students who wish to apply to NSU's Bachelor of Science in Respiratory Therapy First-Professional program, and complete the program's admission prerequisite courses at the university. These prerequisite courses are offered by NSU's Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center through the Pre-Respiratory Therapy Concentration in the General Studies major and are held on NSU's Fort Lauderdale campus. Successful completion of these prerequisite courses does not guarantee admission to the B.S.R.T program. Additional requirements, beyond course prerequisites, are needed for B.S.R.T. applicants to be eligible for admission. Admission prerequisites are subject to change at any time. Students must contact the Department of Cardiopulmonary Sciences for the applicable B.S.R.T. program admission requirements. Pre-Respiratory Therapy students must abide by the policies of the Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center. For more information on B.S.R.T admission requirements and prerequisites, refer to the "Department of Cardiopulmonary Sciences" on page 178 and the "General Education Program" section on page 97 of this catalog.

Special Circumstances

Home-Schooling

Nova Southeastern University welcomes undergraduate applicants who have been home-schooled for their secondary school education. Home-schooled applicants should provide a notarized transcript and official SAT or ACT scores to demonstrate high-school equivalence. As with all candidates for admission, each applicant is considered on their individual merits and potential for academic success at NSU. Acceptance is not based on any one criterion, and in appropriate cases, requirements for documentation may vary or be modified.

International Students Admissions

International students applying to NSU's Fort Lauderdale/Davie campus, or to any of the university's Florida NSU regional campuses, are required to obtain a student (F-1) visa or an exchange visitor (J-1) visa. Students are not permitted to study in the United States on a visitor (B-2) visa. To apply, international students should submit an online application form and a $50 nonrefundable application fee, following the program's application instructions.

First-Time-in-College International Applicants

First-Time-In College applicants must complete and submit an application using either the Common Application or the NSU Shark Select International Application.

With the Common Application, applicants can submit an essay and will choose one of the five prompts provided. With the NSU Shark Select International Application, applicants can submit an original writing sample of their choice.

Submit Secondary School/Post-Secondary Credentials:

Applicants will need to send an original or certified copy of their home country's credentials as part of their application. Applicants must also submit a copy of any terminating or qualifying examination results or certificates, if applicable.

Students who have earned CXC or O-level certificates, HSC, BGCSE, and CAPE must provide five passing scores in academic subjects and proof of secondary school completion.

Applicants must submit two documents, one in the original language and one translated to English. Both documents must be notarized/certified.

- Submit Proof of English Language Proficiency
- Submit one Letter of Recommendation

Transcript Evaluation for International Transfer Applicants

Applicants with foreign university level credentials must provide admissions with a credential evaluation. Credits earned at non-U.S. institutions must be evaluated for equivalence by an outside agency approved by the National Association of Credential Evaluation Services (NACES). Applicants are responsible for all evaluation fees. Foreign coursework must be evaluated with a course-by-course evaluation by an NACES-approved evaluation company, such as:

World Education Services
Attention: Documentation Center
P.O. Box 5087
Bowling Green Station
New York, New York 10274-5087
Phone: (212) 966-6311
Website: *wes.org*

SpanTran
2655 Le Jeune Rd., Suite 602
Coral Gables, Florida 33134
Phone: (305) 749-0333
Website: *spantran.com*

Educational Credential Evaluators
P.O. Box 514070
Milwaukee, Wisconsin 53203-3470
Phone: (414) 289-3400
Website: *ece.org*

Josef Silny and Associates
7101 SW 102 Avenue
Miami, Florida 33173
Phone: (305) 273-1616
Website: *jsilny.org*

A complete list of NACES-approved evaluation companies can be found at *naces.org/members.*

English Proficiency Requirements

Official test scores results should be sent directly to Nova Southeastern University from the testing agency. Students who are accepted

for an interview with the Ron and Kathy Assaf College of Nursing must demonstrate the ability to speak and write English to be accepted into the program.

Proof of English proficiency is required from all students unless they are from the following countries – Commonwealth Caribbean, Bermuda, Canada, United Kingdom, Republic of Ireland, South Africa, Australia, or New Zealand.

Students who did not graduate from an English-Speaking high school and/or English is not their native language must be able to demonstrate adequate English skills by submitting one of the following:

- Proof of graduation from a U.S. regionally accredited high school.
- College transcript with one "English Composition One" course at a U.S. regionally accredited college with a grade of C or better.
- Proof of English language proficiency with the following scores:
  - Test of English as a Foreign Language (TOEFL): 213 on the computer-based test; 550 on the paper-based test; or 79 on the Internet-based test
  - International English Language Testing System (IELTS*): 6.0 or higher on the test module
  - Duolingo Test of English: 105 or higher
  - Pearson Test of English-Academic (PTE Academic): Overall score of 54 or higher
  - Passing Level 4 or higher from TALK International: 4 or higher from Talk English Schools.
  - SAT verbal score of 520 or higher, or ACT English score of 20
  - ITEP Academic (International Test of English Proficiency): Overall score of 3.9 or higher
  - Completion and passing of ELS Level 112 Intensive Program English for Academic Purposes
  - ITEP Academic (International Test of English Proficiency): Overall score of 3.9 or higher
  - Cambridge English B2 First, C1 Advanced, or C2 Proficiency

Financial Documents

International applicants requiring an F-1 or J-1 visa must submit an original bank statement or original letter from a financial institution indicating ability to meet all costs of education, less any financial aid they have received from NSU. The minimum amount is determined by a budget prepared by the NSU Office of Student Financial Assistance. A notarized letter from a sponsor is required if a public or private organization or an individual sponsors the student. The financial guarantee must include provisions for any dependents who will be residing with the student in the United States. Students should check with the Office of International Affairs at *nova.edu/internationalstudents/current/payments.html*.

Medical Insurance

International students are subject to the university's Student Health Insurance requirement. For additional details, please see the full policy on page 76 of this catalog. Students who physically reside in a country other than the United States and who will remain there while enrolled are exempt from the university's requirement. However, the online waiver application must be completed before the program's deadline. If the online waiver application is not completed before the program's deadline, the insurance fee will remain on the account.

Acceptance Letters and Deposits

After NSU has received all of the above information and has granted admission, an acceptance letter will be sent. The process of issuing the I-20 will begin only after all final, official documents have been received.

Non-Degree-Seeking Students

NSU provides opportunities for individuals who wish to continue their education without seeking a degree from the university. A non-degree-seeking student is one who takes courses without pursuing a degree. If a non-degree-seeking student decides to pursue a degree at NSU, the student must submit a new admission application and meet all the admission requirements to be considered for admission to their degree program of choice. Such a student may request the application of credits taken as a non-degree-seeking student in accordance with the transfer policy of the program to which the student is applying. Enrollment in courses as a non-degree-seeking student does not guarantee acceptance into a Nova Southeastern University degree program.

Non-degree-seeking students are not eligible for financial aid, unless they are enrolled in financial aid eligible preparatory coursework or are pursuing a financial aid-eligible certificate program. Contact an admissions or financial aid counselor for details. Students must submit a transcript indicating completion of high school or GED equivalent, or a transcript from the last college attended.

Non-degree-seeking students may take up to 24 credit hours or enroll in a specialty program without being admitted to a degree program. The 24-credit limit does not apply to students who have already earned a baccalaureate degree. Students seeking a paralegal certificate must hold a baccalaureate degree.

Dr. Pallavi Patel College of Health Care Sciences

Students may not take courses in the cardiovascular sonography program, medical sonography program, or respiratory therapy program on a non-degree seeking basis.

Non-degree-seeking students seeking to take courses in the Bachelor of Health Science—Online Program must complete the following admission requirements:

- prior to matriculation a minimum of 30 regionally accredited credits or equivalent and a three semester hours (or equivalent) of college level written composition from an accredited college or university with a minimum grade of C (2.0 on a 4.0 scale) and a minimum cumulative GPA of 2.6 on a 4.0 grading scale

  OR

- a diploma or certificate of completion in a field of health care with a minimum cumulative GPA of 2.6 on a 4.0 grading scale with three semester hours (or equivalent) of college level written composition from an accredited college or university with a minimum grade of C (2.0 on a 4.0 scale).
- Due to the limited number of seats available in the program, preference for admission and registration will be given to degree-seeking students. Students are limited to a maximum of 9 credit hours of B.H.Sc. coursework. All applicants must show evidence of computer skills through coursework or self-study prior to the end of the first semester.

Ron and Kathy Assaf College of Nursing

Non-degree-seeking students are not eligible to take courses in the Ron and Kathy Assaf College of Nursing.

Second Bachelor's Degree

Individuals who already hold a bachelor's degree from an accredited institution, including NSU, may earn a second bachelor's degree from NSU by completing a minimum of 30 additional credits toward the second degree. At least 50 percent of the major must be taken at NSU. For more detailed information or inquiry, please consult your academic advisor.

Academic Inactivity and Reapplication for Admission

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.

Students withdrawn from NSU due to academic inactivity and seeking readmission to their academic program will be required to petition their specific college or academic program for readmission.

Transfer Credits

NSU welcomes undergraduate students who have studied and earned college credits at other regionally accredited institutions. Students may access the online interactive NSU Transfer Credit System at *nova.edu/tes* to view and create an unofficial equivalency review of credits earned and their respective NSU equivalencies. For an official review, transcripts from all previously attended institutions should be submitted to:

Nova Southeastern University
Enrollment Processing Services
3300 S. University Drive
P.O. Box 29900
Fort Lauderdale, Florida 33328-2004

Electronic transcripts can be sent to *electronictranscripts@nova.edu.*

The Office of Transfer Evaluation Services (TES) will evaluate student's transfer credits once admitted to the university and at least one (1) transcript has been received. Students who have attended more than one institution must submit all final-official transcripts (i.e., no coursework in progress). The student's admission will not be considered final until all final-official transcripts have been received. For questions regarding admissions, please contact an Admission Counselor.

Transfer credit evaluation notices are sent to students via email only and include instructions on how to complete an online degree audit; the purpose of the audit is to provide students with the information to assist with registration. Transfer students shall be governed by the graduation requirements (see page 64) published in the *NSU Catalog* at the point of matriculation.

Transfer students may be required to complete additional courses at NSU prior to the awarding of the baccalaureate degree. The additional courses may include general education requirements and may result in students graduating with more than 120 credits. Should the maximum timeframe for Satisfactory Academic Progress (SAP) be exceeded, their financial aid may be impacted.

For more information on transferring credit, students should visit TES online at *nova.edu/tes/* or speak with a transfer evaluation services advisor by calling (954) 262-8117 or 800-806-3680, ext. 28117.

Admissions and Transfer Policy for Students Transferring from Institutions Accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

Transfer credit will be accepted at NSU for students who have earned an Associate in Arts degree or 60 credits from a SACSCOC-accredited institution. Transfer students who have earned an Associate in Arts degree or 60 credits from a SACSCOC–accredited institution from 1992 to the present and are in good academic standing as defined by the transfer institution shall be admitted to NSU with junior standing.

Admissions and Transfer Policy for Students Transferring from Other Regionally Accredited Colleges and Universities

NSU will transfer a maximum of 90 degree-applicable credits toward a degree, including credit for the College-Level Examination Program (CLEP), proficiency exams, and prior experiential learning. NSU will transfer courses from previous institutions for which a student has earned a grade of C or higher. Remaining credits and at least 50 percent of credits in the student's major must be earned at NSU in regular academic offerings.

Applicable credits will be transferred based upon received transcripts. The evaluation of transfer credit will be performed on both unofficial and official transcripts. However, a student will not receive full acceptance to the university until all final official transcripts have been received. Students will be advised to take courses at NSU based upon the completed transfer evaluation.

Individual Credit Award Adjustment

Depending on a student's personal and academic plans, a new student may choose to identify credits that they do not wish to apply toward their degree. Students will be allowed to adjust incoming transfer credit with assistance and guidance from an academic advisor. The student in consultation with the academic advisor must complete the Credit Award Adjustment Form when requesting

the adjustment. Upon submission to the Transfer Evaluation Services (TES) department at *esstes@nova.edu*, the request for the course adjustment will be reviewed for approval.

The deadline for submission of the Transfer Credit Adjustment Form is by the end of the drop/add period of the first enrolled semester to request that incoming credits are "unchecked" and not applied toward a student's degree. For the 2023/2024 academic calendar, the drop/add deadlines are as follows:

Fall 2023: August 27, 2023
Winter 2024: January 9, 2024
Summer 2024: May 12, 2024

In cases where students submitted the request prior to the deadline but credits in question have not yet been evaluated due to final official transcripts not reflecting a course grade, TES will flag these immediately after the drop/add period, review the progression of the request, and provide a final deadline to the student, if appropriate. Students are expected to review their Degree Works report to verify the number of applicable credits for degree completion.

Assessment of Prior Experiences for Academic Credit

NSU undergraduate students may convert prior professional and other life experiences into academic credit. All requests for prior learning credit must be initiated before a student completes 24 credits at NSU.

Advanced International Certificate in Education, Advanced Placement, and International Baccalaureate Credit

Students who have completed Advanced International Certificate in Education (AICE), Advanced Placement (AP), or International Baccalaureate (IB) examinations may receive college credit toward a bachelor's degree at NSU. Please visit the Office of Transfer Evaluation online at *nova.edu/tes/* for an examination listing.

Official test scores should be sent directly from the appropriate agency to:

Nova Southeastern University
Enrollment Processing Services
3300 S. University Drive
P.O. Box 29900
Fort Lauderdale, Florida 33328-2004

1. Full Portfolio

Students who intend to challenge a specific college-level course must submit a full portfolio that presents their knowledge of the course topic. Full portfolios are evaluated by an appropriate faculty member. Students may earn a maximum of 25 percent of their credits through the full portfolio process. Full portfolios include course syllabus or course description, resume, autobiography, written skills inventory that compares learning experiences with equivalent course subject matter, and other relevant documents, including certificates, training documents, and verification of employment. Students interested in submitting a full portfolio for academic credit should work directly with the Office of Transfer Evaluation Services.

2. General and Subject Testing

Students may meet certain general education, major, and elective requirements in a variety of areas through objective tests in which they demonstrate specific subject knowledge. These tests include the College Board's College-Level Examination Program (CLEP), DANTES Subject Standardized Test (DSST), and New York University proficiency exams. Students who plan to take these exams as prerequisites for other courses must successfully complete the exams before registering for more advanced coursework. Students must contact their academic advisor before taking any exams.

3. Standard Grants

NSU has established a series of standard college credit grants for common, documented learning experiences. These experiences include certain training courses, certificates, and licenses.

For more information on assessment of prior experiences, students should visit TES online at *nova.edu/tes/* or speak with a transfer evaluation services counselor by calling (954) 262-8117 or 800-806-3680, ext. 28117.

4. Military Service Credit

If you are an active-duty service member or a veteran of the United States Armed Forces, you can receive college credit for your military service. All active, retired, and veteran service members from all Army components, Coast Guard, Marine Corps, and the Navy, can obtain their Joint Services Transcript online and have it directly sent to NSU. Air Force personnel may order a transcript at the Community College of the Air Force.

Transcripts may be mailed to the address below. The quickest and most secure way to have your transcripts sent is electronically to *electronictranscript@nova.edu*.

Mail to:

Nova Southeastern University
Enrollment Processing Services
3300 S. University Drive
P.O. Box 29900
Fort Lauderdale, Florida 33328-2004

Transfer credit for physical education and marksmanship is not accepted.

For more information on assessment of prior experiences, students should visit TES online at *nova.edu/tes/* or speak with a transfer evaluation services advisor by calling (954) 262-8117 or 800-806-3680, ext. 28117.

Transferring NSU Credits to Other Institutions

Credits earned at NSU are eligible for transfer to programs at other institutions. Students should contact the institution of intended transfer for their policies related to accepting transfer credit.

Policies and Procedures

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.

Attendance/Absence Policy

The educational process at NSU depends on a close working relationship between students and faculty members. Students are expected to attend class regularly, from beginning to end. Students who miss a class must inform the instructor before the class meeting. University policy requires each faculty member to confirm their class roster during the second week of each semester. Any student deemed as a non-attendee will be dropped from the class by the Office of the University Registrar. Students who believe they were reported in error as non-attendees must communicate with the instructor who is the only one to determine whether the student may remain in the class. Faculty members must email *rostrec@nova.edu* to request a student remain in the class.

Students are responsible for the academic consequences resulting from class absences. Students who miss class because of an illness or other emergency should contact the instructor as soon as possible to arrange for make-up work. Missed assignments/tests can be made up solely at the discretion of the course faculty. The Office of Student Disability Services can review documentation to verify absences due to temporary injuries or family emergencies. Students who are pregnant or experiencing pregnancy-related conditions are encouraged to contact the Title IX Coordinator to learn about the procedures and options for receiving excused absences or other academic accommodations or modifications related to pregnancy.

This policy applies to all undergraduate programs; however, details can vary for students in the Dr. Pallavi Patel College of Health Care Sciences and Ron and Kathy Assaf College of Nursing. Please refer to your respective college's student handbook for more specifics on the Attendance Policy.

- Dr. Pallavi Patel College of Health Care Sciences Student Handbook: *https://nova.edu/publications/chcs/chcs_student_handbook/*
- Ron and Kathy Assaf College of Nursing Student Handbook: *https://nova.edu/publications/nursing/student-handbook/*

Course Credits—Application Toward Multiple Requirements

Courses taken to fulfill major, minor, certificate, general education, and other program requirements may generally be applied to other program requirements. For example, courses used to satisfy major requirements may also be used to satisfy general education requirements. However, some programs have specific exceptions to this general policy. Students should consult their academic advisor or college to determine specific policies about application of course credit.

Duplicate Credits

Nova Southeastern University will periodically adjust student records to eliminate any instance of duplicate credit. This adjustment is completed with the intent to create a more accurate count for students of how many credits they have earned toward graduation.

Students may end up with duplicate credit in any of four ways:

1. By enrolling in and completing a course for which they have already earned credit by examination (i.e., AP, AICE, CLEP, IB, etc.)

2. By enrolling in and completing a course for which they have already been awarded transfer credit from another institution.
3. By enrolling in and completing a course that they have previously earned credit at NSU.
4. By enrolling in and completing courses designated as equivalent by the college.

Duplicate credits are resolved in the following ways:

- For the first and second examples in the above list, the external credit will be removed.
- For the third and fourth examples in the above list, both courses will remain on the transcript but only one course will count toward graduation.

These resolutions only apply for courses completed and passed. If a student fails or withdraws from a course, it is not considered a duplicate credit.

Course Delivery

Students should review the following course delivery options with their academic advisors, based on courses required in their majors and their registration choices.

Face-to-Face

Face-to-face classes are scheduled at a variety of times and locations, to best meet students, schedules and demands. Face-to-face classes may also include some online instruction in addition to regular classroom instruction. Some assignments may be administered through internet-based sites associated with class textbooks or through the university's online course management system. Instructors will explain specific requirements for participation in online components.

Online

Students who participate in online classes are supported through a variety of technologies and teaching methods: email, bulletin boards, chat rooms, electronic journals, synchronous conferencing tools, content sharing tools, video lectures, and other digital and web-based tools and resources. Each student must obtain an NSU account to access email, course materials, and library resources. Students may be required to participate in an online orientation before the start of each class.

Hybrid

A hybrid (or blended) course is one that combines (or "blends") face-to-face and online delivery. More specifically, some of the online sessions replace some of the traditional face-to-face "seat time", which means that students complete a portion of activities in the on-ground classroom, and a portion of activities online (instead of going to the classroom). Percentages of face-to face and online course delivery and interaction vary by course.

A wide variety of course materials may be hosted in an L.M.S. (Learning Management System). At NSU, courses are hosted in canvas, which allows for several activities and interactions to be carried out online. Some examples include hosting of course materials, lecture videos, or micro-learning segments, assessments descriptions and drop-boxes (virtual places where students can turn in their assignments instead of printing them), video conferences (with or without webcams), online discussions, emails, individual group collaboration forums, and others.

Canvas can be accessed at *sharklink.nova.edu*, and clicking on the Canvas icon.

Video-conferenced Courses

Video Conferencing uses telecommunications of audio and video to bring people at different sites together for a class. Besides audio and visual transmission, video conferencing can be used to share documents, computer-displayed information, and whiteboards. Instructors have tools available such as document camera, computer, DVD, Blu-ray, which could be used to enhance the learning experience. Nova Southeastern University reserves the right to record video-conferenced courses without seeking permission or release forms from students. The recordings are for pedagogical purposes only within the university and will not be shared outside the university. The recordings act as back-up in case a technical issue occurs, and distant-site students are not able to participate in a class. Students cannot request copies of lectures without the instructor's approval.

Independent Study

Independent study provides qualified students with an opportunity to research a question of interest under faculty supervision. Students interested in independent study should consult with their academic advisor and faculty member. The faculty member will draw up a contract outlining student responsibilities. The student, the instructor and the department chair must sign the contract.

Requests for independent study contracts must be received by the appropriate academic department no later than the following applicable deadlines. However, students are encouraged to work with faculty as early as possible to explore these options:

- Fall independent study: August 1
- Winter independent study: December 1
- Summer independent study: April 1

Students in the Dr. Kiran C. Patel College of Osteopathic Medicine may complete Independent Study for credit toward their academic degree. Interested students should consult with the program director. The faculty member and student will draw up a contract outlining the scope of the student project. The student, the instructor and the program director must sign the contract. The timeline for submission is flexible and often depends on the nature of the proposed project.

Course Evaluations

Course evaluations facilitate the collection of feedback from students about their classes—how they feel about course content, appropriateness of textbook selection, and other aspects. All evaluations are confidential and anonymous. Students are urged to be honest and constructive in their remarks. The course evaluation process is conducted completely online. Students must have an NSU email account to access the course evaluation website. Students will receive an email to their *@mynsu.nova.edu* account when the online evaluation system is open prior to the Exam Week. Evaluations will remain open for a limited time, usually seven days. It is important to complete the course evaluations when the link is sent. Administration uses student feedback to evaluate the course, and the textbook.

Declaring and Changing Majors, Minors, and Programs

Declaring and Changing Majors

Undergraduate students study and work in major fields that prepare them to enter careers or continue formal education in graduate and professional school. Students who do not select a major program during the admissions process are considered "deciding." All students, including transfer students, must declare a major by the completion of 60 cumulative credits (including non-NSU credits). Deciding students and students who wish to change their originally declared major should contact their Career and Academic Success Coach.

Request for Second Major

Pursuing a second major is a serious commitment and requires significant student responsibility. Students may graduate with a second major depending on the availability of courses and academic department schedules. Students who wish to declare a second major must inform their Career and Academic Success Coach.

A request for a second major may be made by contacting your academic advisor who will review the additional requirements and help develop a new academic plan. A student must have a cumulative grade point average of 2.5 or higher to declare a second major.

The student is responsible for tracking requirements and prerequisites for both major programs, with guidance and assistance from their Career and Academic Success Coach. Both majors will be posted to the transcript at the time of conferral of the bachelor's degree. A second major will not be added to a transcript following conferral of degree.

Requirements for the first major, are based on the curriculum published in the *NSU Undergraduate Student Catalog* for the semester of the student's entry into the university. For majors subsequently added, curriculum requirements are based on the catalog in effect during the semester the second major is declared.

Declaring and Conferral of Minors

Many NSU colleges offer undergraduate minors. Most courses taken to fulfill general education and major requirements may also be used to satisfy minor requirements. Some restrictions may apply. For details, refer to each minor description.

Pursuing a minor is a serious commitment and requires significant student responsibility. Students may graduate with a minor depending on the availability of courses and academic department schedules. Students may officially declare a minor before the end of each drop/add period through their Career and Academic Success Coach.

Students may request a minor with their Career and Academic Success Coach. The university will strive to make courses available for students to complete the minor in a timely fashion; however, this is not always possible. Successful completion of a minor requires the student to complete at least 50 percent of the coursework for the minor at NSU and attain a grade point average of at least 2.25 for the minor. Successful completion of the Honors Transdisciplinary Studies minor requires a minimum grade point average of 3.5 for the minor. A minor will be posted to the student's transcript at the time of conferral of the bachelor's degree. Minors will not be posted following conferral of the degree.

Enrollment at Other Universities

The following policy applies to all undergraduate programs ***EXCEPT*** for Bachelor of Health Science; Bachelor of Science in Respiratory Therapy (online); Bachelor of Science in Cardiovascular Sonography; Bachelor of Science in Medical Sonography; and Bachelor of Science in Respiratory Therapy (on-campus), and those in the Ron and Kathy Assaf College of Nursing.

Students enrolled at NSU are generally not permitted to be concurrently enrolled at other institutions. Once students enroll at NSU, they may not take courses at other colleges or universities for the purpose of earning an NSU degree without specific, written approval from their academic advisor. Written approval must be obtained before registering for a non-NSU course. Only under unusual circumstances will permission be granted. Students must carefully check the guidelines of their financial aid awards and consult with their academic advisors about their transfer credits in advance, to avoid serious ramifications.

Students may take no more than 10 percent of their remaining credits at another university. This quantity is based on status at time of initial matriculation. However, students must meet NSU's residency requirements as outlined in "Graduation Requirements" section on page 64 of this catalog. To request permission to take courses at other institutions, students must submit a Concurrent/Interim Enrollment Application, which can be obtained from their academic advisor.

If approved, courses taken at other institutions may be used only for "open" elective credit. Financial aid recipients will be required to complete the NSU Consortium Agreement Form or the contractual agreement to receive financial aid for enrollment at the other institution, if eligible. If courses are to be taken at an institution abroad, the student must also have an NSU Study Abroad Agreement approved.

Students participating in approved Study Abroad and/or Travel Study programs may be exempted from some of the limitations in this policy. Refer to page 93 for additional Information regarding Study Abroad.

Dr. Pallavi Patel College of Health Care Sciences

Students in the Bachelor of Health Science; Bachelor of Science in Respiratory Therapy Post-Professional Program (online); Bachelor of Science in Cardiovascular Sonography; Bachelor of Science in Medical Sonography; and Bachelor of Science in Respiratory Therapy First-Professional (entry) programs may be permitted with prior approval to take courses and co-requisites at other regionally accredited institutions. All pre-requisite and co- requisite courses must be from regionally accredited institutions and equivalent to NSU's general education courses.

Ron and Kathy Assaf College of Nursing

Once matriculated into the program, students may not take required courses at any other college or university and transfer in the credits.

Grading System

Grading Scale

Instructors assign grades based on criteria established in course syllabi.

Letter Grade	Description	GPA Equivalent
A	Excellent	4.0
A-		3.7
B+		3.3
B	Good	3.0
B-		2.7
C+		2.3
C	Satisfactory	2.0
C-		1.7
D+		1.3
D	Marginal	1.0
F	Failure	0.0
W	Withdrawn	-
I	Incomplete	-
P	Pass	-
AU	Audit (may not be available in all programs)	-

Grade Point Average and Quality Points

A student's academic standing for a specific semester or term is indicated by the grade point average (GPA). The GPA is calculated based on earned credits and letter grades (including Fs, for which students receive 0 credits). The GPA does not include classes from which the student has successfully withdrawn or received an Incomplete. Overall academic standing is indicated by the cumulative GPA (CGPA). GPA calculations include NSU coursework only, based on the following formulas and definitions.

- Quality points = A letter grade's numerical GPA value MULTIPLIED BY the number of credits assigned to the course
- GPA hours = Earned credits, including Fs, excluding withdrawals, and audits, and successfully completed pass/fail courses
- Current semester or term GPA = The total number of quality points for the semester or term DIVIDED BY the total GPA hours for the semester or term
- Cumulative GPA (CGPA) = Total quality points DIVIDED BY total GPA hours

Grade Forgiveness

The grade forgiveness policy enables an undergraduate student to repeat a limited number of courses to improve their cumulative NSU grade point average (GPA), by excluding the original (and lower) grade from calculation. Undergraduate students may use the forgiveness policy for a maximum of three NSU courses, no more than one excluded grade per course will be allowed. Any exception to this policy should be requested through the student's Career and Academic Success Coach.

Grades excluded through this policy will be excluded from the calculation of the term and cumulative NSU GPAs, although they will remain on the transcript. Grade exclusions may not be recognized for graduate/professional school admission, transfer to other institutions, or by our dual admission program. Due to external factors including but not limited to areas such as regional and national accreditation as well as state licensure, certain colleges/programs reserve the right to require a level of academic performance that is greater than the base level established by the university for all undergraduate students.

Only courses taken at NSU qualify for grade forgiveness. Grade exclusions are subject to availability of the course, and there is no guarantee that a particular course will be offered again. This policy does not restrict the number of attempts to repeat courses, but does restrict the number of course grades to be excluded from the cumulative GPA. Course credit may be applied only once toward completion of degree requirements. While this policy may retroactively change a semester GPA, it will not affect related academic standing sanction, and cannot be applied once a degree has been conferred.

In addition to the grade forgiveness policy, please be aware of the Repeat Course Policy for Financial Aid and the maximum number of attempts for an individual course that will be covered by financial aid. Visit *nova.edu/financialaid/apply-for-aid/repeat-course.html* for additional information.

Grade Reports

Student grades are disseminated online via SharkLink at *https://sharklink.nova.edu*. Legal provisions prohibit the release of personally identifiable information to anyone other than legally authorized persons. Students are permitted to inspect, review, and challenge such information as provided by law.

Dean's List

Undergraduate students who enrolled full-time and earned a minimum of 12 credits at NSU for the previous semester, earned at least a 3.8 semester GPA, and received no incomplete grades (I), are placed on the Dean's List for that semester. Ron and Kathy Assaf College of Nursing (ACON) students who enrolled full-time and earned a minimum of 9 credits at ACON for the previous semester, earned at least a 3.8 semester GPA, received no incomplete grades (I), and are not repeating a course are placed on the Dean's List for that semester.

Students placed on the dean's list will have a notation made on their official transcripts. The Dean's List is not recognized during summer semesters.

Students who have made the Dean's List will receive a one-time Dean's pin from their college in the Winter term of their graduation year. That pin will reflect the total number of times a student has achieved Dean's List throughout their time as an undergraduate student.

Incomplete

A grade of Incomplete (I) is issued in rare cases because of unusual and exceptional circumstances. Students are only eligible for an Incomplete if

- 50% of the coursework has been completed with a C or above average, and
- the remaining coursework can be completed in a timeframe agreed upon by the faculty member and the student, not exceeding one semester beyond the final date of the course.

It is the student's responsibility to consult the faculty member regarding an Incomplete request. Based on the unusual and exceptional circumstances surrounding the Incomplete request, documentation may be required to be submitted. Please refer to the Incomplete Grade Agreement Form/Contract for more information. Both the student and faculty member must sign the Incomplete Grade Agreement Form/Contract prior to the end of the course and agree upon its conditions via email.

In the nursing programs, the decision to grant an Incomplete rests with the individual course faculty. However, nursing students may appeal the faculty decision, if it is negative, to the program director, whose decision is final.

If the student does not complete the coursework within the agreed upon time frame, the Incomplete grade will be changed to the grade earned based on the work accepted by the instructor to date as stipulated in the contract or agreement (not to exceed 16 weeks); the student only gains points for assignments completed that were included in the incomplete agreement. A student cannot remove an Incomplete by retaking the course in a subsequent semester. A student who is absent at the final examination without prior approval is generally not eligible to receive an Incomplete grade.

Incompletes that have not been addressed by the student and college will ultimately be converted to a Failing grade after 1 year from the end of the term.

Academic Standing

Policies outlined below apply to all undergraduate programs. However, if students are admitted to and active in the professional phases of selected professional programs within the Dr. Pallavi Patel College of Health Care Sciences and Ron and Kathy Assaf College of Nursing, they are subject to higher levels of academic performance than the university standard, which will be reviewed and addressed by the host colleges in accordance with their program and accreditation standards. Please refer to "Increased Standards" below.

Academic Standing, as defined below, is separate from the standards for Satisfactory Academic Progress (SAP) for financial aid purposes. For detailed information about maintaining SAP for financial aid eligibility, visit *nova.edu/sap*.

Nova Southeastern University is committed to ensure accurate tracking and review of a student's permanent academic record. Academic transcripts serve as documentation for the student and as a record for other agencies (employers, other academic institutions, etc.). The academic transcript reflects the record of courses in progress and attempted, grades received, degrees sought and/or earned (with award and academic completion dates), practicum/dissertation titles, honors awarded, and disciplinary actions which result in a student's suspension or expulsion from the institution. Additionally, the student's academic standing is reflected on an academic transcript to provide a more complete depiction of the student's academic history. The following designations provide for a student's status as it relates to her/his end-of term academic standing within the university:

Good Academic Standing

A student is in good academic standing unless they are not making sufficient progress toward degree completion and/or is placed on academic probation, academic suspension, or academic dismissal.

Academic Warning

Academic warning will be assigned for any semester in which a student has a semester GPA below 2.0 (regardless of cumulative GPA). A student on warning will receive a formal communication via email. Academic warning will not be a designation of any kind on a student's transcript. Academic warning will be considered a warning to the student and is not a designation of poor academic standing within the university.

Academic Probation

Academic probation is assigned when a student's semester and cumulative GPAs are below a 2.0 and the student was already on academic warning. Academic probation will be designated on a student's transcript. To be removed from academic probation, a student must raise his/her cumulative and semester GPA to a 2.0 or higher by the end of the following semester the student is enrolled. A student may remain on academic probation with a semester GPA of 2.0 or higher if the cumulative GPA is below 2.0. Academic probation carries a permanent designation on the student's transcript. A student on probation will receive a formal communication via email.

Academic Suspension

A student is placed on academic suspension when they have a cumulative GPA below 2.0 and a semester GPA below 2.0 and was already on academic probation. Suspension results in the cessation of enrollment/registration for the next semester (summer semester does not satisfy the period of academic suspension). A student may not apply any credits earned during suspension (one semester) toward their NSU degree. Academic suspension carries a permanent designation on a student's transcript. A student on suspension will receive a formal communication via email.

Academic Dismissal

A student is placed on academic dismissal when they have a cumulative GPA below 2.0 and a semester GPA below 2.0, and was previously academically suspended, and was already on academic probation. Academic dismissal carries a permanent designation on the student's transcript. A student on dismissal will receive a formal communication via email.

Increased Standards

Due to external factors including but not limited to areas such as regional and national accreditation as well as state licensure, certain colleges/programs reserve the right to require a level of academic performance that is greater than the base level established by the university for all undergraduate students. Please refer to the Dr. Pallavi Patel College of Health Care Sciences and Ron and Kathy Assaf College of Nursing handbooks below.

- Dr. Pallavi Patel College of Health Care Sciences Student Handbook: *https://nova.edu/publications/chcs/chcs_student_handbook/*
- Ron and Kathy Assaf College of Nursing Student Handbook: *https://nova.edu/publications/nursing/student-handbook/*

Appeals

A student may appeal a determination of academic suspension or academic dismissal within ten days of notification. The student will be automatically dropped from classes on determination of suspension or dismissal. The student may not attend class during a period of appeal. Appeals are reviewed and considered by the Academic Progress Committee, comprised of faculty members.

Petition for permission to enroll after academic suspension:

Students who have been suspended and wish to return to NSU must petition for re-enrollment by the date indicated on their suspension notice. No coursework completed at another institution during the period of suspension will be considered applicable to an NSU degree program.

Students who are approved to re-enroll after academic suspension may register for classes for the next semester. These students return on academic probation.

If students have not registered for coursework at NSU for more than one year, they must reapply for admission and their major program's required curriculum will be re-evaluated according to the most current *NSU Undergraduate Student Catalog*.

BSN students **who have not started clinical hours** and **who** have been dismissed from the program may reapply for admission to the program after a minimum of one year. Prior to application, the student must meet with the program director and petition for readmission. The applicant must submit to the program director a written statement along with her or her application establishing that the factors that caused the prior inadequate academic performance have changed significantly so that there is reasonable expectation that the applicant can perform satisfactorily if permitted to resume their study. This should be documented in the student's file. Readmission will be at the discretion of the program director.

Petition for permission to enroll after academic dismissal:

Academically dismissed students may petition for permission to reapply only after two or more years have elapsed following dismissal. No coursework completed at another institution within two years after dismissal will be considered applicable to an NSU degree program. Only documented, extreme extenuating circumstances will be considered for a student to become eligible to reapply to NSU following an academic dismissal.

The petition will be reviewed by the Academic Progress Committee and will submit a recommendation to the Vice President of Student Affairs or designee, who will make a final decision and communicate with the student. This decision determines if the student is eligible to reapply for admission to NSU.

If students have not registered for coursework at NSU for more than one year, they must reapply for admission and their major program's required curriculum will be re-evaluated according to the most current *NSU Undergraduate Student Catalog*.

Ron and Kathy Assaf College of Nursing students, please refer to *nova.edu/publications/nursing/student-handbook/*.

Graduation—Degrees, Diplomas, Certification, and Commencement

Degree/Certificate

Students must complete an online degree application in order to be eligible for degree/certificate conferral. Students are eligible for graduation when they meet the requirements listed in the NSU Undergraduate Student Catalog and a student's Degree Works record in effect when they entered the university, unless a prior request to follow a more recent catalog has been approved. Degree/certificate applications are reviewed by the respective academic program office for approval. 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 provided on the degree application. Existing holds and outstanding balances will not prevent the awarding of a degree, however, students must satisfy any outstanding balances to receive their transcripts and 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 finding of academic misconduct, fraud, or other violations committed by a student in completing and/or obtaining the degree.

Upon completion of all program requirements, NSU students must submit an application to receive their degree/diploma. Instructions relating to the submission of a degree/diploma application and additional information can be located on the University Registrar

website at *nova.edu/registrar/instructions.html*. NSU students are expected to submit a degree application by the time they reach their final academic semester, and must do so no later than one calendar year from the date all program requirements are successfully completed. Absent exigent circumstances as determined at the discretion of NSU, the failure to timely submit a degree/diploma application will constitute an abandonment of the degree and the student will be withdrawn from their academic program.

Diplomas

The diploma indicates the degree, major, and institutional honors the student has earned. The academic transcript, the official record of work at NSU, indicates degree or certificate earned, major field of study, concentration, minor, and any honors.

Graduation with Distinction

Latin Honors are awarded based on students' cumulative GPA once all final grades have been entered for their graduation term. To be eligible for these honors, a student must also have 56 graded credit hours of NSU courses. The GPA requirements to graduate with Latin honors are as follows:

1. Cum Laude (3.80-3.89)
2. Magna Cum Laude (3.90-3.96)
3. Summa Cum Laude (3.97 -4.0)

The honors level (Cum laude, Magna cum laude, Summa cum laude) will also be reflected on the student's diploma and official transcript.

Graduation with Honors

Students within the Farquhar Honors College who complete program requirements will receive notation on their transcript and diploma.

For more information on General Citation and Research Citation in Honors, please refer to *honors.nova.edu*.

Honors in Major

Students who complete the 'Honors in Major' program requirements will receive notation on their transcript and diploma. Students will be acknowledged at the Honors Graduation Reception.

Honors in Major is administered by the Farquhar Honors College and is a unique opportunity for high performing NSU undergraduate students in their senior year. For more information, see the 'Honors in Major' website: *honors.nova.edu/honors-in-major/*.

Commencement

Undergraduate Commencement ceremony is held in May. While all students are encouraged to attend Commencement, attendance is not required. Students receiving a certificate do not participate in the Commencement ceremony. Students must contact their program office for Commencement requirement details.

There is no fee for participating in Commencement; however, students will have to pay the cost of their regalia (cap and gown). For complete information on Commencement and important updates, visit *nova.edu/commencement*.

Graduation Requirements

Minimum Graduation Requirements

All degree-seeking students must be matriculated and complete the minimum credits as designated by their chosen major.

The following conditions are also required:

1. Completion of at least 120 credits, including major, minor, general education, specialization, concentration, exams, experiential education (ExEL) and electives coursework, as specified by program requirements.
2. Attainment of a 2.0 cumulative grade point average*.
3. Attainment of a 2.25 grade point average in the major area*.
4. Completion, at NSU, of at least 30 credits (not including CLEP, proficiency examinations, nor prior experiential learning credits).
5. Completion of at least 50 percent of the credits in the major area at NSU (not including CLEP, proficiency examinations, nor prior experiential learning credits). In the nursing programs, students may apply only six credits from another comparable nursing program. (A course must have been taken at an accredited college/school of nursing and be the equivalent of the course offered in the NSU program).
6. For students in the Bachelor of Science in Nursing Program, Bachelor of Science in Respiratory Therapy Program, Bachelor of Science in Medical Sonography, Bachelor of Science in Cardiovascular Sonography, all courses in the program of study required for the degree must be completed with a grade of C or better; Students in the Medical Sonography Program must achieve the clinical competencies and the minimum number of procedures and types of procedures as established by the program, prior to graduation. Students in the Bachelor of Health Science Program must achieve a grade of C or better in all required core courses.
7. Submission of the online degree application form, preferably no later than the last semester. A degree cannot be evaluated for completion until the degree application has been submitted. Late applications may cause a delay in the conferral date.

*Degree-seeking students in programs that lead to initial teacher certification in the Abraham S. Fischler College of Education and School of Criminal Justice must attain a 3.0 cumulative grade point average and pass all parts of the Florida Teacher Certification Examination (GKT, Professional Education Test, and Subject Area Examination). Students enrolled in the dual Bachelor of Science in Cardiovascular Sonography/Master of Health Science; and dual Bachelor of Science in Medical Sonography and Master of Health Science need a minimum overall GPA of 3.0. Students seeking a Bachelor of Science in Speech-Language and Communication Disorders must attain a 2.50 cumulative grade point and major area average. Students seeking a Bachelor of Science in Nursing must satisfactorily complete all courses within the program of study required for the degree with a C or better.

Students should closely follow their prescribed four-year plan, in consultation with their academic advisor. Failure to follow the course sequencing outlined could significantly delay degree completion. Students are eligible for graduation when they meet the requirements listed in the NSU Undergraduate Student Catalog and a student's Degree Works records.

Entering first-time-in-college (FTIC), undergraduate students are required to earn six qualified experiential education (ExEL) units and complete a capstone experience for graduation. ExEL-qualified experiences have been reviewed by the Experiential Education and Advisory Council (EELAC) and approved by the Provost to satisfy the Experiential Education graduation requirement.

Please work with your Center for Academic and Professional Success (CAPS) advisor to include curricular and co-curricular experiential education opportunities in your plan of study, such as Faculty-Mentored Research, ExEL Coursework, Travel Exploration, Community Engagement, and Professional Growth.

Please refer to the ExEL section in this catalog and the website at *https://undergrad.nova.edu/experiential-learning/* for further information.

Grievance/Discrimination

Types of Grievances

Discrimination

Nova Southeastern University is committed to maintaining a safe and healthy educational environment that is free from discrimination, harassment, and misconduct based on race, color, religion or creed, sex, pregnancy status, national or ethnic origin, nondisqualifying disability, age, ancestry, marital status, sexual orientation, gender, gender identity, military service, veteran status, and political beliefs or affiliations. The university is committed to taking immediate action to eliminate any harassment, prevent its recurrence, and address its effects. Any student or employee found to have engaged in acts of harassment is subject to the relevant university accountability

or disciplinary procedures, including potential suspension or expulsion for students, and suspension or termination for employees.

For inquires or reports regarding perceived discrimination or harassment based on sex, gender, gender identity, pregnancy status or sexual orientation, please contact:

Laura Bennett
Title IX Coordinator
(954) 262-7858
laura.bennett@nova.edu

Information about NSU's Title IX/Sexual Misconduct policy, confidential resources, rights of all parties, definitions and examples of prohibited behaviors, and the procedures for investigating and resolving reports of sexual misconduct is available on the Title IX website at *nova.edu/title-ix*. Individuals may report incidents through a secure online form on the Title IX website and/or may contact the Title IX Coordinator directly. The Title IX Coordinator also assists students in learning about their protections under Title IX, such as those for pregnant/parenting students as well as those who may have experienced sexual violence on or off-campus. For more information or to report an incident or concern, visit *nova.edu/title-ix*.

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

Benjamin O. Johnson, Ph.D.
Assistant Dean for Student Development
(954) 262-7281
bj379@nova.edu

Grade/Academic Grievances

Faculty members serve as the initial contacts for all grievances involving the fairness of a grade, or any classroom or instructor activity, in their courses. Students unable to resolve a grade/academic grievance with a faculty member should contact the appropriate department chair or program director in the college responsible for the course, who will make a final decision on the fairness of the grade. Grade/academic grievances will not be permitted to proceed any further unless evidence of discrimination or a violation of rights can be demonstrated.

Grade/academic grievances must be initiated in a timely fashion, no later than the end of the semester following the occurrence of the grievance issue. The student may forfeit all rights under the grievance procedure if each step is not followed within the prescribed time limit.

Administrative Grievances

Administrative grievances are related to academic policies and administrative actions. Grievance procedures must be initiated by submitting a Student Action Request (SAR) no later than 20 days after the end of the semester in which the grievance issue took place. The student may forfeit all rights under the grievance procedure if each step is not followed within the prescribed time limit.

Administrative Grievance Process

All administrative grievances must begin at the first level contact. Grievances brought to higher level contacts without previously going through the appropriate administrative grievance procedure will be referred to the appropriate step in the process, thus delaying problem resolution. Students who are not sure of the appropriate university employee to contact about an administrative issue should communicate with their academic advisor.

Student Action Request (SAR)

Student Action Requests (SAR) are used to request exceptions from specific university or college policies under unusual circumstances. Students may officially request a waiver from a published academic policy. However, the SAR must be submitted no later than 20 days after the end of the semester in which the grievance issue took place. Before an SAR is submitted, the student should seek advice from their academic advisor in an effort to resolve their issue of concern and determine if an official SAR is necessary. If an SAR involves changing enrollment status, including dropping or withdrawing courses, the action may affect students' eligibility for financial aid (see "Withdrawal from Classes" section on page 72 of this catalog).

Steps for Submitting Administrative Grievances

Administrative grievances are related to academic policies and administrative actions.

Step One: Meet with the party involved

Students should discuss their grievance with the party involved as soon as possible.

Step Two: Meet with the advisor

Students who feel that their grievance was not satisfactorily resolved after meeting with the party involved should meet with their advisor for guidance in submitting a formal grievance in writing, using a Student Action Request (SAR).

Prior to submitting the request, students should carefully read and be aware of any consequences if the grievance involves changes in enrollment status. It is also essential that students maintain copies of relevant documentation (emails, medical documents, etc.) sent to academic advisors or other NSU personnel.

How to Submit a Student Action Request

The following information must be included in all Student Action Requests. Requests lacking the required information will not be reviewed. Students should consult with their academic advisor before submitting an SAR. The SAR should then be submitted in person to the academic advisor or be sent as a Word document from the student's official NSU email account if they cannot meet in person, no later than 20 days after the end of the semester in which the grievance issue took place.

1. Student Name
2. Student ID number
3. Major/Program/Site Location
4. Day/Evening Phone Number
5. Mailing Address
6. Email Address
7. Problem: Provide an explanation of the problem and include any pertinent documentation as support.
8. Action Requested: Provide an explanation of the requested action. Include the referring page in the current undergraduate student catalog for the policy in question or any other relevant information, including specific courses or terms.
9. Prior Action Taken: Provide a list of all individuals contacted about the problem, including their departments. For more information on submitting an SAR, students can visit *nova.edu/undergraduatestudies/sar.html*.

After receiving, reviewing, and signing the SAR, the advisor will send it to the appropriate party for a decision.

Step Three: Review and Decision

Enrollment Management and Student Affairs receives the SAR from advising, reviews all materials provided with the request, requests relevant information and recommendations from the appropriate academic colleges, and reaches a decision based upon all available information. Once a decision has been made, the decision will be communicated to the student to the address on record and/or to the NSU email address.

Step Four: Appeal

Students who wish to appeal a denied SAR may submit an appeal, in writing, to the Vice President of Student Affairs or designee, with any new information and/or documentation. Students will receive a formal response either by mail to the address on record and/or to their NSU email account. This decision is final and binding and cannot be appealed further.

Image Use Statement

As part of the Student Enrollment Agreement (SEA), which students are required to read and accept with their first registration each academic year, students consent to the following Image Use Statement:

I permit and authorize Nova Southeastern University (NSU) and its employees, agents, representatives, contractors, and personnel who are acting on behalf of NSU to take and/or obtain my photograph, name, alias, video and/or audio recording, or other likeness of myself, or any combination thereof, at any public NSU-related events or at any public areas on NSU's property (hereinafter "my likeness"). I further grant NSU permission to utilize my likeness for commercial purposes, including publicity, marketing, and promotion for NSU and its programs, without compensation to me, to the extent permissible under the Family Educational Rights and Privacy Act (FERPA).

I understand and consent to NSU copying, reproducing, and distributing my likeness in any media format. I further understand that my likeness may be subject to reasonable modification and/or editing and waive any right to inspect or approve the finished product or material in which NSU may eventually use my likeness. I acknowledge that NSU owns all rights to my likeness and understand that, although NSU will endeavor to use my likeness in accordance with standards of good judgment, NSU cannot warrant or guarantee that any further dissemination of my likeness will be subject to NSU's supervision or control. Accordingly, I release NSU from any and all liability related to the use, dissemination, reproduction, distribution, and/or display of my likeness in any media format, and any alteration, distortion, or illusionary effect of my likeness, whether intentional or otherwise, in connection with said use. I also understand that I may not withdraw my permission for use of my likeness which was granted.

Online Course Access and SharkLink

Distance Education Support

All NSU students are provided with NSU computer accounts including email. Students, however, must obtain their own Internet Service Providers (ISP) and use their own computer systems (PC or Apple Macintosh and an Internet connection). New students receive an orientation and extensive online technical support online access, online tools and methods, and library resources.

Online interactive learning methods involve web-based course materials, the electronic library, and online activities that facilitate frequent student-professor interaction. Faculty members and students interact via online forums using threaded discussion boards, chat rooms, and email. Students submit assignments through a web-based learning environment.

Online students have access to books, journal articles, microfiche, dissertations, index searches, catalog searches, and reference librarians. The online medical database collection at NSU is extensive and includes access to quality subscription services free of charge to the student.

SharkLink

SharkLink is NSU's online information portal which provides students access to their NSU email account, online courses, announcements, student records and NSU applications. SharkLink also enables students to register online, view course availability, check their grades, accept their financial aid award, and more. All students are assigned a SharkLink ID, which is also their NSU email username, that uniquely identifies them and provides them access to the NSU administrative system. SharkLink can be accessed at *https://sharklink.nova.edu*.

Online Course Access

The university uses a secure course management platform for developing and delivering interactive courses and their components over the Web. Students are granted access to this platform based on registration for online courses. Students must use their SharkLink login and password in order to access their online courses. All online students must use this platform when communicating with their program. Course communication will be done through the particular course that the student is attending. Online courses can be accessed on Canvas.

NSU Email

All official NSU business, such as information on accounts, financial aid, class emails, etc., is conducted through students' NSU email accounts. Students can access NSU email by logging into the *SharkLink* portal. Students' SharkLink ID serves as their NSU email username.

Registration

As part of the registration process, all students must complete the Nova Southeastern University Student Enrollment Agreement (SEA) each year or risk being dropped from their courses. A copy of the verbiage in the SEA can be viewed at *nova.edu/registrar/forms/catch-the-sea-wave.pdf*. A registration hold on a student's account does not prevent the student from completing the SEA. Students are encouraged to register online via SharkLink. Students who do not know their SharkLink username ID and password should visit *nova.edu/resources/nsuidentity.html*.

All students must have at least provisional admission status, be officially registered, and pay tuition and fees in order to attend class, receive a grade, and receive academic credit. Students should register via SharkLink for the fall, winter, and summer semester during the open registration period, and take advantage of the university's online degree-evaluation system Degree Works for guidance (see "Degree Works" on page 69 for more details). Students should register for all courses they intend to complete within a semester and not wait until the semester has started to register for part of a term. Petitions for changes to course registrations will only be accepted up to 20 days after each semester ends. Registering early for the entire semester ensures availability of seats in required classes and allows the NSU Office of Student Financial Assistance to properly process and disburse the student's financial aid. An official grade will not be recorded, and credit will not be given for anyone who attends class as an unregistered student.

The following holds will prevent students from registering:

New student hold—New students must meet with their academic advisor before registering, with the exception of nursing students who must register through their advisors.

NSU employee hold—NSU employees must submit a Student Transaction Form (STF) to register. An online STF is available on the registrar's website at *nova/edu/sbin/report/ess/student-transaction-form/unique.cgi*; paper STF may be submitted at the One-Stop Shop or the Office of the University Registrar.

Other holds—Other holds, such as a bursar or academic hold, may prevent students from registering. Students must contact the respective hold originator to resolve the hold before registering in SharkLink. For more information on holds, visit *nova.edu/bursar/payment/holds.html*.

Please note that late registration will not be accepted if a financial hold was not cleared prior to the close of the registration period. For instructions on how to register, visit the Office of the University Registrar online at *nova.edu/registrar/services/registration.html*.

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.

Student Contact and Personal Information

Students must keep their contact information current in SharkLink at *https://sharklink.nova.edu* at all times, including preferred and permanent mailing addresses and phone numbers, to ensure that they can be contacted in an emergency, receive financial aid refunds, and any important information sent by postal mail. Students may update their address in SharkLink by clicking on "View My Profile" on the home page.

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 *nova.edu/registrar/forms1.html* along with supporting legal documentation. For details on acceptable documentation for each change, visit the Registrar's website at *nova.edu/registrar/services.html*.

Degree Works

NSU's online degree evaluation tool, Degree Works, allows students to compare their completed coursework against the degree/certificate requirements published in the Undergraduate Student Catalog for the year in which they matriculated. This useful reference tool helps students track their progress toward degree/certificate completion and is available through SharkLink.

Degree Works helps students keep track of their completed coursework by applying it to each specific requirement (e.g. major, concentration and minor requirements). For information on Degree Works, visit the 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 not degree-applicable courses if the student meets the enrollment requirements for each respective Title IV program with degree-applicable courses. For instance, in order to be eligible for federal loans, a student must be enrolled at least half time. Since half-time enrollment is defined as 6 credits per semester/term for undergraduate students, students must be enrolled in at least 6 degree-applicable credits to be eligible for federal loans. If a student enrolls in one 3-credit course that is degree-applicable and one 3-credit course that is not degree-applicable, the student will not be eligible for federal loans, even though the student is enrolled half time.

More information about financial aid eligibility and degree applicable courses is available at *nova.edu/registrar/degreeworks.html.*

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 *nova.edu/registrar/policies/course-audit-policy.html*.

Closed Classes

Enrollment capacity for each class is carefully determined to reflect the physical limitations of the classroom or lab as well as the subject's most effective learning and teaching environment. Once a class has been filled and closed to further registration, students should meet with their Career and Academic Success Coach for help adjusting schedules and choosing alternative classes that meet degree program requirements. Some classes may allow students to add themselves to a wait list. A wait list is an electronic list of students who are waiting to register for a full class. If available, students may sign up for this when they attempt to register for a section that has reached its capacity. If a seat opens, the student will receive notification through NSU email and has 24 hours to claim the seat before it is offered to the next student on the waiting list. A student on the wait list is not officially enrolled in that course and is not eligible to receive a grade in that course.

Students may appeal to register for closed classes under exceptional circumstances. Before submitting an appeal, students must ensure there are no other options available at the time of submission. Student appeals must be made in writing by the student's Career and Academic Success Coach to the chair of the department in which the course is offered. **Appeals should not be directed to course instructors.** Department chairs or program directors review appeals and may consult instructors when considering such requests. All appeals must explain why no alternative class will support the student's degree requirements, explain why the student was unable to register for the class when space was available, and include a written endorsement from a Career and Academic Success Coach (e.g., by email).

Appeals will only be considered up to the date of the first-class meeting. If a student appeal is granted, the department chair will authorize the student's Career and Academic Success Coach in writing (e.g., by email) to register the student. However, the registration must be processed within 24 hours of the department chair's notification. If the registration is not processed within that period, the authorization is removed.

Dropping and Adding Classes

During the drop and add periods (the first week of class), students may modify their schedules by changing classes without any further academic implications. However, even during the drop and add period, dropping a class may result in a tuition charge, affect fees, or impact a student's financial aid. Students may drop/withdraw from a class after the drop period has ended (see "Academic Calendars" section for deadlines). In extenuating circumstances, requests for changes to course registrations will be considered up to 20 days after each semester ends. Dropping a course may result in a refund for tuition paid and will not negatively affect the GPA. However, students need to be cautious because dropping classes may affect the student's enrollment status, eligibility for financial aid, and loan deferment. If a student drops below half-time or full-time status (whichever was the basis for financial aid awarded), the student may

become ineligible for grant aid, loans, and scholarships that were awarded prior to the drop. This may cause a reduction in certain types of financial aid and, consequently, may result in a higher balance due. For students completing a Bachelor of Science degree in Nursing, the number of credits constituting half-time or full-time enrollment may vary. All other students are considered half-time at 6–8 credits, three-quarter time at 9–11 credits, and full-time at 12 credits or above. 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 before dropping or withdrawing from class. For refund policies related to courses dropped, refer to the "Tuition and Fees" section on page 77 of this catalog.

Students are directed to make their course selection based on their program curriculum requirements and scheduling needs, not based on the instructor. Course instructors may change without notice before or during the semester. In such instances, student petitions based on instructor preference will not be granted.

Drop and Add Periods

The first week of each semester comprises the drop/add period. The drop/add period is the designated time frame in which course schedules may be edited before they become official. Students who add classes after they have started are responsible for all course requirements.

The second and third weeks of each semester are drop periods. Dropped courses are removed from the student's class schedule and will not appear on transcripts. A percentage of the student's tuition will be reversed as applicable. Only subsequent term (Term II) classes may be added during these weeks. See "Academic Calendars" section on page 21 of this catalog for deadlines.

The withdrawal period starts with the fourth week of each semester and ends three weeks prior to the end of the semester. Students who intend to withdraw from all courses for a semester are encouraged to meet with their Career and Academic Success Coach and must submit a Student Transaction Form for the withdrawal to be processed.

Dropping a course may affect student loans, scholarships, or grant aid that has been awarded prior to the drop. A student may have tuition refunded when dropping a course; however, this may cause a reduction in certain types of financial aid, which can result in a balance due.

Sequential Programs

The Bachelor of Science—Cardiovascular Sonography Program, Bachelor of Science—Medical Sonography Program, Bachelor of Science in Respiratory Therapy—First-Professional Program, and Bachelor of Science in Nursing—Entry Level Track Program are sequential programs with lockstep coursework.

> Students in the B.S.—Cardiovascular Sonography, B.S.—Medical Sonography, and B.S.R.T.—First Professional Programs are not allowed to drop individual classes because the curriculum must be taken concurrently and in a specific sequence, according to the program requirements. Students enter the program, take the common set of courses in sequence, and graduate together. If a student fails a core sonography or respiratory therapy course, they may be dismissed from the program. Students will not be allowed to begin their clinical training unless all sonography or respiratory therapy core courses are passed with a C or better. Students who experience extenuating circumstances may request a Leave of Absence (refer to "Withdrawal from the University and Leaves of Absence" section on page 72 of this catalog.
>
> *Bachelor of Science in Nursing Programs*
>
> Students completing a Bachelor of Science degree in Nursing may drop a course in the first week of class without financial penalties. Students who would like to drop a nursing course must make an appointment to see the program director prior to processing the drop. The program director can answer specific questions about tuition refunds and policy guidelines. However, students are expected to meet with financial aid prior to a withdraw.

Dropping Classes

Students who intend to drop all their classes for an upcoming semester may not process the full drop through SharkLink. Students must complete a Student Transaction Form and submit it to their Career and Academic Success Coach to process the full drop.

Withdrawal from Classes

Students may withdraw from a class after the drop period has ended up to three weeks prior to the end of the semester. Please refer to "Academic Calendars" on page 21 of this catalog for specific dates. Withdrawn courses will remain on student transcripts with a grade of W but will not affect the student's GPA. For information about the drop period, see "Dropping and Adding Classes" on page 70. For the tuition refund schedule during the drop period, refer to "Tuition and Fees" on page 77 of this catalog. Before withdrawing from classes, students are advised to consult with their Career and Academic Success Coach to discuss academic standing implications. Financial aid recipients are strongly encouraged to also speak with a financial aid counselor to avoid unwelcome consequences, such as loss of financial aid eligibility or reversal or reduction of funds received. International students must be mindful that the change in enrollment status may affect their immigration status and eligibility for student visas.

There is no financial refund if a student withdraws from a course. Not attending classes does not constitute official withdrawal. A student who stops attending classes will receive grades based on course requirements and work completed.

Students of the Dr. Pallavi Patel College of Health Care Sciences and Ron and Kathy Assaf College of Nursing **must** also refer to their respective college's student handbooks for detailed procedures about class withdrawal as they may vary for each academic degree program.

- Dr. Pallavi Patel College of Health Care Sciences Student Handbook: *https://www.nova.edu/publications/chcs/chcs_student_handbook/*
- Ron and Kathy Assaf College of Nursing Student Handbook: *https://nova.edu/publications/nursing/student-handbook/*

Withdrawal from the University and Leaves of Absence

Students who plan to withdraw from all courses during a semester and leave the university must contact their academic advisor before withdrawing. Students who withdraw from the university must formally apply to be considered for readmission at a later date.

Continuous Enrollment and Withdrawal from the Bachelor of Health Science (B.H.Sc.) and Bachelor of Science in Respiratory Therapy (B.S.R.T.) Post- Professional (online) Program

Although continuous enrollment is not a requirement, both programs strongly recommend students to enroll in at least two courses per semester, for the duration of their studies. Unless prior approval or a leave of absence has been granted, students who do not enroll in any classes for two consecutive semesters may be administratively withdrawn from the B.H.Sc. and B.S.R.T. online programs. If a student is administratively withdrawn from one of these programs, they would be required to petition the department chair in writing for reinstatement in the program.

Leaves of Absence

A leave of absence (LOA) is a university-approved temporary period of time during which the student is not in attendance but is not considered withdrawn from the university. Students who experience extenuating and unavoidable circumstances that prevent them from maintaining an active status through continuous enrollment must consult with their advisor/program office to determine whether their circumstances warrant an LOA request and to discuss the impacts of an approved LOA on their degree/program completion, academic standing, 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 *nova.edu/registrar/forms1.html*.

Student-Athlete Eligibility

To retain student-athlete eligibility, student-athletes must meet institutional, National Collegiate Athletic Association (NCAA) and Sunshine State Conference standards. For further information, student-athletes should refer to the Student-Athlete Handbook.

Student Conduct—Academic Integrity

Students should refer to the full Code of Student Conduct and Academic Responsibility in the *NSU Student Handbook* (*nova.edu/student-handbook*). Conduct standards, supplementary standards, and university policies and procedures are handled by NSU's Office of the Vice President of Student Affairs or by the individual colleges as deemed appropriate.

Nova Southeastern University has established clear expectations regarding student conduct and academic responsibility. When these standards are violated, significant disciplinary action can be expected, including expulsion from the university. Students are expected to abide by all university, college, and program rules and regulations as well as all federal, state, and local laws. Students are also expected to comply with the legal and ethical standards of their chosen fields of study. Violations of academic standards are handled by the Office of the Dean in individual colleges and schools.

Academic Integrity in the Classroom

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.

Academic Standards

Excerpt from the *NSU Student Handbook* (*nova.edu/student-handbook*).

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:

1. **Cheating:** intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise
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

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:

1. **Original Work:**

   Assignments such as course preparations, exams, texts, projects, term papers, practicum, etc., 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 academic program'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, re-examination, 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 these resources in any way that violates the academic standards of NSU and/or a student's academic program, is expressly prohibited.

2. **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. Students' work must comport with the adopted citation manual.

   At Nova Southeastern University, 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 program standards (see above) are considered plagiarism at Nova Southeastern University.

3. **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.

4. **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

Students in violation will be subject to disciplinary action.

Academic Misconduct Reporting, Sanctions, and Appeal

Academic Misconduct Reporting and Determination(s)

Faculty members are committed to uphold the standards of academic integrity and do their utmost to prevent academic misconduct by being alert to its possibility. Faculty members are responsible for assessing classroom conduct including academic misconduct. If potential academic misconduct is detected, the faculty member communicates with the student to assess the incident. Faculty members are required to report any incident that is determined to constitute academic misconduct to their college administration. If the college administration agrees that the incident constitutes academic misconduct, the incident is reported to the Enrollment Management and Student Affairs. The report is reviewed by the Enrollment Management and Student Affairs for institutional sanction(s) which is distinct from a grading consequence administered by the faculty member.

The student has the right to continue in the affected course(s) during the entirety of the academic misconduct process. However, once the student receives the notification that the instructor has determined that the incident **does** constitute academic misconduct, the student is not permitted to withdraw or drop the course to prevent a grade penalty.

Academic Misconduct Sanction(s)

1. **Institutional Sanction(s):**

   Depending on the nature, severity and/or reoccurrence of academic misconduct, the institutional sanctions assigned by Enrollment Management and Student Affairs may include, but are not limited to, an academic misconduct warning, academic misconduct suspension, or academic misconduct dismissal. If a student receives a sanction of a suspension or a dismissal, a notation is placed on the student's academic transcript.

A first report typically results in a letter of warning, while serious infractions can result in institutional sanctions including suspension and/or dismissal. A subsequent report of academic misconduct will likely result in a more serious institutional sanction, such as suspension or dismissal. All incidents of misconduct retained on record will be disclosed to outside agencies and graduate/professional programs as required.

Once an institutional sanction is assigned, Enrollment Management and Student Affairs will send the student correspondence notifying the student of their academic college's determination of academic misconduct and the Enrollment Management and Student Affairs assigned sanction. Enrollment Management and Student Affairs will also provide the student with information regarding their ability to appeal the determination and/or sanction.

2. **Additional Program, Major or College Sanctions:**

   Certain programs, majors, and colleges within the university reserve the right to follow a different process and/or apply a more severe sanction, which may result in immediate suspension or dismissal from that major, college, or program. A report of academic misconduct for a student in the Farquhar Honors College or the Dual Admission Program requires a review meeting to determine whether the student's status in that program should be terminated. Both programs have requirements of the highest standard of conduct.

   Please refer to the Dr. Pallavi Patel College of Health Care Sciences and Ron and Kathy Assaf College of Nursing handbooks below for additional information regarding this process in related programs.

   - Dr. Pallavi Patel College of Health Care Sciences Student Handbook: *https://www.nova.edu/publications/chcs/chcs_student_handbook/*
   - Ron and Kathy Assaf College of Nursing Student Handbook: *https://nova.edu/publications/nursing/student-handbook/*

3. **Grading Decisions:**

   Instances of academic misconduct will likely affect the student's grade in the respective course. Any grading decisions related to academic misconduct are within the discretion of the course instructor. Students may appeal a classroom grade consequence of academic misconduct through the instructor and the academic department chair/director. Any grade imposed as the result of academic misconduct will remain on the student's transcript indefinitely and will not be subject to course drop or withdrawal.

Academic Misconduct Appeal(s)

1. Appeal of an Academic Misconduct Determination

   A student may appeal a determination of academic misconduct, in writing, within five (5) business days after notification from Enrollment Management and Student Affairs An appeal of the academic misconduct determination must only address whether academic misconduct took place, not the assigned sanction, and must fall into one of the following:

   - The student has new evidence or information that was not previously available.
   - Proper procedure was not followed.
   - The severity of the sanction does not relate appropriately to the violation.

   The appeal of the academic misconduct sanction must be submitted to Enrollment Management and Student Affaris who will convene an Academic Integrity Committee (AIC) comprised of no fewer than two faculty members and one student. The AIC will not review appeals regarding academic misconduct determinations, nor will the AIC review instructor grading or evaluation of coursework.

2. Appeal of an Academic Misconduct Sanction

   A student may appeal an academic misconduct sanction of suspension or dismissal, in writing, within ten (10) business days after notification from the Enrollment Management and Student Affairs. The only recognized grounds for an appeal of a sanction are:

   - The student has new evidence or information that was not previously available.
   - Proper procedure was not followed.
   - The severity of the sanction does not relate appropriately to the violation.

   The appeal of the academic misconduct sanction must be submitted to the College of Undergraduate Studies, who will convene an Academic Integrity Committee (AIC) comprised of no fewer than two faculty members and one student. The

AIC will not review appeals regarding academic misconduct determinations, nor will the AIC review instructor grading or evaluation of coursework.

Following review of the appeal, the AIC decides whether a revision of sanction is warranted. The decision from the AIC related to the sanction is final.

Petition(s) for Permission to Enroll After Academic Misconduct Sanction(s)

1. **Petition for permission to enroll after academic misconduct suspension**

   Students who are suspended for academic misconduct may petition to re-enroll at NSU once they have served their sanctions, by submitting a request through their academic advisor to Enrollment Management and Student Affairs. No coursework completed at another institution during the period of suspension will be considered applicable to an NSU degree program.

   If students have not registered for coursework at NSU for more than one year, they must reapply for admission and their major program's required curriculum will be re-evaluated according to the most current NSU Undergraduate Student Catalog.

2. **Petition for permission to enroll after academic misconduct dismissal**

   Students who are dismissed for academic misconduct may petition to re-enroll at NSU only after two or more years have elapsed following dismissal. This request must be submitted to Enrollment Management and Student Affairs where the final decision will be made by the Vice President of Student Affairs or designee. No coursework completed at another institution during the period of dismissal will be considered applicable to an NSU degree program.

   If students have not registered for coursework at NSU for more than one year, they must reapply for admission and their major program's required curriculum will be re-evaluated according to the most current *NSU Undergraduate Student Catalog*.

Student Health Insurance Requirement

NSU requires all students to carry adequate health insurance coverage. Therefore, all NSU 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 reside and take classes outside of the United States are exempt from this requirement. Students who already have health insurance must opt 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 *nova.edu/studentinsurance.*

Tuition and Fees

Students should refer to the *NSU Student Handbook* for more information about tuition payment policies and health insurance requirements. For students of the Dr. Pallavi Patel College of Health Care Sciences and Ron and Kathy Assaf College of Nursing, please also see next tables for more details about tuition and fees for your respective colleges.

Tuition and Fee Chart 2023–2024

Tuition and Fees	2023–2024 Rates
Application Fee	$50
Late Tuition Payment Fee (per semester)	$100
Student Health Insurance Fee**	$2,270 (Full Year)
Student Services Fee (per semester):	
1–3 credits	$300
4 or more credits	$600
Traditional Day Programs Tuition:	
per semester, 12–18 credits	$17,940
per credit, under 12 credits	$1,196
per credit, over 18 credits	$1,196
per credit, ArmyIgnited	$846
Laboratory Fee	ranging from $20 – $150
Transcript Fee	$17 (electronic transcript) $19.50 (printed transcript delivered by U.S. postal mail within the U.S.)
Regalia (Cap and Gown) Fee	Assessed when regalia are ordered.

*The total annual fee of $2,270 is based on a traditional enrollment pattern covering fall, winter, and summer terms. Students who begin their first enrollment in the summer should refer to the Student Health Insurance website at *nova.edu/bursar/health-insurance/mandatory-programs.html* for information on fees.

In addition to the tuition and fees listed above, please visit Undergraduate Tuition and Fees webpage at *https://undergrad.nova.edu/funding/tuition-fees.html* for a Cost of Attendance breakdown as well as the the Office of Residential Life and Housing website at *nova.edu/housing* to learn more about any applicable housing rates and meal plans.

Tuition and Fee Chart 2023–2024: Bachelor of Health Science (B.H.Sc.) and Bachelor of Science (B.S.)

Fee Description	Bachelor of Health Science—Online Program	Bachelor of Science—Cardiovascular Sonography and Medical Sonography Programs
Application Fee	$50	$50
Acceptance Fee (payable within two weeks of an applicant's acceptance)	N/A	$500
Deposit (Due within four weeks of an applicant's acceptance)	N/A	$250
Health Professions Division Access Fee	N/A	$145
Preregistration Fee (due within six weeks of an applicant's acceptance)	N/A	$250
Late Tuition Payment Fee (per semester)	$100	$100
Student Services Fee (per year)	$1,800	
Student Health Insurance Fee**	N/A	$2,841 (Full Year)*
Program Tuition (per year):	N/A	$23,117
Dual B.S./M.H.Sc. Option	N/A	$28,898
Program Tuition (per credit)	$407	N/A
Laboratory Fee (per semester)	N/A	N/A
Materials Fee	Variable where applicable	
SPI National Exam Fee (posted in winter or summer term)	N/A	$200**
I.D. Replacement Fee	$20	$20
Diploma Replacement Fee	$50	$50
Official Transcripts	$17 (electronic transcript) $19.50 (printed transcript delivered by U.S. postal mail within the U.S.)	$17 (electronic transcript) $19.50 (printed transcript delivered by U.S. postal mail within the U.S.)
Regalia (Cap and Gown) Fee	Assessed when regalia are ordered.	
Additional Fee if NSU needs to provide clinical placement for the student	N/A	

* The total annual fee of $2,841 is based on a 15-month plan. Students who begin their first enrollment in the summer should refer to the Student Health Insurance website at *nova.edu/bursar/health-insurance/mandatory-programs.html* for information on fees.

In addition to the tuition and fees listed above, please visit Undergraduate Tuition and Fees webpage at *https://undergrad.nova.edu/funding/tuition-fees.html* for a Cost of Attendance breakdown as well as the the Office of Residential Life and Housing website at *nova.edu/housing* to learn more about any applicable housing rates and meal plans.

**ONLY for B.S.—Cardiovascular Sonography

Tuition and Fee Chart 2023–2024: Bachelor of Science in Respiratory Therapy (B.S.R.T.)

Fee Description	Bachelor of Science in Respiratory Therapy—Post-Professional Program	Bachelor of Science in Respiratory Therapy—First Professional Program
Application Fee	$50	$50
Acceptance Fee	N/A	$200*
Late Tuition Payment Fee (per semester)	$100	$100
Student Services Fee (per year)	$1,800	
Student Health Insurance Fee**	N/A	$2,841 (Full Year)
Program Tuition (per year):	N/A	$28,128
Program Tuition (per credit)	$478	N/A
Laboratory Fee (per semester)	N/A	
Materials Fee	Variable where applicable	
SPI National Exam Fee (posted in winter or summer term)	N/A	
I.D. Replacement Fee	$20	$20
Diploma Replacement Fee	$50	$50
Official Transcripts	$17 (electronic transcript) $19.50 (printed transcript delivered by U.S. postal mail within the U.S.)	$17 (electronic transcript) $19.50 (printed transcript delivered by U.S. postal mail within the U.S.)
Regalia (Cap and Gown) Fee	Assessed when regalia are ordered.	

* This fee is required to reserve the accepted applicant's place in the entering first year class, but is non-refundable in the event of a withdrawal. It is payable within two weeks of an applicant's acceptance.

**The total annual fee of $2,841 is based on a 15-month plan. Students who begin their first enrollment in the summer should refer to the Student Health Insurance website at *nova.edu/bursar/health-insurance/mandatory-programs.html* for information on fees.

In addition to the tuition and fees listed above, please visit Health Care Sciences Tuition and Fees webpage at *healthsciences.nova.edu/admissions/tuition-fees.html* for a Cost of Attendance breakdown as well as the Housing website at *nova.edu/housing* to learn more about any applicable housing rates and meal plans.

Tuition and Fee Chart 2023–2024

Fee Description	Entry B.S.N. Program	Accelerated B.S.N. program
Application Fee	$50	$50
Acceptance Fee	N/A	N/A
Deposit: Entry Level Nursing	$200	$200
Nursing General Access Fee	$145	$145
Late Tuition Payment Fee: Per Semester	$100	$100
Student Services Fee (per semester)	$300 (1–3 credits) $600 (4 or more credits)	
Student Health Insurance Fee: Per Year	$2,841*	
Program Tuition (per year):	$35,880	$18,990
B.S.N. National Assessment Testing: Per Semester	$240	$240
Nursing Lab Fee: First Semester	$150	$150
Technology Fee: Fall and Winter Term	$125	$125
Materials Fee	Variable where applicable	
I.D. Replacement Fee	$25	$25
Diploma Replacement Fee	$50	$50
Official Transcripts	$17 (electronic transcript) $19.50 (printed transcript delivered by U.S. postal mail within the U.S.)	$17 (electronic transcript) $19.50 (printed transcript delivered by U.S. postal mail within the U.S.)
Regalia (Cap and Gown) Fee	Assessed when regalia are ordered.	

*The total annual fee of $2,841 is based on a 15-month plan. Students who begin their first enrollment in the summer should refer to the Student Health Insurance website at *nova.edu/bursar/health-insurance/mandatory-programs.html* for information on fees.

In addition to the tuition and fees listed above, please visit the College of Nursing Tuition and Fees webpage at *https://undergrad.nova.edu/funding/tuition-fees.html* for a Cost of Attendance breakdown as well the the Office of Residential Life and Housing website at *nova.edu/housing* to learn more about any applicable housing rates and meal plans.

Explanation of Tuition Rates

Traditional Day Program Tuition

Tuition and fee charges are automatically calculated when students register for classes. Students are expected to pay in full at the time of registration through SharkLink or their NSU eBill account. Detailed payment instructions and additional information on payment options is available on the Bursar's website at *nova.edu/bursar*.

AAll students enrolling in 12–18 credit hours per semester pay flat-rate tuition in the fall and winter semesters based on total attempted credits. Students will not be charged additional tuition for adding classes as long as they do not go above the 18-credit hour limit. Students seeking to register for course loads above 18 credits must request permission from their division or department chair. Any student wishing to take in excess of 18 credits per semester is responsible to pay the flat rate ($17,940) plus $1,196 or each additional credit taken. Credits from which a student withdraws (no partial or full refund given) are counted as attempted credits. Credits that are dropped during the first week of class do not count as attempted credits for tuition purposes. Students enrolled in 1–11 credits will be charged per credit based on total attempted credits. Students who initially register for 1–11 credits, then add credits that increase their course load to 12–18 credits, will be charged the full flat-rate tuition. Students who officially drop courses and fall below 12 credits will have their tuition recalculated on a per-credit basis. Tuition for the Traditional Day Program during summer terms is charged per credit regardless of the number of enrolled credits.Additional rate information can be found on "Tuition and Fees" section on page 77 of this catalog.

Minimum Enrollment Requirements

Extreme care and consideration should be taken when deciding to enroll in fewer than 12 credits per semester. Enrolling in fewer than 12 credit hours may reduce or eliminate scholarships, and institutional, federal, or other financial aid. A student enrolling in fewer than 12 credit hours (or dropping courses that results in fewer than 12 credits) is encouraged to speak with a financial aid counselor about the potential negative impact this decision may have on financial aid.

Course Remediation Cost—Dr. Pallavi Patel College of Health Care Sciences and Ron and Kathy Assaf College of Nursing

The cost of repeating a course in the Health Professions Division is not covered in the regular tuition. Students who are required to repeat a course will be charged the prevailing, per semester hour-rate at the time the course is being repeated.

Payment

Payment Policy

By registering for courses at Nova Southeastern University, the student accepts financial responsibility for payment. The student is responsible for the full balance on the account plus any additional costs which may be incurred by the university in the collection of these debts. Payment is due in full at the time of registration. The middle of each month, email notifications are sent stating that NSU eBills are available for review online. Students are encouraged to make a payment toward their account balance as soon as they register for classes. Students should not wait for their billing statement to pay their tuition and fees to avoid late charges.

If a student has a balance at 30 days after the start of the semester, a hold and a $100 late fee will be placed on the account. The hold stops all student services, including but not limited to access to the university's recreational facility (NSU RecPlex) and transcripts. A student will not be able to register until all outstanding balances from previous and current semesters have been paid in full. Bursar holds must be cleared before the end of the drop/add period in order for a student to register.

On-Campus Residents

All on-campus residents must have satisfied their student account balance prior to their official check-in date. Account balances may be satisfied with anticipated financial aid awards and/or payment plans set up in NSU eBill. Students may view their student account status including account balance, charges, payments, and financial aid awards in SharkLink. Financial aid recipients must ensure that all financial aid requirements have been fulfilled so that the financial aid awarded will be disbursed to the student's account as scheduled. Financial aid requirements may include the completion of additional steps, such as a Master Promissory Note (MPN) and entrance counseling for first-time borrowers.

Students with balances must contact a Student Account's representative prior to their check-in date for payment, at (954) 262-5200 or (954) 262- 3380.

Students will not be able to check-in to the residence halls until all requirements to satisfy their outstanding balance have been fulfilled.

Students Using Veteran Affairs (VA) Educational Benefits

In accordance with Title 38 US Code 3679 subsection (e) of the Veterans Benefits and Transition Act of 2018, Nova Southeastern University (NSU) will not impose a penalty on any student using veterans education benefits under Chapter 31 (Vocational Rehabilitation & Employment), Chapter 33 (Post 9/11 GI Bill®), or Chapter 35 (Survivors' and Dependents' Educational Assistance (DEA)) because of the individual's inability to meet their financial obligations to the institution due to the delayed disbursement of funding from the Department of Veterans Affairs (VA). For more details, refer to NSU's Pending Veterans Affairs Payment Policy at *nova.edu/financialaid/veterans/process.html*.

Methods of Payment

NSU accepts Visa, MasterCard, and American Express. Check payments include traveler's checks, cashier's checks, personal checks, and money orders. International payments may be submitted via Flywire in any currency. International checks must be in U.S. funds only and drawn on a U.S. bank. Wire transfers are accepted. Electronic check and credit card payments can also be made through NSU eBill

or SharkLink. Students can access NSU eBill using their SharkLink ID and password to authorize other individuals (e.g. parent, spouse, or grandparent) to view their bill and make payments to their account. Students may also mail a payment to the Office of the University Bursar or make payments in person at the One-Stop Shops Horvitz on the NSU Fort Lauderdale/Davie Campus. For more details, visit *nova.edu/bursar/payment/pay_my_bill.html*.

Declined Payment Policy

NSU assesses a $25 declined payment fee for each declined payment, including installment payments that are part of a payment plan and payments made by check or credit card. A declined payment hold (1F) is placed on the account until the declined payment and assessed fee have been paid.

The Bursar's Office reserves the right to refuse personal checks from students, whose previous check payments have been declined more than once. These students will be required to submit payment by money order, credit card, or certified check.

NSU 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. For detailed information including eligibility criteria, enrollment periods, and more, visit *nova.edu/bursar/payment/payment_plans.html.*

Tuition Assistance Plans

Tuition Deferment

A student whose employer, sponsor, or guarantor has agreed to be direct billed by NSU must notify the Office of the University Bursar at *studentaccts@nova.edu* via email accordingly. The student must complete the following upon registration:

- Send an email to *studentaccts@nova.edu* from their employer email address requesting deferment for the respective semester.
- Complete a deferment form provided by the Office of the University Bursar.
- Pay a $75 deferment service fee, along with applicable semester fees.
- Provide a credit card authorization from for the tuition portion.

Payment of tuition charges is deferred for 5 weeks after completion of each course, not the semester.

Tuition Direct Billing

A student whose employer, sponsor, or guarantor has agreed to be direct-billed by NSU must notify the Office of the University Bursar accordingly. The student must complete the following upon registration:

- 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.
- where applicable pay any amount due not covered in the billed party documentation no later than the start of the semester to avoid the assessment of late fees.

Tuition Reimbursement

Some employers/sponsors/guarantors make payments directly to the student under tuition reimbursement programs. These programs are between the student and the employer only. To avoid holds on the account, students must complete the following upon registration:

- Pay charges in full for the semester/term.
- Send an email to *studentaccts@nova.edu* from their SharkLink (NSU) email account to request a receipt of paid charges.

Please note that students under employer tuition reimbursement programs are not exempt from the university's payment policy.

Students must ensure that their accounts remain free from holds so that they may access their transcripts at the end of each semester for tuition reimbursement purposes.

Florida Prepaid College Plan

NSU accepts and bills the Florida Prepaid College Plan (FLPP) for tuition, fees, and on-campus housing costs. The plans are based on the tuition rates of the tax-assisted Florida public colleges and universities. The difference between NSU tuition, fees, and on-campus housing costs and the allocations through the Florida Prepaid College Plan is the sole responsibility of the student. If a student is on the unrestricted plan, the student may elect to have NSU bill them for their remaining account balance after all financial aid has paid to the account or they may specify a dollar amount they wish NSU to bill for each semester. NSU will bill students' Florida Prepaid plan according to these instructions until the Florida Prepaid plan value has been depleted. Students new to NSU must contact Florida Prepaid at 800-552-GRAD to authorize NSU for payment. For those students who have notified the Florida Prepaid College Plan that they are attending NSU, the Plan will automatically be billed based on the hours of enrollment after the drop/add period. A student may request changes to their FLPP by submitting a completed and signed Florida Prepaid College Plan Billing Request Form available on the bursar website at *nova.edu/bursar/forms/*. To learn more about the Florida Prepaid College Plan, visit *myfloridaprepaid.com*.

Consequences for Nonpayment

The student's failure to meet financial obligations at the end of 30 days from the start of the semester, in accordance with university policy, will result in an email notification being sent to the student informing him or her of failure to resolve their financial obligation.

The Office of the University Bursar shall:

- notify students who have failed to meet their financial obligation after 30 days from the start of the semester;
- place a financial hold and late fee of $100 on the student's account. A financial hold prevents a student from obtaining grades and transcripts, registering for classes, and accessing the university's recreational facility (NSU RecPlex) until all outstanding balances are paid in full.

Refund Policies

Refunds of Admission Deposits

The $200 deposit paid upon admission to the Traditional Day Program is refundable if requested prior to the start of the semester by May 1 for fall enrollment, and September 1 for winter enrollment.

Refunds of Tuition and Fees

Pro-rated tuition refunds are limited to the first three weeks of each semester according to the policies outlined below for each program. Non-attendance does not constitute an official drop. Students must formally drop courses to be eligible for a refund. Contact an academic advisor for assistance.

Please note that students must be officially registered prior to the start date of course(s) to participate in and receive academic credit for those courses. The "start date" is generally through the first week of the semester. Students are responsible for reviewing their registration and academic records each semester for accuracy. In extenuating circumstances, petitions for changes to course registration may be accepted up to 20 days after each semester ends.

Students will not be charged tuition for each course dropped in SharkLink by the end of the first week of the semester (drop/add period).

In order to drop classes after the official drop/add period, students must submit a Student Transaction Form to the Registrar's Office, the One-Stop Shops (located in the Horvitz and Terry Administration buildings), or the program office.

The following applies:

- Drops through the seventh day of term in which the class begins: 100 percent

- Drops during the eighth through 14th day of term: 75 percent
- Drops during the 15th through 21st day of term: 50 percent
- Withdrawals after the 21st day of term: no refund

Refunds of Student Health Insurance Charges

Students who withdraw from NSU within the first 30 days of their insurance coverage period will have the insurance charge reversed and refunded, if applicable. Students who withdraw after the first 30 days of the coverage period will not be eligible for reversal of the charge and will remain enrolled in the NSU Student Health Insurance Plan and responsible for payment of the charge.

Processing of Refunds for Tuition and Fees

For tuition refund requests to be considered, students must provide written notification to their academic advisor. Refund amounts are based on the date of written notification, such as the date of sent email (must be from an NSU email account) or postmark for mailed requests. For general registration, drop/add, and withdrawal policies, refer to "Registration" section on page 68 of this catalog.

Refunds for Dismissed Students

Students who are expelled from NSU will not receive tuition refunds.

Refunds for Course Cancellations

The university reserves the right to cancel any course or section when registered enrollments are low. The university will refund 100 percent of tuition and any associated class fees for courses that are cancelled. If a student registered for only one course, the registration fee and student services fee will also be refunded.

Exceptions to Tuition and Fees Refund Policies

Refunds or credits to student accounts may be considered after the drop period if proof of extenuating circumstances exists. Students should contact their academic advisor with questions about extenuating circumstances. Requests for refunds must be made during the same semester in which courses are scheduled.

It is the student's responsibility to provide all necessary documentation. Academic advisors will forward requests to appropriate directors for consideration. See also "Student Action Request (SAR)" section on page 66 of this catalog.

Financial Aid Refunds

Financial aid is intended to cover educational expenses. If the total amount of your financial aid award for the semester exceeds the institutional charges on your NSU student account, (e.g., tuition, fees, campus housing, NSU health insurance, meals), you may receive a financial aid refund. If you are eligible to receive a refund, you will be receiving your refund in the form of a check unless you have completed a Direct Deposit Authorization or the account has been paid by credit card or gift card, in which case the excess credit will be returned to your card. Therefore, students are advised to retain any gift cards used to make payments. For detailed information about financial aid refunds, visit *nova.edu/bursar/refunds/financial_aid_refunds.html*.

Force Majeure

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

modality, or service affected by any such force majeure event necessitated by acts of God, university or academic or health and safety decisions, and/or any situations outside of the university's control. This includes, but is not limited to, any suspensions to or changes from in-person, on-campus education, services, and/or activities to remote services, activities, and/or remote learning. By choosing to enroll or study at NSU, students agree to these terms.

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

Indebtedness to the University

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.

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 eBills are sent the middle of each month to the student's NSU email address. However, to avoid late charges, students should not wait for their billing statement to pay their tuition and fees. A student will not be able to register for future semesters until all outstanding balances from previous semesters have been paid in full. If a student has a balance 30 days after the start of the semester, a hold and a $100 late fee will be placed on his or her account. This hold stops all student services, including, but not limited to, access to the NSU RecPlex, academic credentials, grades, and future registrations. It will remain on the student's account until the balance has been paid in full. Delinquent student account balances may be reported to a credit bureau and referred to collection agencies or litigated. Students with delinquent accounts will be liable for any costs associated with the collection of unpaid charges, including attorney fees and court costs. All registration agreements shall be construed in accordance with Florida law, and any lawsuit to collect unpaid fees may shall be brought exclusively in the appropriate court sitting in Broward County, Florida, regardless of the student's domicile.

Veterans' Education Benefits

Department of Veterans Affairs (DVA) educational benefits are designated to provide eligible individuals with an opportunity for educational and career growth. Eligible veterans and their dependents should contact the Office of Veterans Benefits 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 web page 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*.

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 Shop in the Horvitz or Terry Administration Buildings or online at *sharklink.nova.edu/* for a $10 fee.

Pending Veterans Affairs (VA) Payment 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 and Employment) or Chapter 33 (Post 9/11 GI Bill®), or Chapter 35 (Survivors' and Dependents' Educational Assistance (DEA)) because of the individual's inability to meet their financial obligations to the institution due to the delayed disbursement of funding from the Department of Veterans Affairs (VA).

NSU will not:

- Prevent the student from attending or participating in the course of education during periods in which there is a delayed disbursement.
- Assess late payment fees if the financial obligation is fully funded by the Department of Veterans Affairs (VA).
- Require the student to secure alternative or additional funding for delayed disbursements.
- Deny the student access to institutional facilities and services (e.g. access to the University Center RecPlex, grades, transcripts, and registration) available to other students who have satisfied their tuition and fee bills.

To qualify for this provision, students are required to:

- Produce a Certificate of Eligibility (COE) by the first day of class.
- Submit a VA Enrollment Certification Request.
- Provide additional information needed to properly certify enrollment as described in other institutional policies.

Academic Resources and Student Services

Center for Academic and Professional Success

The Center for Academic and Professional Success (CAPS) at NSU empowers and supports the holistic development of students as they pursue their academic and professional goals.

Academic Advising Services

CAPS provides NSU students the individual attention needed to reach their academic goals. Students are coached on how to select the plan to successfully complete the requirements of their selected degree programs. Throughout a student's undergraduate program, they can access CAPS services for support with changes of majors or minors, ensuring satisfactory academic progress, course selection, registration for each semester, and graduation planning and application. In addition, students have access to Navigate, a leading platform that serves to connect students with their NSU Support Network.

Career Development Services

CAPS provides NSU students the individual attention needed to reach their career goals. Students are coached on how to further explore their major while developing a competitive resume and cover letter, refining individual interviewing skills, selecting an internship, applying to graduate school and supporting overall career planning needs. In addition, students have access to Handshake, a cutting-edge career platform that serves as a career platform that serves as a career one-stop-shop.

Students in all undergraduate programs EXCEPT for Bachelor of Health Science, Bachelor of Science in Respiratory Therapy Post Professional (online) program, Bachelor of Science in Cardiovascular Sonography, Bachelor of Science in Medical Sonography, and Bachelor of Science in Respiratory Therapy First-Professional (on campus) Program, and those in the Ron and Kathy Assaf College of Nursing, receive Undergraduate Academic Advising services from their individual college/program. See section below for Dr. Pallavi Patel College of Health Care Sciences and Ron and Kathy Assaf College of Nursing.

Career and Academic Success Coaches (Edge Advisors)

Students entering NSU in Fall 2020 and beyond are partnered with an Academic and Career Success Coach, or Edge Advisors. Edge Advisors serve as their students' single point of contact for all advising. Edge Advisors are assigned to students based on their area of study to ensure they can specialize in their knowledge and practice, and therefore will change if students change majors. Students should maintain regular contact with the Edge Advisor throughout their NSU journey.

Employer Relations

The Employer Relations team provides an array of opportunities that enhances a student's academic experience and cultivates their professional and personal development through employer programming including:

- Career and Internship Fairs
- Case Competitions
- Networking and Industry focused events
- Company Site Visits
- On-Campus Interviews
- Resume and Interview Critiques

Undergraduate Enrollment and Retention

Undergraduate Enrollment and Retention implements deliberating planning and develops undergraduate enrollment strategies. Using a web-based student performance monitoring system, the office tracks communication between faculty, students, and support staff. The office also monitors enrollment and helps proactively aid the development of programs, policies, and procedures that align with the institution's retention goals and priorities to ensure student success. The office works closely with campus resources to promote persistence and degree completion.

For more information, contact the Center for Academic and Professional Success at (954) 262-7990 or *caps@nova.edu,* or visit *nova.edu/caps*.

Horvitz Administrative Building
First floor (Room 152) and Second floor (Room 252)
Phone: (954) 262-7990 | 800-541-6682, ext. 27990
Fax (954) 262-3709
Email: *caps@nova.edu*

Campus Life and Student Engagement

The Office of Campus Life and Student Engagement is home to the Student Events and Activities (SEA) Board, more than 150 registered undergraduate student organizations, the Inter-Organizational Council (IOC), the Diversity Student Council (DSC), Fraternity and Sorority Life, and the Undergraduate Student Government Association (USGA). This office hosts, and sponsors university-wide events such as the Student Life Achievement Awards, Sharkapalooza, Homecoming, and CommunityFest. CLSE is also responsible for our Sharks on the Scene (S.O.S.) Program, offering students exclusive discounted tickets to some of the largest events South Florida has to offer. Additionally, CLSE oversees the Diversity, Equity, Inclusion and Belonging Office. This office serves as a catalyst for the recognition and coordination of the celebration of our diverse student body and offers resources, support, and inclusive programing activities. CLSE plays a key role in assisting students to develop an affinity to NSU through engagement in organizations and activities related to their interests.

Dr. Pallavi Patel College of Health Care Sciences

Academic Advising and Administrative Support

Students in the online BHS, Medical sonography, cardiovascular sonography, and respiratory therapy are required to contact the program director. The program director and the department coordinator will advise and assist the student during their matriculation into the program. Students may communicate with the director and coordinator via phone, fax, email, or in person if they visit campus.

Department of Cardiopulmonary Sciences
Phone: (561) 805-2301

Department of Health and Human Performance
B.S. in Exercise and Sport Science
Phone: (954) 262-8154

Department of Health Science—Cardiovascular Sonography
Phone: (813) 574-5372

Department of Health Science—Online
Phone: (954) 262-1239 for administrative support and (954) 288-9695 for academic advising

Department of Health Science—Medical Sonography
Phone: (954) 262-1997

Ron and Kathy Assaf College of Nursing

A designated nursing faculty advisor will help students with course selections for each semester. Prior to selecting courses for the next semester, students should review all nursing program course requirements and tracking. All students are asked to meet with their designated nursing faculty advisor each semester, including the last semester of coursework prior to graduation.

Academic Advising

B.S. in Nursing Programs:
Fort Lauderdale: (954) 262-1977
Fort Myers: (239) 274-3486
Miami: (305) 275-2628

Disability Services

The Office of Student Disability Services provides information and individualized accommodations to ensure equal and comprehensive access to university programs, services, and campus facilities. Information about requirements for requesting accommodations, by any student enrolled at the university, are available online through the office website. To obtain more information from the Office of Student Disability Services, please call (954) 262-7185, email *disabilityservices@nova.edu*, or visit our website at *nova.edu/disabilityservices*.

Financial Aid and Academic Records

Means of Communication with Students

NSU's official means of communicating with students is via SharkLink and NSU email. Students are encouraged to access SharkLink at *https://sharklink.nova.edu* to complete the following tasks:

- Check their NSU email.
- Access their financial aid information.
- Request official transcripts and view unofficial transcripts.
- View their student accounts.
- Make payments.
- Access their grades.
- Register for and drop courses.
- View their course schedule.
- Access their online degree evaluation (Degree Works).
- Obtain enrollment verification.
- Change their primary and mailing addresses and phone numbers.
- Apply for student employment jobs.
- Sign the Student Enrollment Agreement (SEA).
- Set up direct deposit for financial aid refunds.
- Complete the Student Enrollment Agreement (SEA).

Office of Student Financial Assistance

The Office of Student Financial Assistance (OSFA) is dedicated to assisting students in making well-informed decisions regarding the funding of their education at NSU. The OSFA administers grants, scholarships, student employment, and loans, and prepares student financial aid award offers based on federal and state regulations and institutional guidelines. The OSFA provides information on the application processes for financial aid, student employment, 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 telephone. For more details, including contact information, visit *nova.edu/financialaid*.

Office of the University Registrar

The Office of the University Registrar offers a variety of services to the university community. These services include, but are not limited to, course registration, transcript processing, name and address change, loan deferment, enrollment and degree verification, grade processing, commencement, degree conferral, and diploma printing. The essential responsibility of the registrar's office is to create, maintain, and protect students' academic records as well as interpreting and upholding university policy. For more information, visit *nova.edu/registrar.*

Office of the University Bursar

The Office of the University Bursar is responsible for billing students, collecting and depositing payments, sending invoices and receipts, distributing student educational tax forms, issuing refunds from excess financial aid funds, and verifying students' eligibility for financial aid funds. The office also assists borrowers of Federal Perkins and Health and Human Services Loans with repayment options. NSU Student Health Insurance is also housed within this office. For more information, visit *nova.edu/bursar*.

One-Stop Shop

The One-Stop Shop is the central point of contact for information and service for walk-in prospective, new, and continuing students. Staff members are cross-trained to answer inquiries about financial aid, registrar, and bursar functions. Students can submit financial aid documents, obtain enrollment verification, request official transcripts, and register for classes. Students can also obtain their SharkCard and parking decal at the One-Stop Shop which is conveniently located in the Horvitz Administration Building on the Fort Lauderdale/Davie Campus. For hours of operations and a service directory visit our website at *nova.edu/financialaid/contactus/*.

Transfer Evaluation Services

Transfer Evaluation Services (TES) assists prospective and current undergraduate students with services relating to the transfer of courses taken at other regionally accredited colleges and universities. For more information, visit *nova.edu/tes*.

Financial Assistance

Financial Aid Checklist

1. **Complete the FAFSA and NSU State Aid Application.**

   Students should complete the Free Application for Federal Student Aid (FAFSA) at studentaid.*gov* annually. It will become available in December 2023 for aid in the following award year. The NSU federal school code is 001509. The earlier students apply, the better chance they have of being considered for maximum available funds. To apply for Florida grants and scholarships, undergraduate students must complete the NSU State Aid Application available on the financial aid website at *nova.edu/financialaid/forms*.

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*. Student are encouraged to complete the General Scholarship Profile each year to be considered for institutional scholarships and vis the website frequently for information on how to apply and resources for identifying scholarships. Students should commit to continuously identifying and applying for scholarships as 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 must ensure that they budget for these expenses, if they intend to live on campus.

4. **Check your financial aid account regularly.**

   Students are expected to log in to SharkLink at *https://sharklink.nova.edu* and regularly check their financial aid status to ensure that there are no outstanding requirements. Students who must submit additional documents in order to be awarded financial aid will also be notified via NSU email.

5. **Students must accept, decline, or modify loan and federal work-study award(s).**

   The financial aid award notice provides students with detailed instructions on how to accept, decline or modify, their financial aid award. Loan awards are not disbursed, and students are not able to apply for student employment jobs in JobX until this step has been completed. For more information on aid awarded, carefully review the Terms and Conditions of Your Financial Aid Award Offer at *nova.edu/financialaid/apply-for-aid/2324terms.html*

6. **Complete Master Promissory Note, Entrance Counseling, and the Annual Student Loan Acknowledgment.**

   Students interested in receiving Federal Direct Loans are required to complete a Direct Loan Master Promissory Note (MPN) and entrance counseling at *studentaid.gov*.

7. **Register for classes (early).**

   In order for students to receive any federal Title IV, state, and institutional financial aid, 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 enrollment is defined as 6 degree-applicable credits per semester for undergraduate students. Private loan enrollment requirements vary by lender. Students are to use NSU's online degree evaluation systems Degree Works to keep track of completed and outstanding degree requirements when registering for courses. For more information, see "Degree Works" section on page 69 of this catalog.

Federal 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 funds. For more information on grants and scholarships, students should visit the financial aid website at *nova.edu/financialaid*.

Institutional Scholarships

There are numerous scholarships available to help students fund the cost of attending NSU. Generally, scholarships are awarded to students who meet particular criteria for qualification, such as academic achievement, financial need, field of study, talent, or athletic ability. In order to receive an NSU scholarship, such as an NSU Dean's or NSU President's Scholarship, students must meet all scholarship requirements including any required grade point average (GPA) and course-load requirements. Institutional scholarship recipients must be enrolled full time in degree-applicable coursework by the end of the drop/add period for the first part of the term of each semester. Recipients of first-year undergraduate merit scholarships are notified of their award(s) by the Office of Undergraduate Admissions. Please note that institutional scholarships are applied to tuition only, unless noted otherwise. This means that if other tuition awards in excess of tuition charges are received – either from institutional or external sources – the university will reduce the institutional award(s) accordingly. Institutional scholarships are available for four academic years (eight consecutive fall/winter semesters) or such shorter time required to complete the baccalaureate degree from the date of the student's first enrollment. Graduate and/or professional coursework is not covered by undergraduate scholarships, except for the Fischler Academic Scholarship. The Fischler Academy Scholarship is the only undergraduate scholarship that applies to graduate coursework.

Failure to adhere to scholarship requirements may result in cancellation of a scholarship award. Once an institutional scholarship has been canceled, it cannot be reinstated. To identify additional scholarship resources, visit NSU's scholarship webpage at *nova.edu/financialaid/scholarships/*. Students are encouraged to check the scholarship website regularly as new scholarships are added to the website throughout the year.

Student Employment

There are four student employment programs:

- Federal Work-Study (FWS)
- Florida Work Experience (FWEP)
- Nova Southeastern University Student Employment (NSE)
- Job Location and Development (JLD)

NSE and JLD programs provide jobs to students regardless of financial need. Even though the JLD program is not need-based, students who wish to participate in the program must complete the FAFSA. FWS and FWEP are need-based and require the completion of the FAFSA. Students awarded FWS may participate in the America Reads/America Counts Programs through which students serve as reading or math tutors to elementary school children. For more information on NSU student employment, including information on how to apply for jobs and the *Student Employment Manual*, visit *nova.edu/financialaid/employment/*. New and exciting on- and off-campus jobs are available throughout the year.

Loans

A student loan, unlike a grant and work-study, is borrowed money that must be repaid with interest. Student loan repayment is a legal obligation. Before deciding to accept a loan, students should determine the amount that needs to be repaid on the loan.

For detailed information on loans available to students, visit the financial aid website at *nova.edu/financialaid/undergraduate/loans.*

Return of Title IV Funds

Any student who 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 on the Return of the Title IV Funds, please review *nova.edu/financialaid/apply-for-aid/title-iv-return.html.*

Satisfactory Academic Progress (SAP)

In order to receive financial assistance, a student must continually meet Satisfactory Academic Progress (SAP) requirements established by the Department of Education. These progress requirements include the following four criteria: quantitative (annual credits), qualitative (grade point average), maximum time frame (total allowable credits, and pace (overall credits completed).

In order to maintain SAP for eligibility for state aid, such as the Florida Bright Futures Scholarship and the Effective Access to Student Education (EASE) Grant, students must meet additional requirements. State aid SAP requirements are published at *nova.edu/financialaid/eligibility/sap-standards.html*.

Students who fail to meet SAP during the 2023–2024 academic year will not be eligible for Title IV federal and Florida state financial aid during the 2024–2025 academic year. Comprehensive information is available on the financial aid website at *nova.edu/sap/*.

NSU Student Handbook

The NSU Student Handbook addresses general university policies for NSU students, including student life, student rights and responsibilities, university policies and procedures, and NSU resources. The *NSU Student Handbook* can be viewed at *nova.edu/student-handbook*.

For Health Professions Division (HPD) students in the Dr. Pallavi Patel College of Health Care Sciences and Ron and Kathy Assaf College of Nursing, please also refer to your college's student handbook for more information specific to your respective colleges.

- *Dr. Pallavi Patel College of Health Care Sciences Student Handbook: https://nova.edu/publications/chcs/chcs_student_handbook/*
- *Ron and Kathy Assaf College of Nursing Student Handbook: https://nova.edu/publications/nursing/student-handbook/*

Office of International Affairs (OIA)

The Office of International Affairs (OIA) serves as a base for the university's international initiatives. OIA provides ongoing assistance and support for all members of the university community engaged in campus internationalization, global partnerships and exchanges and other globalization efforts. Under the OIA umbrella there are three offices:

Office of International Undergraduate Admissions

The Office of International Undergraduate Admissions (OIUGA) provides comprehensive international student recruitment and admissions support for prospective international undergraduate admissions. This includes all Puerto Rican students, all prospective students who are non-US citizens, and all prospective undergraduate students living abroad. Refer to "International Students Admissions" section on page 49 of this catalog for additional information.

Office of International Students and 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.
- *New Students*: OISS facilitates online and in-person International Student Orientations each semester.
- *Continuing students*: OISS communicates regularly with students regarding immigration regulations and requirements. OISS offers workshops and events for international students and promotes opportunities for international students to share their cultures with the entire NSU community. International student advisors within OISS provide walk-in and by-appointment immigration advising to enable students to maintain their valid immigration status.
- *Graduating students and alumni*: OISS supports graduating international students and their alumni through the Optional Practical Training (OPT) and STEM OPT application and reporting process.

Additional information and resources for international students and scholars are available at *nova.edu/internationalaffairs/students/*. Questions may be directed to *intl@nova.edu* or (954) 262-7240.

Office of Education Abroad

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 *nova.edu/internationalaffairs/travelreg*.

Study Abroad

Participation in approved NSU study abroad programs allow NSU students to take courses at foreign institutions and earn credit which can be transferred back to fulfill requirements toward an NSU degrees. All expectations are outlined in the Sharks Abroad Canvas course. Students will be enrolled in this course upon receiving their NSU approval to study abroad.

- *Application and Deadlines*: In order to be approved to study abroad, a student must submit the NSU Study Abroad Application by the posted deadline. Summer, fall, and academic year programs have a deadline in early March and winter and spring programs have a deadline in October. Applications are reviewed by staff within the Office of Education Abroad

and approvals are granted following consultation with the assistant dean of student development, the student's academic advisor, and premier program coordinators, as appropriate. Students should not apply externally until their internal NSU Study Abroad Application has been approved. Some external program application deadlines are prior to the NSU application deadline so students should plan ahead to ensure they are able to meet both deadlines.

- *Pre-Departure Requirements*: In order for a study abroad program to be fully approved, students must complete all mandatory pre-departure requirements including the submission of all required documents, the successful completion of all required financial aid and credit transfer paperwork, and completion of the mandatory pre-departure orientation. Students who fail to complete all mandatory pre-departure requirements will not have their participation approved by the Office of Education Abroad which will impact a student's ability to utilize financial aid and/or have study abroad credits transferred back to NSU.
- *While Abroad and Re-Entry Requirements*: Students who have been approved to study abroad are expected to remain in contact with the Office of Education Abroad throughout the duration of their program and upon re-entry back to NSU.

Additional information regarding financial aid availability, the credit transfer process, and program destinations is available at *nova.edu/sharksabroad*. Questions may be directed to NSU's Sharks Abroad team at *sharksabroad@nova.edu*.

Travel Study

Several NSU colleges, in cooperation with the Office of Education Abroad, offer organized faculty-led travel study programs that are part of established courses and may satisfy specific major, minor, and/or general education elective requirements. A current listing of travel study courses is available at *nova.edu/internationalaffairs/travel-study-abroad/travel-study*. 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*.

Orientation

The Office of New Student Orientation creates orientation programs for first-year undergraduate students and transfer students who will attend class on NSU Fort Lauderdale/Davie campus. Orientation is designed to connect students to educational and social programming, involvement opportunities, and university resources. New students and their families will be prepared for their transition into the Nova Southeastern University community. All new undergraduate students must attend an orientation prior to beginning their first semester at NSU.

To learn more about specific orientation programs and to sign up to attend, visit *nova.edu/studentorientation*, call (954) 262-8050, or email *orientation@nova.edu*.

The Dr. Kiran C. Patel College of Osteopathic Medicine offers domestic and global travel opportunities for course credit (3 credits) that satisfy credits toward all majors and minors offered in the college. Destinations vary each semester. For additional information, please contact Assistant Dean Kristi Messer at *KM1320@nova.edu*.

Other Orientations

Nursing Program

Nursing students should connect with the Ron and Kathy Assaf College of Nursing for more information on upcoming orientations. Nursing orientations are offered at the Fort Lauderdale/Davie, Fort Myers and Kendall campuses.

Bachelor of Science in Cardiovascular Sonography

Orientation for the Bachelor of Science in Cardiovascular Sonography is held at Tampa campus.

For more information, visit *https://healthsciences.nova.edu/healthsciences/sonography/orientation.html*.

Bachelor of Science in Respiratory Therapy First Professional program (entry-level)

Orientation for the Bachelor of Science in Respiratory Therapy First Professional is held at the West Palm Beach Campus.

Bachelor of Science in Respiratory Therapy Post-Professional completion program (online) and Bachelor of Health Science completion program (online)

Students are not required to attend an on-campus orientation. Students are oriented to their programs via an online format.

Students should connect with their respective college to receive more information for upcoming orientations. For information on the Orientations for the Dr. Pallavi Patel College of Health Care Sciences please contact the Office of PCHCS Student Affairs at (954) 262-1087 or email: *studentaffairschcs@nova.edu*.

Technical Help

The Shark IT Team is dedicated to serving the technology needs of the NSU community. Our team provides a variety of technology support for students, staff and faculty. Our professionals are available to answer questions, troubleshoot technology issues and escalate incidents as needed to our specialized IT teams. We are the first stop for technical questions or concerns. You may complete a ticket or call our office for support. You can contact the Shark IT Team at (954) 262-4357; 800-541-6682 ext. 24357; or email *help@nova.edu*.

Tutoring and Testing Center (TTC)

The Tutoring and Testing Center (TTC) supports the academic progress of all NSU students. Supplemental learning assistance and a variety of testing services are provided in a supportive and professional environment that enhances the ability of all students to meet educational goals, achieve academic excellence, and enhance personal growth.

Tutoring Services

Students can receive one-on-one tutoring in subject areas that include mathematics and science. Tutoring sessions are offered in 45-minute increments. These sessions are designed to be interactive and students are expected to bring attempted assignments with them to the appointment. Math and science tutors clarify and reinforce specific topics. Our office staff uses a student-centered holistic approach, which considers the "whole student" when discussing academic success strategies. Students can also access academic support through drop-in tutoring at a variety of locations across campus. Additionally, our Academic Success Coaches work with students to help reinforce skills in study strategies, time management, and test preparation. For more information, please call (954) 262-8350 or visit our website at *nova.edu/tutoring-testing/tutoring-services/*.

Testing Services

Testing Services also facilitates faculty make-up exams and accommodations for students with documented disabilities. Other credit-bearing examinations available to students are the College-Level Examination Program (CLEP), DSST - DANTES subject standardized tests, and New York Proficiency Testing in Foreign Languages. All exams are by appointment. For more information, please call (954) 262-8374 or visit our website at *nova.edu/tutoring-testing/testing-services/*.

Supplemental Instruction

Supplemental Instruction (SI) is a peer-led student academic enrichment program that offers free, weekly, and organized group study sessions outside of class for select historically difficult courses. These study sessions are facilitated by SI Leaders who are nominated by faculty members for their leadership ability and content mastery. All SI Leaders are current NSU undergraduate students who have previously taken and mastered the course and have the skills and training to help guide others through course material. For more information, please call (954) 262- 8391 or visit our website at *nova.edu/tutoring-testing/supplemental-instruction/*.

Veterans Resource Center

The NSU Military Affairs Veterans Resource Center is the centralized location for resources and services for veterans and military affiliated students. Our mission includes the facilitation of academic success, supporting university and community engagement, professional development, and ultimately graduation and career attainment. Located in the Carl DeSantis Building, room 1045, the VRC is a home away from home that offers the following:

- Assistance with VA educational benefits and military commissioning scholarships and programs
- Lounge, meeting, and study area with a computer lab with free printing

- Veteran specific programming with university and community engagement opportunities
- Academic drop-ins from Career Development, Tutoring and Testing Center, The Writing Center, and Success Coaches
- Bi-weekly Speaker Series on topics to include VA benefits, Pro-bono Veteran Legal Assistance, and Financial Planning
- Home of the SVA Student Group: Freedom Sharks

For more information about NSU's Veterans Resource Center, find us at *nova.edu/veterans*, email us at *vrc@nova.edu*, or call (954) 262-FLAG (3524).

Write from the Start Writing and Communication Center (WCC)

The NSU Write from the Start 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 4th floor of Alvin Sherman Library, the WCC offers all NSU students one-on-one assistance at any stage of the 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.

General Education Program

The General Education Program is designed to foster critical skills by helping students develop the ability to solve problems, think analytically, and communicate clearly. The program provides a common connection among all NSU undergraduates through a rigorous set of writing; mathematics; arts and humanities; and social, biological, and physical science requirements. As a result of the General Education Program, students develop effective communication skills in speaking, listening, writing, reading, and critical interpretation. The program also helps students place ideas in their proper context and appreciate the role of different cultural traditions.

General Education Program Mission Statement

The NSU undergraduate General Education Program prepares students to be responsible citizens in a dynamic, global environment and fosters intellectual curiosity and knowledge about diverse ideas and cultures by helping students develop the ability to solve problems effectively, think analytically, and communicate clearly. The program provides a common connection among all NSU undergraduates through a rigorous set of writing; mathematics; arts and humanities; social and behavioral science; and biological and physical science requirements.

General Education Program Framework

All students are required to complete general education requirements. Students normally complete general education requirements by the end of their junior year through a series of courses in the areas of written communication; mathematics; arts and humanities (including literature, history, ethics, and the performing arts); social and behavioral sciences; and biological and physical sciences.

Using General Education Credits for Major and Minor Requirements

Most courses may count toward both general education and major/minor requirements. Students should refer to their program curriculum and consult their academic advisor to determine which courses serve both sets of requirements.

General Education Learning Outcomes

The General Education program learning outcomes are based on three (3) categories aligned with the mission of NSU and the Gen Ed program: Foundation, Critical Thinking, and Communication. These categories and their respective General Education Program Learning Outcomes are as follows:

Category	Description	Learning Outcomes
Foundation	Knowledge and comprehension of the terminology, concepts, methodologies, and theories used within the subject area.	Students will state and explain the terminology, concepts, methodologies, and theories used within the subject area.
Critical thinking	Analysis of problems, issues, ideas, and evidence before accepting or formulating an opinion or conclusion.	Students will locate, define, and critically evaluate problems or information from multiple perspectives and develop reasoned solutions within the subject area.
Communication	Development and expression of ideas in different forms.	Students will clearly and effectively communicate knowledge and ideas in forms appropriate to the subject area.

General Education Requirements

Nova Southeastern University requires that undergraduate students complete 30 credit hours as part of the General Education Program. All students are encouraged to begin the Written Composition and Mathematics requirements during their first semester. Some majors have determined specific courses to be used to satisfy general education requirements. Students should contact their academic

advisor to determine their major's specific general education requirement list. Honors courses (with the HONR/HSCI/HSBS/HAAH prefixes) may be used to satisfy general education requirements of the appropriate general education section. Students should refer to the "Undergraduate Course Descriptions" for specific course prerequisites.

Equivalent courses taken prior to enrollment at NSU at a regionally accredited community college or university may be considered for a transfer of credit to fulfill a program's general education requirements.

General Education	Credits
Written Composition—6 COMP credits at or above COMP 1500	6
Mathematics—6 MATH credits at or above MATH 1040	6
Arts and Humanities—6 credits in any courses with a prefix of ARTS, DANC, FILM, HIST, HUMN, LITR, MUSC, PHIL, SPCH, THEA, or WRIT, or in a foreign language	6
Social and Behavioral Sciences—6 credits in any courses with a prefix of ANTH, COMM, ECN, GEOG, GEST, INST, POLS, PSYC, or SOCL**	6
Science—6 credits in any courses with a prefix of BIOL, CHEM, ENVS, MBIO, NEUR, SCIE, or PHYS	6
Total General Education Credits	**30***

* Some majors may require more than 30 general education credits due to specific courses needed to complete the degree.

** All students in the business programs at the H. Wayne Huizenga College of Business and Entrepreneurship must complete ECN 2020 and ECN 2025 as their Social and Behavioral Science requirements.

Experiential Education and Learning

Office of Experiential Education and Learning

At Nova Southeastern University, Experiential Education and Learning (ExEL) provides students opportunities to prepare them for an ever changing and diverse world. The purpose of experiential education is to actively engage students through relevant, ongoing experience, active learning, critical problem solving, and reflective practices.

Entering first-time-in-college (FTIC), undergraduate students will be required to earn six qualified experiential education (ExEL) units for graduation.

Students should work with their Edge Advisor to include curricular and co-curricular experiential education opportunities in their plan of study. Students are encouraged to engage in a diverse number of opportunities offered through the ExEL program.

Please visit the ExEL website at *nova.edu/academic-affairs/experiential-learning* for an up-to-date listing of all ExEL designated coursework, co-curricular opportunities and further information about the ExEL program.

First-Year Experience Requirement (UNIV 1000)

All first-time-in-college students are required to complete the First-Year Experience (UNIV 1000) course in their first semester of attendance at NSU. This course introduces first-year students to fundamental expectations of college learning and the range of opportunities and experiences both in and outside the classroom that Nova Southeastern University provides. The course promotes student success by fostering academic inquiry and knowledge of essential resources that facilitate a successful transition to college life. This course develops the foundation that serves as a pathway to graduation and a thriving professional career. Upon successful completion of this course, students will earn one ExEL unit towards their graduation requirement. If a student does not successfully complete the UNIV1000 course in their first semester, it is recommended that they complete the course during the following winter semester. Students should contact their academic advisor if they have any questions.

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

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

Dean's Message

Congratulations on your decision to join NSU's Abraham S. Fischler College of Education and School of Criminal Justice (FCE&SCJ). As the Dean it brings me great pleasure to welcome you into the Fischler Family.

At FCE&SCJ, we are committed to offering undergraduate majors and minors in education, criminal justice, and human services that support and serve the needs of our students and the community in which we live. Through exemplary instruction in both face-to-face and online courses, our world-class faculty will inspire and motivate you to succeed academically and personally through engagement in a learning environment that is dynamic, innovative, and purposeful. Indeed, the quality of your education will be a direct reflection of the investment of time and energy that you devote to studying, interacting with faculty and peers, and participating in the many enriching educational experiences that are available to you on the NSU campus.

By choosing to pursue your goal of higher education, you have taken another important step towards personal fulfillment, career advancement, and global citizenship. Throughout the course of your studies, we hope you will gain knowledge and insights that will allow you to grow as a scholar, a teacher, a student, and an advocate. As you embrace this new and exciting journey, we will be here to guide you through the challenges and celebrate the triumphs. You are now a member of the Abraham S. Fischler College of Education and School of Criminal Justice. With each step you take, count on your Fischler Family to help you along the way.

Kimberly Durham, Psy.D.
Dean

Mission Statement

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

Introduction to the College

At the Abraham S. Fischler College of Education and School of Criminal Justice (FCE&SCJ), we are dedicated to the enhancement and continuing support of education, criminal justice, and human services professionals throughout the world. The college fulfills this commitment by serving as a resource for teachers and leaders and preparing them to accept changing responsibilities within their own organizations.

Consistent with the philosophical views of individual development, motivation, and leadership, FCE&SCJ is committed to preparing students for their responsibilities as professionals who hold themselves to high ethical standards and are able to successfully meet the needs of individuals and organizations in a culturally and globally diverse society.

Council for the Accreditation of Educator Preparation (CAEP) Program Approvals

The Elementary Education and Exceptional Student Education majors in the Department of Education Undergraduate Education Programs are CAEP accredited and approved through the CAEP SPA (Specialized Professional Association) review.

Bachelor of Science

Majors	Name of CAEP SPA Recognition
Elementary Education—(Florida with ESOL and Reading Endorsements) (Nevada)	Association for Childhood Education International (ACEI)
Exceptional Student Education—(Florida with ESOL Endorsement) (Nevada)	Council for Exceptional Children (CEC)

Undergraduate Programs of Study

The Abraham S. Fischler College of Education and School of Criminal Justice offers a Bachelor of Science in the following academic programs:

Majors:

Child Development
Criminal Justice
Education
Elementary Education—ESOL/Reading Endorsements (Florida DOE Approved)
Exceptional Student Education—ESOL Endorsement (Florida DOE Approved)
Human Services Administration
Secondary Biology Education (Florida DOE Approved)
Secondary English Education—ESOL/Reading Endorsements (Florida DOE Approved)
Secondary Math Education (Florida DOE Approved)
Secondary Social Studies Education (Florida DOE Approved)

Minors:

Criminal Justice
Education
Military Science and Leadership: Army Reserve Officer Training Corps (ROTC)

Razor's Edge Premier Programs:

Experiential Leadership Minor
Global Engagement Minor
Research Studies Minor
Shark Teach Scholars Program

Credential Coursework:

Child Development Associate Credential (CDA)
Florida Director Credential

Add-On Endorsement:

Driver Education Add-On Endorsement

Meeting Facilities

Nova Southeastern University utilizes classroom facilities in accordance with local health, fire, and safety standards. All facilities are selected on the basis of their conduciveness to learning.

Form and Style Guidelines for Student Writing

The current edition of the *Publication Manual of the American Psychological Association (2020)* is the official style guide used for all written works at the Abraham S. Fischler College of Education and School of Criminal Justice. All students must adhere to the form and style requirements outlined by the APA style guide.

Department of Education

The Department of Education Undergraduate Education Programs includes Bachelor of Science degrees in Education, Elementary Education with ESOL/Reading Endorsements, and Exceptional Student Education with ESOL Endorsement as well as minor areas of study. In addition, the Bachelor of Science degree in Education offers a concentration in Computer Science Education. Also, the Fischler Academy offers all of the degrees listed above, plus Secondary Biology Education, Secondary English Education with ESOL/Reading Endorsements, Secondary Math Education, and Secondary Social Studies Education.

Bachelor of Science Programs

The Department of Education Undergraduate Education Programs at Nova Southeastern University offers Florida Department of Education approved programs that are proactively designed to address the current and future needs of educators. The aim is to prepare developing professionals with knowledge of content and pedagogy, professional dispositions, and skills for entry into the teaching profession.

Department of Education Undergraduate Programs Goals

The Department of Education Undergraduate Education Programs remain committed to the following goals.

1. Provide a quality, nationally accredited, state-approved, teacher preparation program that incorporates best practices of teacher preparation.
2. Enhance the quality and the consistency of program delivery on all campuses, and online.
3. Share up-to-date information on the state-approved teacher education program procedures, particularly those related to teacher candidates' attainment of the teacher education standards.
4. Support teacher candidates during their field experiences and clinical practices.
5. Ensure there are adequate resources for adjunct and full-time faculty members to improve the quality of instruction and provide opportunities for professional development. Success in this area is also dependent upon communication between full-time faculty members and adjunct instructors at the campuses.
6. Collaborate with school districts and communities to assess their needs and identify opportunities toward delivery of specially designed academic programs.
7. Respond to the state, professional, federal, and international demands related to teaching.

The Fischler Academy

The Fischler Academy is committed to the dissemination of pedagogical strategies and resources developed through research and sharing of evidence-based teaching practices. To design the integration of project-based learning within the program's curriculum, The Fischler Academy features Inspire Teaching and Learning On-Demand Module alignment highlighting an extensive series of pedagogical training modules which provide the framework for The Fischler Academy's curriculum. Nova Southeastern University is committed to delivering the Inspire Teaching and Learning program and serves as a catalyst for change by providing a high-quality resource that can improve the training and professional development of preservice teachers, University faculty, PK-12 teachers, and administrators. Inspire Teaching and Learning has consistently maintained a strong interest and commitment to increasing student achievement, character building, and goal setting in the educational field. As partners, The Fischler Academy and Inspire Teaching and Learning improve teacher preparation and increase the volume of highly qualified educators entering the classroom, as well as educational opportunities to improve instruction for in-service teachers.

Fischler Academy Mission Statement

The Fischler Academy is a comprehensive teacher-training program designed to foster aspiring educators to become reflective teacher leaders who are committed to equity, cultural awareness and social responsibility. The curriculum blends the learner-centered model of competency-based instruction with the immersive elements of experiential education and offers a state-of-the-art, technology-rich

learning environment to experience effective professional practices. Students are prepared to serve as dynamic agents of change within diverse communities through active field experiences that begin early in the program and continue through their educational journey.

Educator Certification Requirements

In Florida, candidates graduating from a state-approved program and who have passed all portions of the Florida Teacher Certification Exam (FTCE) are eligible for a professional or temporary certificate or endorsement. Actual teacher certification or endorsement is awarded by the Florida 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.

Some Nova Southeastern University programs may not meet a state's certification and/or licensure requirements. Before beginning any program, applicants should contact the specific state department of education for requirements and current information regarding teacher certification/licensure.

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

The following information is provided in compliance with recent United States Department of Education regulations. Students enrolled in online programs and residing in states other than Florida should visit *nova.edu/academics/distance-education.html* for state-specific distance education disclosures and the student complaint process.

Certification through Course-by-Course Analysis by the Florida Department of Education

Courses are offered for students who already hold a bachelor's degree in fields other than education and who desire to obtain certification in specific content areas (see programs of study). Before registering for courses, individuals who are not already full-time students and who are seeking courses that may lead to certification can be admitted to NSU as non-degree-seeking students. Certification-only students assume full risk in interpreting the letter of eligibility needs. NSU recommends that certification-only students discuss anticipated course offerings with the Teacher Certification Office of the Florida Department of Education, or the local school district certification officer, before registering for any courses.

The Florida Department of Education address:

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

Phone Services:
U.S. Domestic: 800-445-6739
Outside U.S.: 850-245-5049

Professional Licensure

The Department of Education Undergraduate Education Programs are licensed by the Florida Department of Education. 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.

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://www2.ed.gov/about/contacts/state/*.

Requirements

Matriculation Requirements

Each semester, the Department of Education Undergraduate Education Program office reviews the academic transcripts of all students enrolled in a state-approved teacher education major. Students are required to apply for admission into the teacher education majors. This will include students who have already been admitted at the university level. It is the student's responsibility to work with their academic advisor to meet the matriculation requirements. Upon meeting the conditions of matriculation into the Department of Education Undergraduate Education Programs, students will be declared teacher candidates. Students who do not meet the admission/matriculation requirements will be unable to register for teacher education courses until the matriculation requirements are met.

1. Students must comply with the admission requirements established by the Nova Southeastern University Office of Undergraduate's Admissions.
2. Students must earn a grade of C or better in COMP 1500, COMP 2000, MATH 1040, and MATH 1050 or their equivalents.
3. Students must earn a cumulative GPA of 3.0 or higher.
4. All students must submit documentation that the testing requirement (General Knowledge Test [GKT] has been met before registration of education courses in the teacher candidate's junior year). Per the Florida Statutes, the College Level Academic Skills Test (CLAST) may no longer be used to meet the general knowledge-testing requirement.
5. Students may be required to successfully complete a one-page essay related to teacher dispositions as part of the matriculation process.
6. All teacher candidates who wish to enter a Pre-K-12 classroom are required to obtain a security clearance (fingerprint/background check) from their respective school district. Obtaining and maintaining security clearance is the teacher candidate's professional responsibility. Security clearance should be obtained as required by the local school district. Security clearance obtained through private sectors will not be allowed as proof of clearance. Directions for obtaining security clearance can be found on the Office of Placement Services Website at *https://education.nova.edu/students/current-students/gtep/how-to-get-a-field-placement.html*

Testing Requirements

Florida

Passing the General Knowledge Test (GKT) is a requirement for admission into any state-approved teacher education program. The appropriate GKT sections are Reading, English Language Skills, Mathematics, and Essay. The Fischler College of Education and School of Criminal Justice Department of Education Undergraduate Education Programs offer state-approved teacher education programs; therefore, the testing requirements apply. Florida teacher candidates are also required to pass the Professional Education Test and the Subject Area Examination subtests of the Florida Teacher Certification Examinations (FTCE) in order to begin the clinical practice (internship). It is the teacher candidate's responsibility to register and pass all of the Florida Teacher Certification Examinations which include the GKT, Professional Education Test, and the Subject Area Examination to complete program requirements. Florida Teacher Certification Examination (FTCE) test scores (General Knowledge Test, Professional Education Test, and Subject Area Examination) remain valid for 10 years after the date of which they were passed. Teacher candidates who have FTCE test scores older than 10 years must retake the test prior to beginning their clinical practice (internship). 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 the Nova Southeastern University Abraham S. Fischler College of Education and School of Criminal Justice prior to degree conferral and commencement participation. Unofficial score reports submitted by students will not be accepted. Students are recommended to consult with their academic advisor and the Program's Office of Placement Services regarding current testing requirements.

Prior to Clinical Practice (Internship)

Florida teacher candidates must pass the GKT, Professional Education Test, and Subject Area Examination to be accepted into the clinical practice (internship). It is recommended that the Professional Education Test be taken upon completion of all courses with an EDUC prefix. In addition to passing the GKT, Subject Area Examination and Professional Education Test, acceptance into the clinical practice (internship) is dependent on skill level mastery as evidenced by the completion of the key assessments/critical tasks (please see the "Assessment System" below for more information).

Assessment System

The requirements of the Florida state-approved teacher education programs provide learning opportunities for teacher candidates to acquire and document mastery of teacher education standards including but not limited to the Interstate Teacher and Support Consortium (InTASC) Standards, Florida Educator Accomplished Practices (FEAPs), and Council for the Accreditation of Educator Preparation (CAEP) standards. Mastery of the standards prepares teacher candidates for entry into the profession and to be successful educators in their future classrooms. The courses within the various majors have been designed to facilitate teacher candidates' attainment of the standards, and candidates document their attainment by the completion of key assessments/critical tasks.

As teacher candidates complete the key assessments/critical tasks in their coursework, their performance is graded using a rubric that identifies the criteria and gradations of quality for the assessments/tasks. At the completion of the course, the course instructor records the grades on the key assessments/critical tasks in Via (aka LiveText) provided by Watermark, which is the online Teacher Preparation Program Assessment System. Teacher candidates who fail to meet or exceed the standards set for the key assessments/critical tasks must remediate their skill acquisition in order to achieve mastery of the standards. Remediation occurs at the course level with the instructor, and the teacher candidate subsequently revises the key assessments/critical tasks no later than one term after the completion of the course. The teacher candidate resubmits the key assessments/critical tasks for re-grading by the instructor who, in turn, updates the information in Via (aka LiveText) provided by Watermark. Successful remediation of key assessments/critical tasks changes the grade in Via (aka LiveText) provided by Watermark to "meets" or "exceeds" but does not change the course grade.

Teacher candidates' progress through the program is monitored by full-time faculty using the Via (aka LiveText) provided by Watermark system. Teacher candidates must complete and upload the required key assessment artifacts/critical tasks to Via (aka LiveText) provided by Watermark and their progress is monitored at two checkpoints by the Office of Placement Services. The first checkpoint occurs when the teacher candidate applies for entrance into the clinical practice (internship). The teacher candidate must successfully attain standards prior to the clinical practice (internship) to qualify for the clinical practice (internship). The second checkpoint occurs when the teacher candidate applies for degree conferral. The teacher candidate must successfully attain standards during or prior to the clinical practice (internship) to qualify for degree conferral. The teacher candidate must submit the reports to the Office of Placement Services for review. Failure to pass the checkpoints prevents progression to the clinical practice (internship) and/or degree conferral.

Degree Completion Requirements

Teacher candidates graduating from a Florida state-approved teacher education program must pass all parts of the Florida Teacher Certification Examination (FTCE) as noted in the previous Testing Requirements section. Official scores for the various sections of the FTCE must be submitted prior to the anticipated graduation date to ensure degree conferral.

In addition to passing examination scores, evidence of skill acquisition/mastery of the required teacher education standards must be reflected in the key assessments/critical tasks grades in Via (aka LiveText) provided by Watermark as "meets" or "exceeds" standards as described in the Assessment System section.

Teacher candidates and Fischler Academy students are required to maintain a 3.0 grade point average or higher to qualify for degree conferral.

Security Clearance

The Florida Department of Education requires candidates to pass a background security clearance and provide fingerprints prior to field placements, practicums, internships, receiving certification, an endorsement, or employment. Students must have a Social Security number for this level of security clearance.

For additional information, candidates are encouraged to review the Florida Statutes, which can be found at Statutes & Constitution Florida (*http://www.leg.state.fl.us/Statutes/index.cfm?Tab=statutes&submenu=-1*).

Course Load Policy

Students/teacher candidates enrolled in the Department of Education Undergraduate Education Programs at NSU are considered full-time if they are registered and complete 12 or more credits (four or more courses) per 16-week semester. Teacher candidates will not be permitted to take more than 18 credits during a 16-week semester. Fischler Academy students may register for up to 21 credits during a 16-week semester and Fischler Academy Secondary Biology students may enroll up to 22 credits (must be previously approved with the program director).

Registration Requirements

Students in the state-approved bachelor's degree programs who intend to be teacher candidates should meet with their academic advisor to register for the upcoming term. This registration appointment ensures students sufficient time to review curricular requirements regularly with their academic advisor. Courses in the education major must be taken in sequence according to the course prerequisites. All general education courses should be successfully completed prior to taking any education courses.

Students/teacher candidates are encouraged to start the registration process for an upcoming term several months in advance to ensure enough time to meet with their academic advisor and prepare for the first day of the term. Some courses in the education major have a pre-class assignment due during the first-class meeting. Pre-class assignments can be obtained in the course syllabus located at *fcas.nova.edu/coursewizard/*. Students/teacher candidates are expected to have prepared properly for the first-class session by having completed the pre-class assignment. Attendance is mandatory for all class sessions. Lack of an appointment time with an academic advisor will neither prevent any late registration holds that may apply, nor will it negate the requirements of the pre-class assignment or attendance in class for the first session.

Teacher Candidate Meetings

The Department of Education Undergraduate Program office requires all teacher candidates to attend the annual Teacher Candidate Conference, which is held annually at the main campus and/or online. The purpose of these meetings is to keep all teacher candidates informed of undergraduate policies, state department of education updates, the Assessment System process, and field experiences and clinical practice (internship) procedures. In addition, these meetings allow teacher candidates to ask questions of full-time faculty members and representatives from the Office of Placement Services on issues concerning their respective majors.

Field Experiences

Field experiences have long been recognized as a critical component of teacher preparation programs. These experiences enable teacher candidates to apply theory and effective practices in actual classrooms and acquire competencies necessary for successful teaching.

Nova Southeastern University is committed to providing quality field experiences for all students/teacher candidates majoring in education as an integral part of teacher candidate training. Underlying this commitment is the philosophy that field experiences provide a vital link between educational theory and practice. When a transfer of learning occurs from the university classroom to a real-life setting, the connection significantly contributes to the professional development of the teacher candidate. Consequently, all participants are enriched by these experiences. All field experiences are conducted in PK-12 classrooms under the leadership of a cooperating teacher with clinical educator training and with a minimum of three years successful training experience.

The Florida Department of Education requires that all students majoring in a state approved teacher education program participate in a variety of field experiences. Field experiences must begin early in the program and culminate with the clinical practice (internship). During these experiences, students should be given the opportunity to demonstrate their understanding of the CAEP standards, InTASC Principles, Florida Educator Accomplished Practices, and Subject Area Competencies and Skills. Students will be provided with guidance and feedback in the field experience setting.

Education courses in Nova Southeastern University's Department of Education Undergraduate Education Programs curriculum will require multiple field experience components. The field experiences vary depending on the competencies and course requirements.

A supervised field experience occurs in a designated course specific to each major. If it is determined by the university supervisor that remediation is needed as a result of the supervised field experience, follow-up supervision will take place in subsequent courses. All field experiences must be coordinated and approved through the Office of Placement Services. Teacher candidates should request their field placement at the time of registration for each of the field experience courses (EDUC 2505, EDUC/ELEM/ESED 3505, and EDUC 4505). It is the responsibility of the teacher candidate to provide their own transportation to assigned schools. All questions about the field experience should be directed to the Office of Placement Services at (954) 262-5364 or (800) 986-3223 ext. 25364.

Clinical Practice (Internship)

Clinical practice (internship) is the final course of the NSU Department of Education Undergraduate Education Programs. This 12-week course includes seminar meetings and 12 weeks of teaching in school. Teacher candidates will be placed at a school site by the internship coordinator in collaboration with school district placement specialists. Teacher candidates will gradually assume full responsibility for teaching the class to which they are assigned. The clinical practice (internship) is offered each academic year in the fall and winter semesters and must be completed as part of the NSU program. Since it is the final course for the degree, it cannot be transferred from another institution, nor can experience be substituted to satisfy this requirement. The Florida Board of Education's Administrative Rule 6A-4.02 does not permit full-time administrative or teaching experience to be a substitution for the internship for purposes of initial certification.

Students must earn a B or higher in the seminar and pass the clinical practice (internship) for program completion.

Internship Application

It is the teacher candidate's responsibility to complete and submit the internship application before the deadline. Students can fill out the internship application online at *education.nova.edu/students/current-students/gtep/office-of-placement-services.html* (select Internship Application button on left panel).

Fall semester deadline—February 1
Winter semester deadline—August 1

After the application is received, the applicant's file is reviewed for completion of all requirements. Teacher candidates will receive a copy of a completed letter of eligibility with an internship audit indicating their internship status (conditionally approved or denied). Once all internship requirements are fulfilled, teacher candidates must attend the mandatory Internship Orientation Meeting. Teacher candidates who fail to attend the Internship Orientation Meeting will be ineligible to enter the internship.

If a teacher candidate does not meet the entrance requirements listed below, the internship application will be denied until all requirements are met.

Internship Qualifications

Teacher candidates are considered eligible for the internship if they have met the following criteria:

- Completion of appropriate credits (including all general education requirements, all program requirements, and all courses required for the major, except the internship).
- A minimum overall GPA of 3.0.
- Passing score on the General Knowledge Test (GKT), Subject Area Examination (SAE), and Professional Education Test.
- Completion of the key assessments with a passing grade of B- or higher in coursework.

Teacher candidates should refer to the *Internship Handbook* for a complete explanation of policies and procedures covering the internship program. All questions about the internship program should be directed to the Office of Placement Services at (954) 262-5364 or 800-986-3223, ext. 25364.

Dress Code—Field Experiences and Clinical Practice (Internship)

All teacher candidates completing field experience and clinical practice (internship) are expected to abide by the dress code that is in place at the school/school district in which they are placed. Teacher candidates must dress professionally and appropriately for the college setting and/or any school related specific activity. Clothing that is in any way controversial, provocative, and/or revealing

may not be worn. Teacher candidates are expected to follow good grooming habits and long hair should be worn in a manner where it will not impede the PK–12 classroom students' view of the teacher candidate's face and mouth. If poor judgment is exercised in the manner of dress or grooming, the teacher candidate may be asked to leave campus by the University administrator, cooperating teacher, or university supervisor until such time that the situation has been remedied.

Majors

Child Development Major

The BS in Child Development prepares students with a working knowledge of typical and atypical development from birth through adolescence, and an understanding of the influence of familial, cultural, socioeconomic, and other factors on developmental progression and child and adolescent well-being. Emphasis is placed on the application of evidence-based practices to support child health and safety, and to promote positive developmental, educational, and psychological outcomes. This program is designed to meet the needs of students interested in working with children in a human services or child care and education program setting once they graduate and/or would like to pursue graduate studies in fields including but not limited to, developmental disabilities, child protection, child advocacy, education, and counseling/psychology.

In the Child Development major, students can pursue a focused area of study by selecting a concentration in Early Child Development, Leadership and Administration, Child Life, or Curriculum and Instruction. Students completing courses in the Early Child Development concentration will have met the required coursework to satisfy the training component necessary to apply for the Child Development Associate Credential. Students completing the Leadership and Administration coursework are prepared to lead in a childcare setting and will have satisfied the requirements for the Florida Director Credential. Students completing the Child Life concentration may satisfy the course requirements set forth by the Association of Child Life Professionals (ACLP). The Child Life concentration does not directly lead to the Certified Child Life Specialist (CCLS) certification upon graduation. Students intending to pursue the CCLS certification will need to satisfy the internship requirements set forth by the ACLP before receiving eligibility to take the child life certification exam. Students completing courses in the Curriculum and Instruction concentration may pursue an alternative pathway to professional certification. Graduates seeking teacher certification must meet all Florida Department of Education certification requirements to qualify for a Professional Florida Educator's Certificate.

Child Development Major Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the "General Education Program" section on page 97 of this catalog.

Child Development Major (39 credits)

Core Courses (39 credits)

ECDP 3321	Infant and Toddler Development (3 credits)
ECDP 3334	Preschool, Primary, and Middle Childhood Development (3 credits)
EECP 3351	Adolescent Development (3 credits)
ECDP 3341	Child and Adolescent Mental Health (3 credits)
ECDP 3338	Cultural and Social Issues in Child Development (3 credits)
EECP 4330	Promoting Child Health and Safety (3 credits)
ECDP 4423	Child Abuse and Neglect (3 credits)
EDEC 2405	Supporting Children & Adolescents with Special Needs (3 credits)
ECA 0218	Child Observation & Assessment for Decision Making (3 credits)
EDEC 4320	Cultural Perspectives in Working with Children and Families (3 credits)
ECDP 3345	Parenting Theory and Practice (3 credits)
ECDP 4518	Family Systems (3 credits)
ECDP 4990	Advanced Senior Year Seminar (3 credits)

Concentrations (15 credits)

Students may choose to select one of the following concentrations to meet the 15-credit concentration requirement:

Leadership and Administration (15 credits)

ECA 0270	Administration of Child Care and Education Program (3 credits)
ECA 2273	Child Care Administration: Organizational Leadership and Management (3 credits)
ECA 0275	Early Childhood Administration: Financial and Legal Issues (3 credits)
ECA 0278	Curricular Programming in Early Childhood Centers (3 credits)
EDEC 3420	Families of Children with Special Needs: Challenges and Opportunities (3 credits)

Early Child Development (15 credits)

ECA 0203	Foundations of Early Care and Education (3 credits)
ECA 0101	Introduction to Early Childhood Education: Professionalism, Safety, Health, and Learning Environment (3 credits)
ECA 0112	Introduction to Early Childhood Education: Physical, Cognitive, Communication, and Creative Development (3 credits)
ECA 0114	Introduction to Early Childhood Education: Families, Schools and Communities (CDA III) (3 credits)
ECA 0267	Literacy Development in Multilingual Communities (3 credits)

*Child Life (15 credits)**

ECDP 3510	Foundations in Child Life and Family Centered Care (3 credits)
ECDP 4367	Play and Children Curricular Applications (3 credits)
ECDP 4510	Research Methods and Program Evaluation (3 credits)
HS 3300	Ethical and Professional Issues in Human Services (3 credits)
HUMN 4100	Death and Dying (3 credits)
ECDP 4525	Child Life Internship (Elective) (3 credits)
ECDP 4520	Child Life Practicum (Elective) (3 credits)

*Students seeking CLS certification must complete a minimum of five courses (15 credit hours) to a maximum of seven courses (21 credit hours) in the Child Life concentration.

*Curriculum and Instruction (15 credits)***

EDUC 2010F	Foundations of Education (3 credits)
ESOL 3340F	Survey of TESOL for Teachers (3 credits)
EDUC 3360F	Educational Psychology (3 credits)
EDUC 3525F	Practices of Instruction (3 credits)
EDUC 3535F	Educational Assessment (3 credits)

**All Fischler Academy students are required to complete the Curriculum and Instruction concentration.

Education Major

The Bachelor of Science in Education is an undergraduate major, which features courses that give students a comprehensive understanding of the foundations of our education system, research-based instructional practices, and strategies designed to enhance their ability to connect with people from diverse populations. Through this program of study, students will be prepared to work in educational and governmental agencies, non-governmental organizations, and other out-of-school educational spaces. The Bachelor of Science in Education provides students with the skills needed to thrive in any professional environment and the flexibility required in order for them to pursue an additional major in an approved content area.

The Bachelor of Science in Education features a concentration in Computer Science Education.

General Education Requirements (30 credits) or Computer Science (CS) Concentration* (31 credits)

Students are required to complete 30 or 31 (CS Concentration) credit hours as part of the General Education Program. For specific course requirements, refer to the "General Education Program" section on page 97 of this catalog.

Education Major

Core Courses (39 credits)

EDUC 2010	Foundations of Education (3 credits)
ESOL 2903	Cross-Cultural Studies (3 credits)
ESOL 3340	Survey of TESOL for Teachers (3 credits)

EDUC 3350 Survey of Exceptional Student Education (3 credits)
EDUC 3525 Practices of Instruction (3 credits)
EDUC 3535 Educational Assessment (3 credits)
EDUC 4010 Foundations of Curriculum Development (3 credits)
SECE 4320 Secondary Classroom Management *OR* EDUC 4322 Foundations of Classroom Management (3 credits)
EDUC 3360 Educational Psychology *OR* CS Concentration* requires SECE 4560 Methods of Teaching Secondary Reading (3 credits)

Select any SECE or ELEM or ESED prefix course or CS Concentration* requires SECE 4380 Methods of Teaching Computer Science (3 credits)

ESOL 4565 Second Language Learning (3 credits)
EDUC 4510 Diversity and Ethics (3 credits)

Select any SECE or ELEM or ESED prefix course (3 credits)

Concentrations

Students may choose to select one of the following concentrations to replace open electives.

Computer Science Education (K-12) (44 credits)

* General Education and Core Course requirements are slightly different from the Education Major requirements as noted above.

CSIS 1800 Introduction to Computer and Information Sciences (3 credits)
CSIS 2101 Fundamentals of Computer Programming (4 credits)
CSIS 2050 Discrete Mathematics (4 credits)
CSIS 3500 Networks and Data Communication (3 credits)
CSIS 4530 Database Management (3 credits)
CSIS 3101 Advanced Computer Programming (4 credits)
CSIS 3400 Data Structures (4 credits)
CSIS 3020 Web Programming and Design (3 credits)
CSIS 4020 Mobile Computing (3 credits)
CSIS 3750 Software Engineering (4 credits)
CSIS 4311 Web Service and Systems (3 credits)
CSIS 4010 Computer Security (3 credits)
TECH 4950 Internship in Technology (3 Credits)

Teaching and Learning (18 credits)

EDUC 2505 Practicum I (1 credit)
EDUC 3505 Practicum II *OR* ELEM 3505 Practicum II *OR* ESED 3505 Practicum II (1 credit)
EDUC 4505 Practicum III (1 credit)

Any SECE, ELEM, or ESED prefix methods course in a content area (3 credits)

SECE 4560 Methods of Teaching Secondary Reading *OR* ELEM 4560 Methods of Teaching Reading Across the Elementary Curriculum (3 credits)
EDUC 4515 Pre-professional Internship (9 credits)

- Elementary Education—ESOL/Reading Endorsements (Florida DOE Approved) Major -

The Bachelor of Science in Elementary Education—ESOL/Reading Endorsements focuses on developing teacher leaders who are equipped with the skills to promote equity, cultural awareness, and social responsibility in diverse educational settings. This major provides future educators with a foundation in current state and federal legislation and the impact that it has on teaching in the 21st Century classroom. Future educators will acquire content expertise in teaching: reading, mathematics, writing, social studies, science, art, music, and physical education in grades K-6. ESOL courses are also an integral component in the major. Course content is research-based, demonstrating current practices in the field of education. Additionally, the course content emphasizes active learning and experiential learning strategies and the effective use of technology in the classroom.

Elementary Education Learning Outcomes

The following describes the overall learning outcomes for students in Elementary Education—ESOL/Reading Endorsements:

1. Apply principles of differentiated instruction to ensure equitable treatment for all elementary classroom learners.
2. Integrate current technology tools in the elementary classroom curriculum.
3. Utilize content knowledge in the elementary classroom.
4. Apply state and federal legislation and standards to professional practice.
5. Create lesson plans to address the needs of elementary school students.
6. Synthesize current research in Elementary Education to inform and reflect on the professional practice.

Elementary Education—ESOL/Reading Endorsements (Florida DOE Approved) Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the "General Education Program" section on page 97 of this catalog.

Elementary Education—ESOL/Reading Endorsements Major Requirements (Florida) (75 credits)

Teacher candidates in the state-approved teacher education program in the Elementary Education—ESOL/Reading Endorsements major must also keep track of field experiences within the courses. A supervised field experience occurs in ELEM 4815.

EDUC 2010	Foundations of Education (3 credits)
ESOL 2903	Cross-Cultural Studies (3 credits)
ESOL 3340	Survey of TESOL for Teachers (3 credits)
EDUC 3350	Survey of Exceptional Student Education (3 credits)
EDUC 3360	Educational Psychology (3 credits)
EDUC 3525	Practices of Instruction (3 credits)
ELEM 3530	Methods of Teaching Social Studies in the Elementary School (3 credits)
EDUC 4010	Foundations of Curriculum Development (3 credits)
ELEM 3810	Assessing and Teaching Literacy in the Elementary School (3 credits)
ELEM 4535	Inquiry Approaches to STEM Education in the Elementary Classroom (3 credits)
EDUC 3535	Educational Assessment (3 credits)
ELEM 3550	Methods of Teaching Science in the Elementary School (3 credits)
ELEM 4340	Methods of Teaching Language Arts in the Elementary School (3 credits)
ELEM 4350	Methods of Teaching Mathematics in the Elementary School (3 credits)
ELEM 4560	Methods of Teaching Reading Across the Elementary Curriculum (3 credits)
ESOL 4565	Second Language Learning (3 credits)
ELEM 4810	Integrating PE and Health Education in the Elementary School (3 credits)
ELEM 4815	Integrating Art and Music Education Across the Curriculum (3 credits)
EDUC 4510	Diversity and Ethics (3 credits)
EDUC 4322	Foundations of Classroom Management (3 credits)
EDUC 2505	Practicum I (1 credit)
ELEM 3505	Practicum II (1 credit)
EDUC 4505	Advanced Practicum (1 credit)
ELEM 4570	Elementary Education Internship (12 credits)

– Exceptional Student Education—ESOL Endorsement (Florida DOE Approved) Major –

The Bachelor of Science in Exceptional Student Education is a state-approved initial certification program in Florida that focuses on preparing teacher candidates to enter the classroom, while emphasizing the teaching of students with multiple disabilities both within the inclusive classroom and/or in special educational settings. This major provides future educators with a foundation in the history of special education including current state and federal legislation, as well as preparation in classroom management, and methods of teaching reading, mathematics, and life skills to special needs students. Course content is research based and infuses best practices in education and strategies for teaching English as a second language (ESOL). The program aligns directly with the Florida Department of Education's certification requirements for exceptional student education (grades K–12) and endorsement requirements for ESOL.

Exceptional Student Education Learning Outcomes

The following describes the overall learning outcomes for students in Exceptional Student Education—ESOL Endorsements:

1. Apply state and federal legislation and standards to their professional practice.
2. Create lesson plans to address the needs of all students.
3. Apply the codes of professional ethics to ensure equitable treatment for all learners.
4. Integrate current technology tools in the classroom for students with exceptionalities.
5. Synthesize current research in Exceptional Student Education to inform and reflect on the professional practice.

Exceptional Student Education—ESOL Endorsement (Florida DOE Approved) Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the "General Education Program" section on page 97 of this catalog.

Exceptional Student Education—ESOL Endorsements Major Requirements—Florida (75 credits)

Teacher candidates in the state-approved program in the exceptional student education major must also keep track of field experiences within the courses. A supervised field experience occurs in ESED 4550.

EDUC 2010	Foundations of Education (3 credits)
ESOL 2903	Cross-Cultural Studies (3 credits)
ESOL 3340	Survey of TESOL for Teachers (3 credits)
EDUC 3350	Survey of Exceptional Student Education (3 credits)
EDUC 3360	Educational Psychology (3 credits)
EDUC 3525	Practices of Instruction (3 credits)
EDUC 3535	Educational Assessment (3 credits)
ESED 3540	Introduction to Language and Speech Disabilities (3 credits)
ESED 3561	Families, Professionals and Exceptionality (3 credits)
ESED 3570	Foundations of Learning Disabilities (3 credits)
EDUC 4322	Foundations of Classroom Management (3 credits)
EDUC 4010	Foundations of Curriculum Development (3 credits)
ELEM 3810	Assessing and Teaching Literacy in the Elementary School (3 credits)
ELEM 4350	Methods of Teaching Mathematics in the Elementary School (3 credits)
ESED 4530	Classroom Procedures for the Intellectually and Developmentally Delayed (3 credits)
ESED 4550	Methods and Materials for Teaching Learners with Specific Learning Disabilities (SLD) (3 credits)
ELEM 4340	Methods of Teaching Language Arts in the Elementary School (3 credits)
EDUC 4510	Diversity and Ethics (3 credits)
ELEM 4560	Methods of Teaching Reading Across the Elementary Curriculum (3 credits)
ESOL 4565	Second Language Learning (3 credits)
EDUC 2505	Practicum I (1 credit)
ESED 3505	Practicum II (1 credit)
EDUC 4505	Advanced Practicum (1 credit)
ESED 4570	Exceptional Student Education Internship (12 credits)

Secondary Biology Education (Florida DOE Approved) Major

The Bachelor of Science in Secondary Biology Education focuses on developing teacher leaders who are equipped with the skills to promote equity, cultural awareness, and social responsibility in diverse educational settings. The major provides a comprehensive set of methods courses specifically designed for biology instruction and a specialty component that includes a variety of science courses that comprise the content of secondary biological sciences. The courses are based on the Florida Standards and the current state-wide assessment in the sciences in (grades 6–12). Biology certification is a specialty certification that allows teachers to provide instruction at the middle school level as well as many biological and environmental courses at the high school level.

Secondary Biology Education—(Florida DOE Approved) Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the "General Education Program" section on page 97 of this catalog.

Secondary Biology Education Major Requirements (88 credits)

Teacher candidates in the state-approved teacher education program in the AP secondary biology education major (grades 6–12) must also keep track of field experiences within the courses. A supervised field experience occurs in SECE 3560.

ESOL 2903	Cross-Cultural Studies (3 credits)
ESOL 3340	Survey of TESOL for Teachers (3 credits)
EDUC 3350	Survey of Exceptional Student Education (3 credits)
EDUC 3525	Practices of Instruction (3 credits)
EDUC 3535	Educational Assessment (3 credits)
EDUC 2010	Foundations of Education (3 credits)
SECE 3560	Methods of Teaching Biology in the Secondary Classroom (3 credits)
SECE 4320	Secondary Classroom Management (3 credits)
SECE 4550	Teaching Inquiry Science in Secondary Schools (3 credits)
SECE 4560	Methods of Teaching Secondary Reading (3 credits)
EDUC 4010	Foundations of Curriculum Development (3 credits)
ESOL 4565	Second Language Learning (3 credits)
EDUC 4510	Diversity and Ethics (3 credits)
EDUC 2505	Practicum I (1 credit)
EDUC 3505	Practicum II (1 credit)
EDUC 4505	Advanced Practicum (1 credit)
SEBI 4570	Secondary Biology Education Internship (12 credits)

Biology Specialty Courses

BIOL 1040	Environmental Studies (3 credits)
BIOL 1070	Basics of Human Heredity (3 credits)
BIOL 2400	Applied Microbiology (3 credits)
BIOL 1500	Biology I/Lab (4 credits)
BIOL 1510	Biology II/Lab (4 credits)
BIOL 3200	General Ecology/Lab (4 credits)
BIOL 3320	Anatomy and Physiology I/Lab (4 credits)
CHEM 1100	Fundamentals of Chemistry (3 credits)
MATH 2020	Applied Statistics (3 credits)
PHYS 1020	Concepts in Physical Science (3 credits)

Secondary English Education—ESOL/Reading Endorsements (Florida DOE Approved) Major

The Bachelor of Science in Secondary English Education—ESOL/Reading Endorsements focuses on developing teacher leaders who are equipped with the skills to promote equity, cultural awareness, and social responsibility in diverse educational settings. The major provides a comprehensive set of pedagogical courses specifically designed for English instruction and assessment and a specialty component that includes a variety of English, literature, and speech communication courses that comprise the content of the AP secondary English education major. The courses are based on the Florida Standards and the current state-wide assessment in English (grades 6–12). Course content is research-based and infuses best practices in education and strategies for teaching English as a second language (ESOL).

Secondary English Education—ESOL/Reading Endorsements (Florida DOE Approved) Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the "General Education Program" section on page 97 of this catalog.

Secondary English Education Major—ESOL/Reading Endorsements Requirements (87 credits)

Teacher candidates in the state-approved teacher education program in the AP Secondary English Education-ESOL/Reading Endorsements major (grades 6–12) must also keep track of field experiences within the courses. A supervised field experience occurs in SECE 4370.

ESOL 2903	Cross-Cultural Studies (3 credits)
ESOL 3340	Survey of TESOL for Teachers (3 credits)
EDUC 3350	Survey of Exceptional Student Education (3 credits)
EDUC 3525	Practices of Instruction (3 credits)
EDUC 3535	Educational Assessment (3 credits)
EDUC 2010	Foundations of Education (3 credits)
SECE 4320	Secondary Classroom Management (3 credits)
SECE 4370	Methods of Teaching Secondary English (3 credits)
SECE 4560	Methods of Teaching Secondary Reading (3 credits)
EDUC 4010	Foundations of Curriculum Development (3 credits)
SECE 3210	Creative Writing Workshop (3 credits)
ESOL 4565	Second Language Learning (3 credits)
EDUC 4510	Diversity and Ethics (3 credits)
EDUC 2505	Practicum I (1 credit)
EDUC 3505	Practicum II (1 credit)
EDUC 4505	Advanced Practicum (1 credit)
SEEN 4570	Secondary English Education Internship (12 credits)

English Specialty Courses

SPCH 1010	Public Speaking (3 credits)
LITR 2010	British Literature I (3 credits)
LITR 2011	British Literature II (3 credits)
LITR 2020	American Literature I *OR* LITR 2020H American Literature I Honors (3 credits)
LITR 2021	American Literature II *OR* LITR 2021H American Literature II Honors(3 credits)
LITR 2030	World Literature I *OR* LITR 2030H World Literature I Honors (3 credits)
LITR 2031	World Literature II *OR* LITR 2031H World Literature II Honors (3 credits)
LITR 3040	Women in Literature (3 credits)
LITR 3660	Young Adult Literature (3 credits)
LITR 4050	Literary Criticism and Theory (3 credits)
WRIT 2400	Style and Grammar (3 credits)

Secondary Math Education (Florida DOE Approved) Major

The Bachelor of Science in Secondary Math Education focuses on developing teacher leaders who are equipped with the skills to improve equity, cultural awareness, and social responsibility in diverse educational settings. The major provides a comprehensive set of methods courses specifically designed for Mathematics instruction and assessment and a specialty component with a variety of mathematics courses that comprise the content of secondary mathematics. The courses emphasize curriculum development, instruction, and assessment in subject areas such as geometry, algebra, and calculus as well as strategies for developing problem solving skills in students. The courses are based on the Florida Standards and the current state-wide assessment in mathematics (grades 6–12).

Secondary Math Education (Florida DOE Approved) Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the "General Education Program" section on page 97 of this catalog.

Secondary Math Education Major Requirements (82 credits)

Teacher candidates in the state-approved teacher education program in the secondary math education major (grades 6–12) must also keep track of field experiences within the courses. A supervised field experience occurs in SECE 4350.

ESOL 2903	Cross-Cultural Studies (3 credits)
CSIS 2050	Discrete Mathematics (4 credits)
ESOL 3340	Survey of TESOL for Teachers (3 credits)
EDUC 3350	Survey of Exceptional Student Education (3 credits)
EDUC 3525	Practices of Instruction (3 credits)

EDUC 3535	Educational Assessment (3 credits)
EDUC 2010	Foundations of Education (3 credits)
EDUC 4010	Foundations of Curriculum Development (3 credits)
SECE 4320	Secondary Classroom Management (3 credits)
SECE 4560	Methods of Teaching Secondary Reading (3 credits)
SECE 3540	Methods of Teaching Secondary Mathematics I (3 credits)
SECE 4350	Methods of Teaching Secondary Mathematics II (3 credits)
ESOL 4565	Second Language Learning (3 credits)
EDUC 4510	Diversity and Ethics (3 credits)
EDUC 2505	Practicum I (1 credit)
EDUC 3505	Practicum II (1 credit)
EDUC 4505	Advanced Practicum (1 credit)
SEMA 4570	Secondary Mathematics Education Internship (12 credits)

Math Specialty Courses

MATH 1250	Trigonometry (3 credits
MATH 2020	Applied Statistics OR MATH 2020H Applied Statistics Honors (3 credits)
MATH 2100	Calculus I *OR* MATH 2100H Calculus I Honors (4 credits)
MATH 2200	Calculus II (4 credits)
MATH 3200	Calculus III (4 credits)
MATH 3300	Introductory Linear Algebra (3 credits)
MATH 3400	Ordinary Differential Equations (3 credits)

Secondary Social Studies Education (Florida DOE Approved) Major

The Bachelor of Science in Secondary Social Studies Education focuses on developing teacher leaders who are equipped with the skills to promote equity, cultural awareness, and social responsibility in diverse educational settings. The major provides a comprehensive set of methods courses specifically designed for social studies instruction and assessment and a specialty component with a variety of content courses within the social sciences that include history, geography, political science, economics and sociology for secondary social studies. The courses are based on the Florida Standards and the current state-wide assessment in Social Studies (grades 6–12). Course content is research-based and infuses best practices in education and strategies for teaching social studies at the middle and high school level (grades 6–12).

Secondary Social Studies Education (Florida DOE Approved) Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the "General Education Program" section on page 97 of this catalog.

Secondary Social Studies Education Major Requirements (84 credits)

Teacher candidates in the state-approved teacher education program in the secondary social studies education major (grades 6–12) must also keep track of field experiences within the courses. A supervised field experience occurs in SECE 3530F.

ESOL 2903	Cross-Cultural Studies (3 credits)
ESOL 3340	Survey of TESOL for Teachers (3 credits)
EDUC 3350	Survey of Exceptional Student Education (3 credits)
EDUC 3525	Practices of Instruction (3 credits)
EDUC 3535	Educational Assessment (3 credits)
EDUC 2010	Foundations of Education (3 credits)
SECE 3530	Methods of Teaching Secondary Social Studies (3 credits)
SECE 4320	Secondary Classroom Management (3 credits)
SECE 4560	Methods of Teaching Secondary Reading (3 credits)
ESOL 4565	Second Language Learning (3 credits)
EDUC 4010	Foundations of Curriculum Development (3 credits)
SECE 4565	Teaching Controversial Topics in Social Studies (3 credits)
EDUC 4510	Diversity and Ethics (3 credits)

EDUC 2505	Practicum I (1 credit)
EDUC 3505	Practicum II (1 credit)
EDUC 4505	Advanced Practicum (1 credit)
SESS 4570	Secondary Social Studies Education Internship (12 credits)

Social Studies Specialty Courses

HIST 1050	The United States: From Settlement to Superpower (3 credits)
HIST 1120	The West: Patricians, Serfs, and Citizens (3 credits)
HIST 1170	The World: From Gatherers to Globalization (3 credits)
HIST 2150	Latin American and Caribbean History (3 credits)
HIST 3550	America Transformed (3 credits)
POLS 1200	Introduction to Political Science (3 credits)
GEOG 2050	Survey of Geography (3 credits)
ECN 2025	Principles of Macroeconomics *OR* ECN 2025H Principles of Macroeconomics Honors (3 credits)
POLS 1010	American Government and Politics (3 credits)
SOCL 1020	Introduction to Sociology (3 credits)

Minors

Education Minor

There is currently a need for exceptional student education and secondary level teachers. The Department of Education Undergraduate Education Program offers a minor in education that will allow students majoring in English, history, math, life science, or other majors the opportunity to take educational coursework to obtain employment in grade K-12 classrooms. The education minor will give students the strong foundation in teaching towards an alternative certification path to enter the teaching profession.

Students must have a minimum of 30 credits and no more than 90 credits to enroll in the education minor. In addition, the required field experiences for each course must be completed within an area elementary, middle, or high school. Students will be required to complete any security clearance processes required by the local school district.

Education Minor Requirements (15 credits)

All students minoring in education will need to complete the following:

ESOL 3340	Survey of TESOL for Teachers (3 credits)
EDUC 3350	Survey of Exceptional Student Education (3 credits)
EDUC 3360	Educational Psychology (3 credits)
EDUC 3525	Practices of Instruction (3 credits)

All students will choose 3 credits from the following:

EDUC 4322	Foundations of Classroom Management (3 credits)
SECE 4320	Secondary Classroom Management (3 credits)

Army Reserve Officer Training Corps (ROTC)

The Army Reserve Officer Training Corps (ROTC) is a college program that enables students to succeed in their desired career, whether civilian or military. The ROTC program provides ten courses consisting of 26 credits and culminates with the minor in Military Sciences and Leadership. Students who complete all ROTC requirements will receive the Minor in Military Science and Leadership and may be commissioned as Second Lieutenants and serve in the Active Duty Army, Army Reserves, or the Army National Guard.

Enrollment

Enrollment is open to all full-time students. Any student may enroll in MSLR 1000 and 2000 level courses in a participation status. Any student enrolling in the MSLR 3201/2 and MSLR 4301/2 must have the approval of the Department Chairperson.

MSLR 1001	Introduction to the Army (2 credits)

MSLR 1002	Foundations of Leadership (2 credits)
MSLR 2101	Individual Leadership Studies (2 credits)
MSLR 2102	Leadership and Teamwork (2 credits)

Instruction and Training

The freshmen and sophomore students register for Basic Military Science and Leadership Courses. There is no associated military obligation during the first two years of the program. These courses introduce students to leadership skills and concepts. The curriculum involves understanding how to communicate, set goals, how and when to make decisions, enhance physical fitness, how to build and operate in a team, and how to engage in creative problem solving, planning and organization. The curriculum focuses on building character, providing opportunities to apply, practice and experience leadership principles. Courses consist of outdoor/indoor instruction and practical 'hands-on' training on university intramural fields and at various South Florida military training sites.

Military Science and Leadership (ROTC) Minor

Qualified juniors, seniors, or graduate students may take the Advanced Military Science Courses upon approval from the Director. The Advanced Course provides intense training for students in simulated leadership positions. Students are taught the fundamentals of serving as an Army Officer. They will have numerous opportunities to lead small teams in a variety of challenging leadership situations. The seniors manage the ROTC Corps of Cadets, mentor junior cadets, plan and conduct training, management, and fundraising activities. Advanced courses led to a minor in Military Science and Leadership.

To complete the requirements for this minor, ROTC students must complete (15) course credits, in sequence, as follows:

Army Officer Professional Studies (Educational Core)

MSLR 3201	Leadership and Problem Solving (3 credits)
MSLR 3202	Leadership and Ethics (3 credits)
MSLR 4301	The Army Officer (3 credits)
MSLR 4302	Officership and Leadership (3 credits)
MSLR 4400	United States Military History (3 credits)
MSLR 4900	Supervised and/or Independent Student (3 credits)*

*Provided as needed to complete program requirements.

Razor's Edge Premier Programs

Experiential Leadership Minor

The Experiential Leadership minor is a curricular and co-curricular program that is designed to provide learning experience inside the classroom as well as outside the classroom through involvement and leadership initiatives throughout campus. The requirements for the minor in Experiential Leadership are only available for students admitted into the Razor's Edge Leadership Scholars Program offered by the Office of Student Leadership and Civic Engagement. To complete the requirements for this minor, students must complete 16 total credits including 7 credits of the required core courses as well as 9 credits of leadership-based electives. Students must earn a grade of B (3.0) or better in each course used to satisfy the Razor's Edge Leadership Scholars program.

Mandatory Core Courses (7 credits)

RAZL 1000	Self Leadership (1 credit)
RAZL 2000	Connecting with Others (1 credit)
RAZL 3030	Applied Leadership (3 credits)
RAZL 3500	Leading Others (1 credit)
RAZL 4000	Leading Change (1 credit)

Leadership Elective Requirements:

Participants will select three elective courses in the following fields of study to complete the minor as required. You can choose any three elective courses for a total of 9 credit hours. Multiple elective courses cannot be from the same fields of study and must be in one

of the approved fields below. Only elective courses in the approved fields with approved course prefixes will be accepted. A student may choose to complete the elective courses at any time as long as they are completed by the fourth year in the program or graduation, whichever comes first.

Fields of Study and approved Course Prefixes

Accounting: ACT
African Diaspora Studies/ Latin American Cultural Studies: HIST, HUMN, LITR
Anthropology: ANTH
Arts Administration: ARTS
Business: ENT, MGT
Communications/Strategic Communication: COMM, SPCH
Computer Information Systems: CSIS
Criminal Justice: CRJU
Economics: ECN
Education: EDUC, ELEM, ESED, SECE
English/Literature: LITR
Entrepreneurship: ENT
Finance: FIN
Gender Studies: GEST
Graphic Design: ARTS
History: HIST
Human Resource Management: HRM
Human Services Administration: HS
Information Technology: TECH
International Studies: INST, HUMN, LITR, POLS, SPAN
Legal Studies: LGST
Management: MGT
Marketing: MKT
Philosophy: PHIL
Political Science/ Public Administration: PADM, POLS
Psychology: PSYC
Public Health: BPH
Sociology: SOCL
Sports and Recreation Management: SPT
Theatre: THEA

Global Engagement Minor

The Global Engagement minor is a curricular and co-curricular minor that is designed to provide learning experiences inside the classroom as well as outside the classroom through involvement in global leadership and engagement activities on campus and in their local and global communities. The Global Engagement minor and experiential components are only available to students admitted to the Razor's Edge Global Premier Scholarship Program offered by the Office of International Affairs. To complete the requirements for this minor, students must complete a total of 16 credits from the required core courses.

Required Core Courses (16 credits)

RAZG 1470	Global Leadership (3 credits)
RAZG 1480	Multicultural and Diversity Issues (3 credits)
RAZG 1490	Global Engagement (3 credits)
RAZG 1503	Global Engagement Portfolio (1 credit)
COMM 2300	Intercultural Communication (3 credits)
INST 1500	Global Issues (3 credits)

Research Studies Minor

The Research Studies minor is a curricular and co-curricular program that is designed to provide learning experiences inside the classroom as well as outside the classroom through involvement in firsthand research experiences, scientific inquiry and problem-

solving activities and initiatives. The Razor's Edge Research Scholars will benefit from mentored research experiences with faculty researchers at NSU. The requirements for the minor in Research Studies are only available for students admitted into the Razor's Edge Research Scholars Program offered by the Abraham S. Fischler College of Education and School of Criminal Justice in cooperation with the Division of Student Affairs. To complete the requirements for this minor, students must complete 15 course credits, in sequence, as follows:

RAZR 1000R	Seminar in Research Design and Implementation I (3 credits)
RAZR 2000R	Seminar in Research Design and Implementation II (3 credits)
RAZR 3000R	Quantitative Research Design and Statistical Analysis (3 credits)

RAZR Field Experiences (totaling 6 additional credits) will be distributed among the remaining semesters of the undergraduate program.

RAZR 2501	Field Experience I (1 credit)
RAZR 3501	Field Experience II (1 credit)
RAZR 3502	Field Experience III (1 credit)
RAZR 4501	Field Experience IV (1 credit)
RAZR 4502	Field Experience V (2 credits)

Students must earn a grade of B (3.0) or better in each course used to satisfy the Razor's Edge Research Scholars program.

Shark Teach Scholars Program

Students in the Razor's Edge Shark Teach Scholars program are part of a four-year educational and leadership development program focused on utilizing what they learn in the classroom as future educators to aid in the continued transformation and vibrancy of the Nova Southeastern University community. Students in the program develop a sense of community and enthusiasm for academic excellence and in turn serve as academic ambassadors across various functions for the university.

Shark Teach scholars will serve as committee members in an approved Fischler Academy program committee and Student Success Peer Mentors through the Office of Student Success. Additional roles and expectations are outlined within the Shark Teach Scholars' Memorandum of Understanding (MOU), which is signed by all students prior to the start of their first semester in the program. It is required that students in the Razor's Edge Shark Teach Scholars program are active members of The Fischler Academy and agree to remain an Education major to maintain the scholarship and status as a Razor's Edge Shark Teach Scholars Program student.

Add-on Endorsement

Driver Education Add-on Endorsement

The Driver Education add-on endorsement program is available to Florida teachers who possess certification in other subject areas and wish to teach high school driver education. The courses leading to the endorsement will review basic driving rules and procedures associated with driving as well as how to implement these procedures using engaging instructional strategies. Teaching strategies to assist participants with classroom implementation will be used throughout the three courses in sequence. Sample teaching strategies and curriculum connections will also be included in the three courses.

EDUC 4910	Introduction to Driver's Education (3 credits)
EDUC 4911	Instructional Strategies and Methods for Teaching Advanced Driver Education (3 credits)
EDUC 4912	Administration and Supervision of Driver Traffic Safety Education (3 credits)

State Requirements for Driver Education Add-on Endorsement

The driver education add-on endorsement, state approved in Florida, provides the competencies necessary to meet all Florida Department of Education requirements for driver education instruction. Students who successfully complete the required coursework must apply for endorsement through the Florida Department of Education. Information about the process can be found at *fldoe.org/teaching/certification/additions/adding-an-endorsement.stml*.

Department of Human Services

The Department of Human Services offers a Bachelor of Science in Human Services Administration and a Bachelor of Science in Child Development. The Human Services Administration program is designed to provide students with an understanding of administration, public policy, ethics and practice in the field of Human Services Administration. This program provides an excellent foundation for students who intend to pursue careers in human services administration, other related professions, or graduate studies in areas such as health administration, public administration, social work, counseling and business administration. The B.S. in Child Development is intended to provide professional training for students interested in working in the field of human services with young children, their families, and communities. Students in this program are trained to foster positive social and academic development in children from infancy through adolescence. Graduates of this program will have a wide array of career opportunities and are prepared to pursue graduate studies in developmental disabilities, child protection, child advocacy, social work, and psychology.

Majors

Human Services Administration Major

Human Services Administration Major Learning Outcomes

A successful human services administration graduate is expected to:

1. Analyze the various roles and responsibilities of administration in the field of human services.
2. Demonstrate knowledge of historical and contemporary social issues impacting the human services field.
3. Apply knowledge of evidence-based practices to assessment and intervention approaches utilized within human services.
4. Articulate and define the character and qualities of human services organizations unique to the community and to the community members they serve.
5. Identify the importance and functions of human resources and supervision for human services administration.
6. Demonstrate an understanding of current concepts and trends in management and their application within the field of human services.
7. Identify, evaluate, and apply legal aspects and implications for human services administration.
8. Apply the principles of program planning and evaluation to human services organizations.
9. Demonstrate the ability to communicate effectively both orally, in writing, and with the use of technology .
10. Demonstrate the ability to integrate personal experiences in human services organizations with current research and emerging human service administrative issues (at the conclusion of the field placement experiences).

Human Services Administration Major Curriculum

The Bachelor of Science in Human Services Administration requires successful completion of 120 credit hours including 30 credit hours of General Education, 54 credit hours of major (core) courses, which include two 3-credit field placements, 12 credits of concentration courses, and open electives.

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the "General Education Program" section on page 97 of this catalog.

Human Services Administration Major (54 credits)

Core Courses (54 credits)

ACT 2030	Foundations of Accounting II (3 credits)
ECN 2025	Principles of Macroeconomics (3 credits) *OR* ECN 2025H Principles of Macroeconomics Honors (3 credits)
MKT 3050	Marketing Principles and Application (3 credits)
HS 1100	Social Issues and Human Services Delivery Systems (3 credits)

HS 1200	Introduction to Human Services Administration (3 credits)
HS 1300	Interpersonal Assessment Skills in Human Relations (3 credits)
HS 1400	Counseling and Assessment in Human Services (3 credits)
HS 3300	Ethical and Professional Issues in Human Services (3 credits)
HS 3315	Human Services and Cultural Diversity (3 credits)
HS 3990	Supervised Experience in Human Services* (3 credits) *OR* HS 4800 Directed Study in Applied Human Services I (3 credits)
HS 4100	Rehabilitation Principles and Case Management (3 credits)
HS 4200	Accountability in Human Services Administration (3 credits)
HS 4250	Program Planning and Evaluation (3 credits)
HS 4995	Supervised Experience in Human Services II* (3 credits) *OR* HS 4850 Directed Study in Applied Human Services II (3 credits)
MATH 2020	Applied Statistics (3 credits) *OR* MATH 2020H Applied Statistics Honors (3 credits)
MGT 2050	Principles of Management (3 credits) *OR* MGT 2050H Principles of Management Honors (3 credits)
WRIT 3150	Business Writing (3 credits)
PADM 1000	Introduction to Public Administration (3 credits)

* These field placement courses allow the development of skills through hands-on experience. Field placements will consist of 10–12 hours per week within a human services agency within the community and are designed to enable the student, under the direction and guidance of on-site and faculty supervisors, to apply what has been learned to a real-world work experience.

Concentrations (12 credits)

Students may choose to select one of the following concentrations or any combination of courses across the concentrations to meet the 12-credit concentration requirement:

Advocacy/Case Management Concentration (12 credits)

HS 3410	Case Management Methods (3 credits)
HS 3420	Advocating for Individuals with Special Needs (3 credits)
HS 3430	Special Topics in Advocacy (3 credits)
HS 3440	Assessment and Treatment Planning (3 credits)

Health Administration Concentration (12 credits)

BHS 3110	Health Care Ethics (3 credits)
BHS 3151	Health Services Management (3 credits)
BHS 3161	Concepts of Health Care Finance (3 credits)
BHS 3170	Health Care Delivery Systems (3 credits)

Nonprofit Management, Philanthropy, and Grantsmanship Concentration (12 credits)

HS 3120	Grant Writing and Management (3 credits)
HS 3130	Nonprofit Leadership (3 credits)
HS 3140	Fundraising and Philanthropy (3 credits)
HS 3150	Strategic Planning in Human Services (3 credits)

Social Work Concentration (12 credits)

HS 3330	Human Behavior and the Social Environment (3 credits)
HS 3340	Interviewing and Assessment (3 credits)
HS 3350	Social Work Practice (3 credits)
SOCL 2000	Introduction to Social Work (3 credits)

Substance Abuse Studies Concentration (12 credits)

PSYC 2020	Foundations of Clinical and Counseling Psychology (3 credits)
PSYC 2575	Introduction to Substance Abuse Studies (3 credits)
PSYC 3575	Treatment of Substance Abuse (3 credits)
PSYC 3800	Current Psychotherapies (3 credits)

Child Development Major

The BS in Child Development prepares students with a working knowledge of typical and atypical development from birth through adolescence, and an understanding of the influence of familial, cultural, socioeconomic, and other factors on developmental progression and child and adolescent well-being. Emphasis is placed on the application of evidence-based practices to support child health and safety, and to promote positive developmental, educational, and psychological outcomes. This program is designed to meet the needs of students interested in working with children in a human services or childcare and education program setting once they graduate and/or would like to pursue graduate studies in fields including but not limited to, developmental disabilities, child protection, child advocacy, education, and counseling/psychology.

In the Child Development major, students can pursue a focused area of study by selecting a concentration in Early Child Development, Leadership and Administration, Child Life, or Curriculum and Instruction. Students completing courses in the Early Child Development concentration will have met the required coursework to satisfy the training component necessary to apply for the Child Development Associate Credential. Students completing the Leadership and Administration coursework are prepared to lead in a childcare setting and will have satisfied the requirements for the Florida Director Credential. Students completing the Child Life concentration may satisfy the course requirements set forth by the Association of Child Life Professionals (ACLP). The Child Life concentration does not directly lead to the Certified Child Life Specialist (CCLS) certification upon graduation. Students intending to pursue the CCLS certification will need to satisfy the internship requirements set forth by the ACLP before receiving eligibility to take the child life certification exam. Students completing courses in the Curriculum and Instruction concentration may pursue an alternative pathway to professional certification. Graduates seeking teacher certification must meet all Florida Department of Education certification requirements to qualify for a Professional Florida Educator's Certificate.

Child Development Major Learning Outcomes

A successful child development graduate is expected to:

1. Demonstrate knowledge of typical and atypical cognitive, physical, and social-emotional development from birth through adolescence.
2. Apply major theoretical frameworks of child and adolescent development.
3. Examine risk and protective factors from birth through adolescence.
4. Analyze the influence of diverse contextual factors on child and adolescent development and well-being.
5. Apply knowledge of culturally appropriate, evidence-based practices to assessment and intervention approaches used with children, adolescents, and families.
6. Analyze the effects of parenting and diverse family characteristics on child health, safety and well-being.
7. Apply advocacy principles and strategies for the well-being of children and their families.

Child Development Major Curriculum

The Bachelor of Science in Child Development requires successful completion of 120 credit hours including 30 credit hours of General Education, 39 credit hours of major (core) courses, 15 credit hours of concentration courses, and open electives.

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the "General Education Program" section on page 97 of this catalog.

Child Development Major (39 credits)

Core Courses (39 credits)

ECDP 3321	Infant and Toddler Development (3 credits)
ECDP 3334	Preschool, Primary, and Middle Childhood Development (3 credits)
EECP 3351	Adolescent Development (3 credits)
ECDP 3341	Child and Adolescent Mental Health (3 credits)
ECDP 3338	Cultural and Social Issues in Child Development (3 credits)
EECP 4330	Promoting Child Health and Safety (3 credits)
ECDP 4423	Child Abuse and Neglect (3 credits)
EDEC 2405	Supporting Children & Adolescents with Special Needs (3 credits)

ECA 0218	Child Observation & Assessment for Decision Making (3 credits)
EDEC 4320	Cultural Perspectives in Working with Children and Families (3 credits)
ECDP 3345	Parenting Theory and Practice (3 credits)
ECDP 4518	Family Systems (3 credits)
ECDP 4990	Advanced Senior Year Seminar (3 credits)

Concentrations (15 credits)

Students may choose to select one of the following concentrations to meet the 15-credit concentration requirement:

Leadership and Administration (15 credits)

ECA 0270	Administration of Child Care and Education Program (3 credits)
ECA 2273	Child Care Administration: Organizational Leadership and Management (3 credits)
ECA 0275	Early Childhood Administration: Financial and Legal Issues (3 credits)
ECA 0278	Curricular Programming in Early Childhood Centers (3 credits)
EDEC 3420	Families of Children with Special Needs: Challenges and Opportunities (3 credits)

Early Child Development (15 credits)

ECA 0203	Foundations of Early Care and Education (3 credits)
ECA 0101	Introduction to Early Childhood: Professionalism, Safety, Health, and Learning Environment (3 credits)
ECA 0112	Introduction to Early Childhood: Physical, Cognitive, Communication, and Creative Development (3 credits)
ECA 0114	Introduction to Early Childhood Education: Families, Schools and Communities (CDA III) (3 credits)
ECA 0267	Literacy Development in Multilingual Communities (3 credits)

*Child Life (15 credits)**

ECDP 3510	Foundations in Child Life and Family Centered Care (3 credits)
ECDP 4367	Play and Children Curricular Applications (3 credits)
ECDP 4510	Research Methods and Program Evaluation (3 credits)
HS 3300	Ethical and Professional Issues in Human Services (3 credits)
HUMN 4100	Death and Dying (3 credits)
ECDP 4525	Child Life Internship (Elective) (3 credits)
ECDP 4520	Child Life Practicum (Elective) (3 credits)

*Students seeking CLS certification must complete a minimum of five courses (15 credit hours) to a maximum of seven courses (21 credit hours) in the Child Life concentration.

*Curriculum and Instruction (15 credits)***

EDUC 2010	Foundations of Education (3 credits)
ESOL 3340	Survey of TESOL for Teachers (3 credits)
EDUC 3360	Educational Psychology (3 credits)
EDUC 3525	Practices of Instruction (3 credits)
EDUC 3535	Educational Assessment (3 credits)

**All Fischler Academy students are required to complete the Curriculum and Instruction concentration.

Credential Coursework

Child Development Associate Credential

The Child Development Associate (CDA) Credential is based on professional competency standards in the field of early childhood education. CDA coursework focuses on the developmental needs of children from birth to age five. Program activities prepare you to develop and implement developmentally based practices and experiences addressing the needs of young children and their families in early childhood centers. Nova Southeastern University's nine credits of CDA coursework provide practitioners with the training needed to apply for the National CDA Credential. Courses are offered online in English and in Spanish.

ECA 0101	Introduction to Early Childhood Education: Professionalism, Safety, Health, and Learning Environment (3 credits)

ECA 0112	Introduction to Early Childhood Education: Physical, Cognitive, Communication, and Creative Development (3 credits)
ECA 0114	Introduction to Early Childhood Education: Families, Schools, and Communities (CDA III) (3 credits)

Requirements for National CDA Credential

Graduates who wish to pursue the National CDA Credential must contact the National CDA coordinating office of the Council for Professional Recognition. The national credential is recognized nationwide and it must be renewed on a regular basis. Information about the process can be found at *www.cdacouncil.org*.

Florida Director Credential

Coursework for the initial director credential provides an overview of the skills and knowledge required in the operation and management of an early care and education program. It meets the requirements for the Florida Director Credential. Additionally, courses leading to the Advanced Director Credential (Florida) are offered regularly. They include coursework in organizational leadership and management, financial and legal issues, and curriculum development for early childhood programs. Coursework is offered online and on-site.

Satisfactory completion of required coursework and practical application experiences are required to complete the requirements for this credential. Students must complete 12 course credits, as follows:

State Requirements for the Florida Director Credential

Initial Credential:

ECA 0270	Administration of Child Care and Education Program (3 credits)

ECA 0270 meets the content requirements of the Overview of Child Care Management as defined by the Florida Department of Children and Families (DCF) for the Florida Child Care Director Credential. Students who successfully complete the required coursework must apply for the initial or advanced credential through the DCF. Information about the process can be found at Child Care – Florida Department of Children and Families (*myflfamilies.com*) .

Courses for Renewal and/or Advanced Director Credential:

ECA 2273	Child Care Administration: Organizational Leadership and Management (3 credits)
ECA 0275	Early Childhood Administration: Financial and Legal Issues (3 credits) *
ECA 0278	Curricular Programming in Early Childhood Centers (3 credits) *

* Please note that courses must be taken in the order listed.

School of Criminal Justice

The Abraham S. Fischler College of Education and School of Criminal Justice is dedicated to providing the highest level of excellence in educational experiences to current and future criminal justice professionals. The school offers the Bachelor of Science degree in Criminal Justice and a minor in Criminal Justice.

Major

Criminal Justice Major

The criminal justice major prepares students for academic and professional careers in criminal justice and related fields. Utilizing a comprehensive, multidisciplinary approach, through scholarship, research, and training, students develop an understanding of the dynamic interplay between theory and practice in the criminal justice system. Further, students develop an understanding of and appreciation for the complex relationship between the three components of the criminal justice system—law enforcement, the courts, and corrections. Courses in the B.S. in Criminal Justice are offered both on-site at NSU's main campus and online, providing students with greater flexibility in attending classes.

Criminal Justice Major Learning Outcomes

A successful criminal justice graduate is expected to:

1. Demonstrate an understanding of the major theories, principles, and concepts that govern each of the following core areas of criminal justice:
    a. Law.
    b. Law enforcement.
    c. Corrections.
    d. The court system.
    e. Crime causation.
    f. Research methods and statistics.
2. Use knowledge of research methods and critical thinking to analyze and evaluate criminal justice research.
3. Produce criminal justice information in a clear, concise manner, consistent with relevant professional standards.

Criminal Justice Major Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the "General Education Program" section on page 97 of this catalog.

Criminal Justice Major Requirements (54 credits)

Core Courses (45 credits)

CRJU 1100	Introduction to Criminal Justice (3 credits)
CRJU 1200	Criminal Law (3 credits)
CRJU 2000	Constitutional Issues (3 credits)
CRJU 2220	Criminology (3 credits)
CRJU 2400	Court Systems and Procedures (3 credits)
CRJU 2500	Ethical Dilemmas and Decisions in Criminal Justice (3 credits)
CRJU 2600	Multiculturalism and Crime (3 credits)
CRJU 3100	Juvenile Delinquency (3 credits)
CRJU 3220	Policing (3 credits)
CRJU 3250	Interviewing, Interrogation, and Report Writing (3 credits)
CRJU 3300	Corrections in America (3 credits)

CRJU 3400	Criminal Investigations (3 credits)
CRJU 4000	Victimology (3 credits)
CRJU 4500	Research Methods in Criminal Justice (3 credits)
CRJU 4880	Senior Seminar in Criminal Justice (3 credits)

Major Electives (9 credits)

Select 9 credits from the following courses:

CRJU 3500	Probation, Parole, and Community Corrections (3 credits)
CRJU 3600	Comparative Criminal Justice—Spain (3 credits)
CRJU 3700	The CSI Effect: Media and Criminal Justice (3 credits)
CRJU 4200	Terrorism and Homeland Security (3 credits)
CRJU 4400	Police Organizational Behavior and Management (3 credits)
CRJU 4600	Gangs in America (3 credits)
CRJU 4900	Special Topics in Criminal Justice (3 credits)
CRJU 4950	Internship in Criminal Justice (3 credits)
PSYC 2450	Forensic Psychology (3 credits)
PSYC 3270	The Psychology of Criminal Behavior (3 credits)

Open Electives (36 credits)

Minors

Criminal Justice Minor

The criminal justice minor provides students with an overview of the criminal justice system, including its three components—law enforcement, the courts, and corrections. In this course of study, students explore criminal law and procedure, constitutional rights of defendants, victimization, correctional theory and practice, and policing. This minor is recommended for students interested in criminology, criminal defense or prosecution, and law enforcement-related fields. This minor can be combined with any major and minor except the criminal justice major.

Criminal Justice Minor Requirements (18 credits)

Core Courses (9 credits)

CRJU 1100	Introduction to Criminal Justice (3 credits)
CRJU 1200	Criminal Law (3 credits)
CRJU 2220	Criminology (3 credits)

Minor Electives (9 credits)

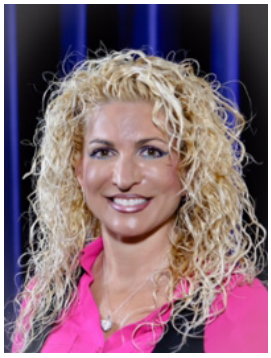
Select 9 credits from the following courses:

CRJU 3100	Juvenile Delinquency (3 credits)
CRJU 3220	Policing (3 credits)
CRJU 3300	Corrections in America (3 credits)
CRJU 3400	Criminal Investigations (3 credits)
CRJU 3500	Probation, Parole, and Community Corrections (3 credits)
CRJU 3600	Comparative Criminal Justice—Spain (3 credits)
CRJU 3700	The CSI Effect: Media and Criminal Justice (3 credits)
CRJU 4000	Victimology (3 credits)
CRJU 4200	Terrorism and Homeland Security (3 credits)
CRJU 4400	Police Organizational Behavior and Management (3 credits)
CRJU 4500	Research Methods in Criminal Justice (3 credits)
CRJU 4600	Gangs in America (3 credits)
CRJU 4880	Senior Seminar in Criminal Justice (3 credits)
CRJU 4900	Special Topics in Criminal Justice (3 credits)

College of Computing and Engineering

College of Computing and Engineering

Dean's Message



Congratulations on your decision to join NSU's College of Computing and Engineering (CCE). As Dean of the College of Computing and Engineering, it brings me great pleasure to welcome you to NSU and to the exciting opportunities in computer science, engineering and information technology.

At the CCE, we are committed to educating today's engineers, computer scientists, and technology leaders to be tomorrow's problem solvers. Through innovative curricula and research activities, our outstanding faculty engage students in a unique, interactive learning environment that facilitates academic excellence and prepares our students for their future careers while they earn a B.S., M.S., or Ph.D. degree. Companies seeking new sources of talent are looking at our college because of our commitment to our students and our program for both discipline experts and strong communication, teamwork, and life-long learning skills. At CCE, we will take your dedication and ambition to the next level of your life.

We encourage you to engage with your peers, outstanding faculty members, and the activities that the university and college offer to strengthen your experience here at NSU.

The faculty and staff all look forward to providing strong support for through your exciting journey towards personal fulfillment, career advancement, and global citizenship. We look forward to celebrating your accomplishments.

Meline Kevorkian, Ed.D.
Dean, College of Computing and Engineering

Mission Statement

Engaging in innovation across boundaries, the College of Computing and Engineering prepares leaders and problem solvers in engineering, computer science, information systems, and cybersecurity for application and integration of science and technology to research and design effective solutions that contribute to society and the public good.

Introduction to the College

The College of Computing and Engineering (CCE) prepares students to meet the technological challenges of today and tomorrow. Drawing on 40 years of institutional experience in computing education and research, and 30 years of experience in innovative program delivery, CCE offers focused and flexible programs aligned to industry's most sought-after fields to help students reach their full potential. CCE has a distinguished faculty, evolving curricula, and an alumni network that integrates 40 years of graduates from computing disciplines at NSU. CCE has three bachelor's, seven masters, and three doctoral programs.

The three undergraduate programs offered by the College of Computing and Engineering (CCE) span the breadth of knowledge and skillsets for jobs that require credentials in computing hardware, software, information, and/or engineering disciplines.

Each degree is a Bachelor of Science (B.S.) that prepares students equally well for the workplace as for graduate study. The graduate programs at the college are excellent opportunities for students to do research and acquire advanced knowledge in the discipline.

The three undergraduate programs are:

- B.S. in Computer Science
- B.S. in Engineering
- B.S. in Information Technology

Department of Computing

The Department of Computing offers bachelor's, master's, and doctoral programs in computer science, bachelor's and master's programs in information technology, and master's and doctoral programs in information systems and cybersecurity. The curricula span traditional computer science theory as well as practical application to support students in further study, research, or professional careers in industry. Students may use dual/early admission for an accelerated path from bachelor's to master's, or master's to doctoral.

Majors

Computer Science Major

The Computer Science (CS) major prepares responsible, well-rounded graduates capable of designing, developing, and using software systems. They should understand critical aspects of software systems and associated ethical implications to society. The curriculum covers technical and professional requirements with electives to prepare students for professional careers and further study in the discipline of computer science. In this program, students get theoretical and applied current coverage of fundamental and advanced topics in software development and management, software and system design, operating systems, data communications, computer architecture, algorithms, and data structures. Students can also choose between many electives including security, various topics in applied mathematics, development of Web applications, and databases. The program incorporates mathematics and sciences including calculus, discrete mathematics, statistics, and a solid base in physical science with laboratories. Successful graduates will be equipped with the theoretical knowledge, practical experience, and background to work effectively in the field of computer science, and to successfully advance to graduate studies. Students may not double major with degrees in the college.

Computer Science Program Educational Objectives

Graduates of the Computer Science Program will:

1. Apply analytical and technical skills, tools and techniques to define requirements, create designs, implement solutions, or conduct evaluations of computer software, hardware and systems.
2. Communicate effectively, work well independently and provide significant contributions in team environments.
3. Understand and apply professional standards of ethics, legal and societal responsibility and are knowledgeable of their impacts on computing.
4. Continue to develop their computing knowledge and skills through advanced study and lifelong learning.

Computer Science Major Learning Outcomes

A Successful computer science graduate is expected to demonstrate:

1. An ability to analyze a problem, and to identify computing requirements appropriate to its solution.
2. An ability to design, implement, and evaluate a computer-based solution to meet a given set of computing requirements in the context of the discipline.
3. An ability to communicate effectively with a range of audiences about technical information.
4. An ability to make informed judgements in computing practice based on legal and ethical principles, and identify impacts on individuals and society
5. An ability to function effectively on teams to establish goals, plan tasks, meet deadlines, manage risk and produce deliverables.
6. An ability to apply theory in the design and implementation of computer-based solutions.
7. An ability to reason about and explain computer-based solutions at multiple levels of abstraction.
8. An ability to recognize the ongoing need for additional knowledge and to locate, evaluate, integrate, and apply this knowledge effectively.

Computer Science Major Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the "General Education Program" section on page 97 of this catalog.

This curriculum below is effective for students entering in Fall 2023.

Computer Science Major Requirements (80 credits)

Core Courses

MATH 2100	Calculus I (4 credits) *OR* MATH 2100H Calculus I Honors (4 credits)
MATH 2200	Calculus II (4 credits) *OR* MATH 2200H Calculus II Honors (4 credits)
MATH 3300	Introductory Linear Algebra (3 credits)
MATH 4500	Probability and Statistics (3 credits)
PHYS 2400	Physics I/Lab (4 credits)
Any Science Course (BIOL, CHEM, ENVS, MBIO, NEUR, or PHYS only) (4 credits)	
CSIS 1800	Introduction to Computer and Information Sciences (3 credits)
CSIS 2050	Discrete Mathematics (4 credits)
CSIS 2101	Fundamentals of Computer Programming (4 credits)
CSIS 3023	Legal and Ethical Aspects of Computers (3 credits)
CSIS 3101	Advanced Computer Programming (4 credits)
CSIS 3200	Organization of Programming Language (3 credits)
CSIS 3400	Data Structures (4 credits)
CSIS 3460	Object Oriented Design (3 credits)
CSIS 3500	Networks and Data Communication (3 credits)
CSIS 3051	Computer Organization & Architecture (4 credits)
CSIS 3530	Artificial Intelligence (3 credits)
CSIS 3610	Numerical Analysis (4 credits) *OR* MATH 3000 Level or Higher (4 credits)
CSIS 3750	Software Engineering (4 credits)
CSIS 3810	Operating Systems Concepts (3 credits)
CSIS 4530	Database Management (3 credits)
CSIS 4610	Design and Analysis Algorithms (3 credits)

Capstone:

CSIS 4903	Capstone Project for Computer Science (3 credits) *OR* CSIS 4953 Capstone Internship in Computer Science

Major Electives (9 credits)

Select 9 credits from the following courses:

Any 3000/4000-level CSIS, CENG, EENG and SENG courses not counted as core courses for the major.

Open Electives (16 Credits)

Prerequisite Courses

A prerequisite is a course that must be successfully completed prior to enrolling in a more advanced course. The successful completion of prerequisite courses demonstrates that a student has achieved the foundational knowledge and core competencies necessary to move on to a more advanced course. The completion of prerequisite coursework is an essential component for registration for certain courses in the Computer Science Program and may not be overridden. As such, students in the Computer Science Program are not permitted to register for any course without first successfully completing all of said course's mandatory prerequisites.

Cybersecurity Management Major

As cyberattacks increase, organizations need skilled professionals to improve information security. Nova Southeastern University's Bachelor of Science in Cybersecurity program prepares you to be an essential defender protecting sensitive data from cyber threats. Learn fundamental IT and computer science skills combined with a focus on experiential learning through lab exercises in security-related courses. Our program's holistic view of how complex systems relate, influence, and interact with one another gives it a strong

interdisciplinary focus-teaching students how social behavior, policy, and legal rules can affect cybersecurity and the tools of information technology.

Cybersecurity Management Major Requirements (52 credits)

Core Courses

MATH 1200	Precalculus Algebra (3 credits) or higher
MATH 2020	Applied Statistics (3 credits) *OR* MATH 2020H Applied Statistics Honors (3 credits)
CSIS 1800	Introduction to Computer and Info. Sciences (3 credits)
CSIS 2000	Introduction to Database Systems (3 credits)
CSIS 2101	Fundamentals of Computer Programming (4 credits)
CSIS 3001	Introduction to Cybersecurity (3 credits)
CSIS 3020	Web Programming and Design (3 credits)
CSIS 3023	Legal and Ethical Aspects of Computers (3 credits)
CSIS 3500	Networks and Data Communication (3 credits)
CSIS 4010	Computer Security (3 credits)
CSIS 4351	Human-Computer Interaction (3 credits)
TECH 3300	Systems Analysis and Design (3 credits)
TECH 3320	Technology Project Management (3 credits)
TECH 4200	Cybersecurity Operation Management (3 credits)
TECH 4220	Cybersecurity Governance (3 credits)
TECH 4240	Cybersecurity Auditing (3 credits)
TECH 4900	Directed Project* (3 credits) *OR* TECH 4950 Internship in Technology (3 credits)

Major Electives (15 credits)

Select any 15 credits from any of TECH and CSIS courses.

Open Electives (26 credits)

Prerequisite Courses

A prerequisite is a course that must be successfully completed prior to enrolling in a more advanced course. The successful completion of prerequisite courses demonstrates that a student has achieved the foundational knowledge and core competencies necessary to move on to a more advanced course. The completion of prerequisite coursework is an essential component for registration for certain courses in the Computer Science Program and may not be overridden. As such, students in the Computer Science Program are not permitted to register for any course without first successfully completing all of said course's mandatory prerequisites.

Information Technology Major

The Information Technology (IT) major prepares responsible, well-rounded graduates who understand critical aspects of information technology and their ethical impact on society. Through excellence in teaching, experiential learning, service, and scholarship, the curriculum provides a comprehensive and dynamic course of study for students interested in computer and information technologies. Students study IT in its widest sense as a means of communication and human/computer interaction as well as data management and forensics. The curriculum prepares IT students to serve the community, the state of Florida, and the world through training and education. Students garner theoretical and hands-on skills needed to solve complex computing and technological problems with their mastery of a range of technical disciplines including communications, computing, and databases.

Information Technology Major Program Educational Objectives

Graduates of the information technology program will:

1. Apply analytical and technical skills, tools, and techniques to define requirements, implement solutions, or conduct evaluations of information technology software, hardware, and systems.
2. Communicate effectively, work well independently and provide significant contributions in team environments.
3. Understand and apply professional standards of ethics, legal and societal responsibility and are knowledgeable of their impacts on information technology.
4. Continue to develop their computing knowledge and skills through advanced study and lifelong learning.

Information Technology Major Learning Outcomes

By graduation, students in the information technology program are expected to have attained an ability to:

1. Analyze a problem and to identify information technology requirements appropriate to its solution.
2. Design, implement, and evaluate a computer-based solution to meet a given set of information technology requirements.
3. Communicate effectively with a range of audiences about technical information.
4. Make informed judgements in information technology practice based on legal and ethical principles and identify impacts on individuals and society.
5. Function effectively on teams to establish goals, plan tasks, meet deadlines, manage risk, and produce deliverables.
6. Recognize the ongoing need for additional knowledge and to locate, evaluate, integrate, and apply this knowledge effectively.

Information Technology Major Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the "General Education Program" section on page 97 of this catalog.

Information Technology Major Requirements (55 credits)

Mathematics (6 credits)

MATH 1200	Precalculus Algebra (3 credits) or higher
MATH 2020	Applied Statistics (3 credits) *OR* MATH 2020H Applied Statistics Honors (3 credits)

Core Courses (34 credits)

CSIS 1800	Introduction to Computer Science and Computer Information Systems (3 credits)
CSIS 2000	Introduction to Database Systems (3 credits)
CSIS 2101	Fundamentals of Computer Programming (4 credits)
CSIS 3020	Web Programming and Design (3 credits)
CSIS 3023	Legal and Ethical Aspects of Computers (3 credits)
CSIS 3500	Networks and Data Communication (3 credits)
CSIS 4010	Computer Security (3 credits)
CSIS 4311	Web Services & Systems (3 credits)
CSIS 4351	Human Computer Interaction (3 credits)
CSIS 4501	Wireless Network Infrastructures (3 credits)*
CSIS 4501	Wireless Network Infrastructures (3 credits) *
TECH 4900	Directed Project in Information Technology (3 credits) * *OR*
	TECH 4950 Internship in Information Technology (3 credits) *

Major Electives (15 credits)

Select any 15 credits from any of TECH and CSIS courses.

Open Electives (38 credits)

Prerequisite Courses

A prerequisite is a course that must be successfully completed prior to enrolling in a more advanced course. The successful completion of prerequisite courses demonstrates that a student has achieved the foundational knowledge and core competencies necessary to move on to a more advanced course. The completion of prerequisite coursework is an essential component for registration for certain courses in the Computer Science Program and may not be overridden. As such, students in the Computer Science Program are not permitted to register for any course without first successfully completing all of said course's mandatory prerequisites.

Minors

Data Analytics

The data analysis minor provides insight into the application of concepts for data analytics and decision making. This minor is especially helpful for students to acquire an integrated set of computer science, mathematics and analytical skills needed to enter the field of data analytics.

Undergraduate Minor in Data Analytics (15 Credits)

TECH 2010	Excel at Spreadsheets (3 credits)
TECH 3100	Introduction to Data Science (3 credits)
MATH 2020	Applied Statistics *OR* MATH 4500 Probability and Statistics (3 credits)
MATH 3030	Applied Statistics II (MATH 2020 prerequisite) (3 credits)
TECH 2020	Programming for Everyone *OR* MATH 4020 Applied Regression Analysis (MATH 3030 prerequisite) *OR* CSIS 2101 Fundamentals of Computer Programming (3 credits)

Cybersecurity

The cybersecurity minor is designed for someone who wants to focus on applications of concepts for information security and security of an organization. This minor is especially helpful for students in all majors as companies across a variety of industries, such as banking, finance, and healthcare, need to keep rigorous standards and certifications in cyber security to maintain business operations.

Undergraduate Minor in Cybersecurity (18–19 Credits)

CSIS 1800	Introduction to Computer and Information Sciences (3 credits)
TECH 2020	Programming for Everyone (3 credits) *OR* CSIS 2101 Fundamentals of Computer Programming (4 credits)
CSIS 3001	Introduction to Cybersecurity (3 credits)
CSIS 3023	Legal and Ethical Aspects of Computers (3 credits)
TECH 3100	Introduction to Data Science (3 credits)
CSIS 4010	Computer Security (3 credits)

Department of Engineering

Engineering Major

The Department of Engineering offers a bachelor's program in engineering. Students in the B.S. in Engineering program gain some strong knowledge and skills necessary to analyze and design systems in the areas of mechanical, materials science, biomedical, electrical, and industrial and systems engineering. Concentrations in biomedical engineering or industrial and systems engineering are available. The biomedical engineering concentration provides you with a foundation to design and analyze physiological systems, and medical devices. The industrial and systems engineering concentration provides you with a foundation to develop sustainable engineering solutions, achieve desired objectives and maximize resources. Graduates with strong engineering skills are highly sought by all industries.

Engineering Program Educational Objectives

Graduates of the Engineering Program will:

1. Apply their engineering education, knowledge, leadership, and skills to analyze technical and societal problems and develop creative and responsible solutions.
2. Communicate and function as an individual and team member in a professional environment.
3. Serve as engineering ambassadors and leaders to apply the highest professional standards of ethics and social responsibility.
4. Continue to develop their knowledge and skills through advanced study and lifelong learning.

Engineering Major Learning Outcomes

A successful engineering graduate is expected to:

1. An Ability to identify, formulate and solve complex engineering problems by applying principles of engineering, science and mathematics.
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental and economic factors.
3. An ability to communicate effectively with a range of audiences.
4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental and societal contexts.
5. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks and meet objectives.
6. An ability to develop and conduct appropriate experimentation, analyze and interpret data and use engineering judgement to draw conclusions.
7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Engineering Major Curriculum*

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the "General Education Program" section on page 97 of this catalog.

Open Electives (6 credits)

Engineering Major Requirements (102 credits)

Students are required to complete 102 credit hours as part of the Engineering Program, which includes substantial course work in mathematics and the sciences. The Engineering major courses will include the following.

Mathematics (21 credits)

MATH 2100	Calculus I (4 credits) *OR* MATH 2100H Calculus I Honors (4 credits)
MATH 2200	Calculus II (4 credits) *OR* MATH 2200H Calculus II Honors (4 credits)
MATH 3200	Calculus III (4 credits)
MATH 3300	Introductory Linear Algebra (3 credits)
MATH 3400	Ordinary Differential Equation (3 credits)
MATH 4500	Probability and Statistics (3 credits)

Note: Six (6) credits of MATH may fulfill the General Education requirements.

Sciences (16 credits)

BIOL 1500	Biology I / Lab (4 credits)
CHEM 1300	General Chemistry I / Lab (4 credits) *OR* CHEM 1300H General Chemistry I/Lab Honors (4 credits)
PHYS 2400	Physics I / Lab (4 credits)
PHYS 2500	Physics II / Lab (4 credits)

Note: Six (6) credits of PHYS/BIOL/CHEM may fulfill the General Education requirements.

Core Courses (50 credits)

CENG 4910	Engineering Ethics Seminar (1 credit)
EENG 2710	Electrical Circuits/Lab (4 credits)
GENG 1000	Introduction to Engineering (1 credit)
GENG 1012	Engineering Graphics (3 credits)
GENG 1016	Introduction to Engineering Design (3 credits)
GENG 2000	Engineering Design and Project Management I (2 credits)
GENG 2022	Statics (3 credits)
GENG 2050	Computer Applications in Engineering (3 credits)
GENG 2070	Materials and Processes (3 credits)
GENG 2450	Dynamics (3 credits)
GENG 3000	Engineering Design and Project Management II (3 credits)
GENG 3012	Thermal and Fluid Systems (3 credits)
GENG 3024	Mechanics of Materials (3 credits)
GENG 3050	Sensors, Measurements, and Controls (3 credits)
GENG 3420	Engineering Economics (3 credits)
GENG 3800	Quality Control for Engineers (3 credits)
GENG 4010	Senior Capstone Design Project I (3 credits)
GENG 4020	Senior Capstone Design Project II (3 credits)

Open Electives (16 credits)

Concentrations

Biomedical Engineering (15 credits)

BENG 2080	Foundations of Biomedical Engineering (3 credits)
BENG 4030	Biomechanics and Materials (3 credits)
BENG 4040	Physiological Systems and Modeling for Engineering I (3 credits)
BENG 4050	Physiological Systems and Modeling for Engineering II (3 credits)
BENG 4200	Biomedical Instrumentation (3 credits)

Industrial and Systems Engineering (15 credits)

IENG 3010	Principles and Methods of Industrial and Systems Engineering (3 credits)
IENG 3060	Systems Optimization (3 credits)
IENG 4010	Work Measurement and Human Factors (3 credits)
IENG 4020	Analysis of Production Systems and Facility Design (3 credits)
IENG 4065	Discrete System Modeling (3 credits)

Prerequisite Courses

A prerequisite is a course that must be successfully completed prior to enrolling in a more advanced course. The successful completion of prerequisite courses demonstrates that a student has achieved the foundational knowledge and core competencies necessary to move on to a more advanced course. The completion of prerequisite coursework is an essential component for registration for certain courses in the Computer Science Program and may not be overridden. As such, students in the Computer Science Program are not permitted to register for any course without first successfully completing all of said course's mandatory prerequisites.

College of Psychology

College of Psychology

Dean's Message

I am pleased to extend you a warm welcome to Nova Southeastern University and the College of Psychology. We hope to guide you through a rich and transformative journey, where you will grow personally, academically, and socially on the road to becoming major contributors to our society. Our aim is to guide you in your scientific inquiry, as you explore the full breadth of the psychological and behavioral sciences, from basic research to various fields of practice.

Our College offers bachelor's degree programs in psychology and neuroscience, as well as graduate programs in clinical and school psychology, counseling, experimental psychology, forensic psychology, and general psychology, along with other specialized training programs. Our outstanding faculty guide undergraduate students, not only in discovering and appreciating the factual content of their respective fields of study, but also in developing the critical thinking skills essential to consumers of science and the investigative skills of aspiring professionals, researchers, and clinicians.

The scope of psychology, counseling, neuroscience and related fields is expansive, as our disciplines describe and explain the effects of psychological processes from the level of individual brain cells to the scale of complex social interactions. The areas of expertise our faculty collectively possess are similarly diverse. Regardless of the specific field or subfield of study, our students benefit from the greater involvement that small classes provide and from the related opportunities for research collaborations and experiential placements in community settings.

While the lasting memories of the college experience include many events beyond the confines of the classroom, a college student's day-to-day enjoyment depends largely on their chosen field of study and engagement with its particular subject matter. The College of Psychology is proud to house two of the most engaging majors available to students at our university, and is honored to figure positively in students' memories of their college experience.

The College of Psychology prepares students for graduate programs in psychology, counseling, neuroscience, and health professions, as well as to embark upon careers in any of the numerous fields that require the critical thinking and communication skills, especially those careers that rely upon a keen understanding of human behavior and mental processes.

On behalf of the faculty and staff of the College of Psychology, I am pleased to welcome you to Nova Southeastern University. It is my sincere belief and hope that you will find your time here richly rewarding, both during your enrollment with us and, as alumni entering the workforce or continuing to pursue your educational goals.

Karen S. Grosby, Ed.D.
Dean, College of Psychology

Mission Statement

Nova Southeastern University's College of Psychology offers programs in psychology and neuroscience that develop students' critical thinking, research, and communication skills and foster our students' commitment to community engagement and lifelong learning.

Introduction to the College

The College of Psychology offers comprehensive education in the psychological and brain sciences and prepares students for direct entry into a professional career or for further education in the form of graduate or professional school.

The College hosts two distinct undergraduate majors and five undergraduate minors. Additionally, the College administers the Psychological Studies concentration for the interdisciplinary Bachelor of Science degree in Applied Professional Studies. Each of these majors and minors is housed within the College's Department of Psychology and Neuroscience. College policies, major and minor curricula, and additional information about the College of Psychology and its departments can be found in the appropriate sections of the undergraduate catalog (and, where applicable, the graduate catalog).

To earn a bachelor's degree from the College of Psychology, a student must complete a minimum of 120 credit hours, inclusive of major, minor, general education, and elective courses. For further details, refer to the "See "Graduation Requirements" section on page 64 of this catalog.

Undergraduate Programs

The Bachelor of Science degrees offered through the College of Psychology include majors in psychology and neuroscience.

Majors

Neuroscience Major

The neuroscience major focuses on the biological basis of behavior by exploring the role of the nervous system in normal and abnormal behavior, thought, and emotion. It uses a multidisciplinary approach to study the organization and function of the nervous system, from the molecular to the behavioral level, in such areas as development, sensation and perception, cognition, learning and memory, movement, sleep, stress, aging, and neurological and psychological disorders. The major provides students with a program of study that prepares them to pursue entry-level positions in such areas as biomedical research and the pharmaceutical industry or graduate education in such disciplines as neuroscience, psychology, pharmacology, and medicine.

Neuroscience Major Learning Outcomes

A successful neuroscience graduate is expected to:

1. Demonstrate a foundation of knowledge in neuroscience.
2. Demonstrate the ability to independently develop a research proposal and evaluate the application and limitations of various methodologies.
3. Demonstrate the ability to communicate research findings from the field of neuroscience.

Neuroscience Major Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the "General Education Program" section on page 97 of this catalog.

Neuroscience Major Requirements (57 credits)

Required Courses (45 credits)

BIOL 1500	Biology I/Lab (4 credits)
BIOL 4340	Cellular and Molecular Biology (3 credits)
CHEM 1300	General Chemistry I/Lab (4 credits) *OR* CHEM 1300H General Chemistry I/Lab Honors (4 credits)
CHEM 1310	General Chemistry II/Lab (4 credits) *OR* CHEM 1310H General Chemistry II/Lab Honors (4 credits)
MATH 2100	Calculus I (4 credits) *OR* MATH 2100H Calculus I Honors (4 credits)
NEUR 2500	Introduction to Neuroscience/Lab (4 credits)
NEUR 2600	Introduction to Neuroanatomy (3 credits)
NEUR 2700	Research Methods and Data Analysis in Neuroscience /Lab (4 credits) *OR* NEUR 2705 Research Methods and Data Analysis in Neuroscience/Lab (4 credits)
NEUR 3000	Behavioral Genetics (3 credits)
NEUR 4800	Senior Seminar in Neuroscience (3 credits) *OR* NEUR 4885 Senior Seminar in Neuroscience (3 credits)
PSYC 1020	Introduction to Psychology (3 credits) *OR* PYSC 1020H Introduction to Psychology Honors (3 credits)

Select 6 credits from the following courses:

NEUR 1020	Nutritional Neuroscience (3 credits)
NEUR 2090	Sports Neuroscience (3 credits)
NEUR 3010	Introduction to Theoretical and Computational Neuroscience (3 credits)
NEUR 3100	Developmental Neuroscience (3 credits)
NEUR 3200	Drugs and the Brain (3 credits)
NEUR 4100	Neurobiology of Disease (3 credits)

NEUR 4950	Internship in Behavioral Neuroscience (1-3 credits) *OR* NEUR 4955 Internship in Neuroscience (1-3 credits)
NEUR 4990	Independent Study in Neuroscience (1-3 credits) *OR* NEUR 4995 Independent Study in Neuroscience (1-3 credits)

Major Electives (12 credits)

Select 12 credits from the following courses:

CHEM 3650	Biochemistry/Lab (4 credits)
PHIL 3180	Biomedical Ethics (3 credits) *OR* PHIL 3180H Biomedical Ethics Honors (3 credits) *OR* PHIL 3220 Philosophy of Science (3 credits)
PHYS 2350	General Physics I/Lab (4 credits) *OR* PHYS 2350H General Physics I/Lab Honors (4 credits)
PHYS 2360	General Physics II/Lab (4 credits) *OR* PHYS 2360H General Physics II/Lab Honors (4 credits)
PSYC 3900	Neuropsychology (3 credits)
PSYC 3920	Sensation and Perception (3 credits)
PSYC 4300	Psychophysiology (3 credits)
PSYC 4400	Hormones and Behavior (3 credits)

Psychology Major

The psychology major prepares students for both entry-level jobs in the workforce and advanced professional education in psychology. The psychology major exposes students to each of the major domains of psychology and provides students with a solid base of knowledge in each of these domains. It encourages students to integrate and apply knowledge, and allows flexibility in course selection to help students meet their career goals. The major emphasizes scientific research and application to significant areas of human activities.

Psychology Major Learning Outcomes

A successful psychology graduate is expected to:

1. Demonstrate an understanding of the major theories, principles, and concepts that underlie the following core areas of psychology:
    a. Learning, Memory, and/or Cognition
    b. Sensation, Perception, and/or Biological Bases of Behavior
    c. Human Development
    d. Clinical, Abnormal, and/or Personality
    e. Social Influences on Thoughts, Feelings, and Behaviors
    f. Research Measurement, Design, and Methodology;
2. Integrate and apply the major theories, principles, and concepts of psychology to address research and/or applied issues in the field of psychology using critical thinking skills, skeptical inquiry, and when possible, the scientific approach;
3. Present written psychological information in a clear, concise manner that is consistent with professional standards (i.e., APA format).

Psychology Major Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the "General Education Program" section on page 97 of this catalog.

Psychology Major Requirements (54 credits)

Core Courses (18 credits)

PSYC 1020	Introduction to Psychology (3 credits) *OR* PSYC 1020H Introduction to Psychology Honors (3 credits)
PSYC 2600	Psychological Research Methods (3 credits) *OR* PSYC 3000 Psychological Research Methods (3 credits)
PSYC 2900	Introduction to Quantitative Psychology (3 credits)
PSYC 3710	History and Theories of Psychology (3 credits)

PSYC 3760	Multicultural Issues in Psychology (3 credits)
PSYC 4880	Senior Seminar (3 credits)

Major Foundation Courses (18 credits)

Learning, Memory, and/or Cognition (3 credits)

Select 3 credits from the following courses:

PSYC 2010	Cognitive Processes (3 credits)
PSYC 2300	Behavior Modification (3 credits)
PSYC 3520	Principles of Learning (3 credits)

Sensation, Perception, and/or Biological Bases of Behavior (3 credits)

Select 3 credits from the following courses:

PSYC 2100	Biological Bases of Behavior (3 credits)
PSYC 3200	Evolutionary Psychology (3 credits)
PSYC 3920	Sensation and Perception (3 credits)
PSYC 4300	Psychophysiology (3 credits)
PSYC 4400	Hormones and Behavior (3 credits)

Human Development (3 credits)

Select 3 credits from the following courses:

PSYC 2350	Life-Span Human Development (3 credits) *OR* PSYC 2350H Life-Span Human Development Honors (3 credits)
PSYC 2360	Adolescent Psychology (3 credits)
PSYC 2370	Early Childhood Growth and Development (3 credits)

Clinical, Abnormal, and/or Personality (3 credits)

Select 3 credits from the following courses:

PSYC 2020	Foundations of Clinical and Counseling Psychology (3 credits)
PSYC 3210	Personality (3 credits)
PSYC 3260	Abnormal Psychology (3 credits)

Social Influences on Thoughts, Feelings, and Behaviors (3 credits)

Select 3 credits from the following courses:

PSYC 2160	Social Psychology (3 credits) OR PSYC 2160H Social Psychology Honors (3 credits)
PSYC 3180	Stereotypes, Prejudice, and Discrimination (3 credits)
PSYC 3360	Psychology of Gender (3 credits)

Methods and Application (3 credits)

Select 3 credits from the following courses:

PSYC 3030	Experimental Psychology (3 credits)
PSYC 4800	Practicum in Psychological Research (3 credits)
PSYC 4810	Practicum in Community Psychology (3 credits)
PSYC 4840	Advanced Practicum in Psychology (3 credits)

Psychology Major Electives (18 credits)

At least 12 of these credits must be at the 3000/4000 level.

Minors

Applied Behavior Analysis Minor

The applied behavior analysis minor is designed to address the growing need for behavior analysts in the community. Coupled with a major in psychology (or other fields), students graduate with a strong professional preparation in applied and research domains.

Students are required to complete at least 90 hours of practicum experience as part of the minor. Students desiring to become certified in the applied behavior analysis field must complete additional supervised training hours to accrue the number of hours required for certification. This minor can be combined with any major and minor. A minimum of 9 credits must be exclusive to the minor and cannot be counted toward any other majors/minors/certificate programs.

Applied Behavior Analysis Minor Requirements (18 credits)

PSYC 2300	Behavior Modification (3 credits)
PSYC 3330	Principles of Applied Behavior Analysis (3 credits)
PSYC 3350	Assessment in Applied Behavior Analysis (3 credits)
PSYC 3370	Interventions in Applied Behavior Analysis (3 credits)
PSYC 3390	Single-Case Research Designs & Applications (3 credits)
PSYC 4700	Practicum in ABA I (3 credits)

Forensic Studies Minor

The forensic studies minor brings the insights of several disciplines to bear on the criminal investigation process. This minor provides a multi-disciplinary course of study (criminal justice, psychology, and chemistry) and is an appropriate minor for students seeking a basic foundation in the essentials of crime scene investigation and analysis. It is a complementary minor for students majoring in criminal justice, psychology, chemistry, or legal studies, and provides a foundation for criminal justice practitioners seeking a basic understanding of forensic techniques. This minor is also an appropriate course of study for students majoring in other disciplines who have an interest in law enforcement and continued study in forensic science. This minor may be combined with any other major or minor. A minimum of 9 credits must be exclusive to the minor and cannot be counted toward any other majors/minors/certificate programs.

Forensic Studies Minor Requirements (19 credits)

CHEM 1200	Survey of Forensic Science/Lab (4 credits)
CRJU 3220	Policing (3 credits)
CRJU 3400	Criminal Investigations (3 credits)
CRJU 3700	The CSI Effect: Media and Criminal Justice (3 credits)
PSYC 2450	Forensic Psychology (3 credits)
PSYC 3270	The Psychology of Criminal Behavior (3 credits)

Neuroscience Minor

The neuroscience minor is intended to offer students in-depth training in brain-behavior relations and biological aspects of psychology. Neuroscience explores new discoveries and insights in dynamic areas such as the neurological origins of consciousness, emotion, and psychopathology. This minor is especially helpful for psychology students preparing for graduate school and for students planning to enter the medical fields who have an interest in brain-behavior relationships. This minor can be combined with any major and minor except the neuroscience major. A minimum of 9 credits must be exclusive to the minor and cannot be counted toward any other majors/minors/certificate programs.

Neuroscience Minor Requirements (17 credits)

NEUR 2500	Introduction to Neuroscience (4 credits)
NEUR 2600	Introduction to Neuroanatomy (3 credits)
NEUR 2700	Research Methods and Data Analysis in Behavioral Neuroscience /Lab (4 credits) *OR* NEUR 2705 Research Methods and Data Analysis in Neuroscience/Lab (4 credits)
NEUR 3000	Behavioral Genetics (3 credits)

Select 3 credits from the following courses:

PSYC 3900	Neuropsychology (3 credits)
PSYC 3920	Sensation and Perception (3 credits)
PSYC 4300	Psychophysiology (3 credits)
PSYC 4400	Hormones and Behavior (3 credits)

Psychology Minor

The psychology minor is intended to provide students with an overview of psychology and the opportunity to explore areas of psychology that most closely correspond to their interests and goals. This minor can be combined with any major and minor except the psychology major and APS major with a concentration in psychological studies.

Psychology Minor Requirements (18 credits)

At least 9 credits in the minor must be at the 3000 level.

Core Courses (6 credits)

PSYC 1020	Introduction to Psychology (3 credits) *OR* PSYC 1020H Introduction to Psychology Honors (3 credits)
PSYC 3710	History and Theories of Psychology (3 credits) *OR* PSYC 3760 Multicultural Issues in Psychology (3 credits)

Minor Electives (12 credits)

Select 12 credits from the following courses:

PSYC 2010	Cognitive Processes (3 credits)
PSYC 2020	Foundations of Clinical and Counseling Psychology (3 credits)
PSYC 2100	Biological Bases of Behavior (3 credits)
PSYC 2160	Social Psychology (3 credits) *OR* PSYC 2160H Social Psychology Honors (3 credits)
PSYC 2350	Life-Span Human Development (3 credits) *OR* PSYC 2350H Life-Span Human Development Honors (3 credits)
PSYC 2600	Psychological Research Methods (3 credits)
PSYC 3210	Personality (3 credits)
PSYC 3260	Abnormal Psychology (3 credits)
PSYC 3520	Principles of Learning (3 credits)

Psychology for Health Sciences Minor

This psychology minor is ideal for students planning for graduate study and a career in the health sciences. The minor focuses on behavioral science topics most relevant to the health sciences, including cognition and consciousness, psychological disorders, social processes, and the biological bases of behavior, among others. Students preparing for the MCAT may find this minor particularly useful. This minor can be combined with any major and minor except the psychology major/minor. A minimum of 9 credits must be exclusive to the minor and cannot be counted toward any other majors/minors/certificate programs.

Psychology for Health Sciences Minor Requirements (18 credits)

PSYC1020	Introduction to Psychology (3 credits) *OR* PSYC 1020H Introduction to Psychology Honors (3 credits)
PSYC2010	Cognitive Processes (3 credits)
PSYC2100	Biological Bases of Behavior (3 credits)
PSYC2160	Social Psychology (3 credits) *OR* PSYC 2160H Social Psychology Honors (3 credits)
PSYC2350	Life-Span Human Development (3 credits) *OR* PSYC 2350H Life-Span Human Development Honors (3 credits)
PSYC3260	Abnormal Psychology (3 credits)

Dr. Kiran C. Patel College of Osteopathic Medicine

Dr. Kiran C. Patel College of Osteopathic Medicine

Dean's Message

The Dr. Kiran C. Patel College of Osteopathic Medicine (KPCOM) is the founding college of NSU's Health Professions Division. We currently offer four pre-med and traditional undergraduate academic programs, the Bachelor of Science in Public Health (B.P.H.), the Bachelor of Science in Human Nutrition (B.S.H.N.), the Bachelor of Science in Health and Wellness Coaching (HAWC), and the Bachelor of Science in Health Informatics (BSHI). As a KPCOM student, you have the opportunity for immersion in experiential learning, clinical and community-based participatory research, global and domestic outreach, and community-based collaborations. You will work with leaders in the profession in the basic sciences, researchers in population health issues, as well as esteemed KPCOM faculty, graduate, and medical students. KPCOM leads the way in providing a multitude of comprehensive, distinctive and innovative pathways to prepare students for rewarding, successful careers. Graduates are well trained for positions in public health, business and industry, education and research, health promotion, food and nutrition management, health informatics, and clinical practice.

Elaine M. Wallace, D.O., M.S.[4]
Dean, Dr. Kiran C. Patel College of Osteopathic Medicine

Health Professions Division Board of Governors

Barry J. Silverman, M.D., *Chairman*
Anthony N. Ottaviani, D.O., M.P.H., MACOI, FCCP, *Vice Chairman*
Jay M. Tischenkel, B.Sc., R.Ph., Treasurer/Secretary
George L. Hanbury II, Ph.D., *NSU President and Chief Executive Officer*
Charles Palmer Chair, NSU Board of Trustees
Frederick Lippman, R.Ph., Ed.D., *Chancellor Emeritus, HPD*
Dana Altschul Haimos, PA-C
Ronald Assaf
Robert Barron, J.D.
Howard Braverman, O.D.
Jerome S. Chermak, Ed.D., *Retired Head, NSU University School*
David Glassman, D.D.S.
Jeffrey S. Grove, D.O.
Claude L. Jones, D.O.
Mel Krohn, D.M.D., P.A.
Lloyd Moriber, M.D., FACS, Royal Society of Surgeons, London
Beny Rub, M.D.
Joel Rush, D.O.
Sandra L. Schwemmer, D.O.
Phillip L. Shettle, D.O.
Kenneth Tate
Joel Wilentz, M.D.
Howard Neer, D.O.*

*Deceased

Note: As of May 17, 2022

Health Professions Division (HPD) Mission Statement

The mission of Nova Southeastern University Health Professions Division is to train primary care health practitioners in a multidisciplinary setting, with an emphasis on medically underserved areas.

The institutional premise is that health professionals should be trained in a multidisciplinary setting and, whenever possible, with integrated education. The university trains students in concert with other health profession students so that the various disciplines will learn to work together as a team for the good of the public's health. During their didactic work, students share campus facilities and, in some cases, have combined classes. In their clinical experiences, they work together in facilities operated by the university.

Furthermore, the division aims to educate health care practitioners who will eventually increase the availability of health care in areas of Florida that suffer from health care shortages. The division aims to alleviate some of these shortages by exposing the entire student body to the needs, challenges, and rewards of rural, underserved urban, and geriatric care. Existing curricula require all students to attend ambulatory care clerkships in rural or urban areas, or both, making Nova Southeastern University strongly oriented toward a pattern of training its students in areas geographically removed from the health center itself, and to the care of indigent and multicultural population groups.

In doing this, it developed training programs that address the primary care needs of the region's most medically underserved populations.

College Mission Statement

The mission of the Dr. Kiran C. Patel College of Osteopathic Medicine is to provide learner-centered education, both nationally and internationally, for osteopathic medical students, postgraduate trainees, physicians, and other professionals. Through its interprofessional programs, in a diverse and inclusive environment, the college prepares competent and compassionate lifelong learners; supports research, scholarly activity, and community service. The college advocates for the equitable health and welfare of diverse populations, including the medically underserved.

Introduction to College

NSU's Health Professions Division is a dynamic, innovative, and interprofessional, academic center that is comprised of seven colleges, including the Dr. Kiran C. Patel College of Osteopathic Medicine. The Dr. Kiran C. Patel College of Osteopathic Medicine is nationally recognized as a result of the esteemed faculty and staff members who are known for working closely with students.

Faculty engage in ongoing personal interaction with students and are committed to the mentorship and advancement of each student in realizing their unique professional goals.

The Dr. Kiran C. Patel College of Osteopathic Medicine provides interprofessional education that prepares students for the following:

- Professional Careers
- Further exploration through graduate and professional study

The Dr. Kiran C. Patel College of Osteopathic Medicine is accredited by the Commission on Osteopathic College Accreditation of the American Osteopathic Association and is a member of the American Association of Colleges of Osteopathic Medicine.

The Bachelor of Science in Public Health is accredited by the Council on Education for Public Health (CEPH).

The Bachelor of Science in Human Nutrition, Didactic Program in Dietetics (DPD) has received candidacy for accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

Urine Drug Screening

HPD students may be required to submit to urine drug screen testing. Students who test positive for illegal or illicit drugs, marijuana even if prescribed or certified by a physician, or for a controlled substance that they do not have a prescription for, will be referred to

their college's appropriate committee. Certain colleges may have additional policies. Students are expected to check the college section of their student handbooks for those requirements.

Department of Couple and Family Therapy—Pre-Med and Professional Clinical Options

The Dr. Kiran C. Patel College of Osteopathic Medicine welcomes you to the Department of Couple and Family Therapy. Students pursuing a Health and Wellness Coaching major in the Department of Couple and Family Therapy will have the opportunity to work directly with faculty in the classroom as well as in the community.

In the Health and Wellness Coaching Program, students will develop the knowledge and skills to coach clients of all ages, work closely with their families and health care systems, establish a private practice, and work in a variety of other settings. The choice is yours!

Major

Health and Wellness Coaching Major

The Bachelor of Science in Health and Wellness Coaching (BS-HAWC) degree is an excellent onramp to medical school, graduate degrees in couple and family therapy, public health, or nutrition, in addition to a myriad of other graduate and professional programs. Working alongside professionals in the fields of couple and family therapy, mental health, and medicine, you will learn critical strategies for engaging clients in their exploration and understanding of their unique paths toward wellness. The BS-HAWC degree is also an ideal foundation for students pursuing a medical career through the established dual admission track of completing the BS-HAWC in three or four years followed by a four-year Doctor of Osteopathic Medicine (D.O.) degree.

Health and Wellness Coaching Major Learning Outcomes

1. Communicate evidence-based information on health and wellness coaching to support individuals and groups to improve their health and wellbeing.
2. Monitor trends, issues, and policies in the area of health and wellness coaching and incorporate the information into curricula, training programs, and/or individual education sessions.
3. Apply principles of systemic family therapy to collaborate with clients to develop interventions in support of their health and wellbeing.
4. Demonstrate skills to provide personalized health solutions in a holistic manner, including the ability to develop tailored wellness plans in collaboration with clients and their support systems.
5. Apply research principles and methods to the examination of current problems in healthcare and other relational issues that impact clients' health.
6. Demonstrate the qualities needed to obtain post-graduate education and/or successfully enter the job market as a health and wellness coach.
7. Understand the role of human relationships in the promotion of physical and mental health.

The Department of Couple and Family Therapy's Health and Wellness Coaching program offers two options, a professional health and wellness coaching pathway or a pre-med health and wellness coaching pathway. Students in both pathways are required to take the following health and wellness coaching requirements (39 credits of core health and wellness coaching courses and 18 health and wellness major elective credits)

Health and Wellness Coaching Major Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the "General Education Program" section on page 97 of this catalog.

Health and Wellness Coaching Major Requirements (57 credits)

Core Courses (39 credits)

HAWC 1000	Introduction to Coaching (3 credits)
HAWC 1001	Human Systems and Family Relationships (3 credits)
HAWC 1002	Overview of Lifespan Wellness (3 credits)
HAWC 2003	Ethics of Coaching (3 credits)
HAWC 2030	Couple and Family Coaching (3 credits)
HAWC 2050	Coaching Diverse Populations (3 credits)
HAWC 3007	Solution Focused Coaching (3 credits)
HAWC 3008	Coaching Practicum I (3 credits)
HAWC 3010	Private Practice of Coaching (3 credits)
HAWC 3011	Coaching Practicum II (3 credits)
HAWC 3033	Grief Coaching (3 credits)
HAWC 3035	Neuroscience and Coaching (3 credits)
HAWC 4014	Research Methods and Evaluation in Coaching (3 credits)

Pre-Med Health and Wellness Pre-Med Coaching Major Electives (18 credits required) *

HAWC 2004	Coaching in Educational Settings (3 credits)
HAWC 2005	Coaching in Health Care Systems (3 credits)
HAWC 2006	Mindfulness and Meditations for Health (3 credits)
HAWC 2031	Coaching across the LifeSpan (3 credits)
HAWC 3019	Integrative Wellness Approaches (3 credits)
HAWC 3030	Recovery Coaching (3 credits)
HAWC 3032	Trauma Coaching (3 credits)
HAWC 4012	Advanced Solutions Focused Coaching I (3 credits)
HAWC 4025	Advanced Solution Focused Coaching II (3 credits)
HAWC 4034	Chronic Health Conditions and Coaching (3 credits)
HAWC 4990	Independent Study (1-3 credits)

Students in good standing in our 3+4 Dual Admission Doctor of Osteopathic Medicine program may use credits from the first year medical school curriculum (in osteopathic medicine) at NSU, in lieu of taking the major electives required for this undergraduate major. These students must submit the application for their undergraduate degree upon completion of the first year of medical school.

*Students are permitted to take 9 credits of the required 18 major elective credits from the BPH (Bachelor of Science in Public Health), BSHN (Bachelor of Science in Human Nutrition), and/or (BSHI) Bachelor of Science in Health Informatics course prefixes.

Pre-Med Health and Wellness Coaching Major

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the "General Education Program" section on page 97 of this catalog.

Pre-Med Health and Wellness Coaching Major Requirements (57 credits)

Core Courses (39 credits)

HAWC 1000	Introduction to Coaching (3 credits)
HAWC 1001	Human Systems and Family Relationships (3 credits)
HAWC 1002	Overview of Lifespan Wellness (3 credits)
HAWC 2003	Ethics of Coaching (3 credits)
HAWC 2030	Couple and Family Coaching (3 credits)
HAWC 2050	Coaching Diverse Populations (3 credits)
HAWC 3007	Solution Focused Coaching (3 credits)
HAWC 3008	Coaching Practicum I (3 credits)
HAWC 3010	Private Practice of Coaching (3 credits)
HAWC 3011	Coaching Practicum II (3 credits)
HAWC 3033	Grief Coaching (3 credits)
HAWC 3035	Neuroscience and Coaching (3 credits)
HAWC 4014	Research Methods and Evaluation in Coaching (3 credits)

Pre-Med Health and Wellness Pre-Med Coaching Major Electives (18 credits required)*

HAWC 2004	HAWC 2004 Coaching in Educational Settings (3 credits)
HAWC 2005	Coaching in Health Care Systems (3 credits)
HAWC 2006	Mindfulness and Meditations for Health (3 credits)
HAWC 2031	Coaching across the LifeSpan (3 credits)
HAWC 3019	Integrative Wellness Approaches (3 credits)
HAWC 3030	Recovery Coaching (3 credits)
HAWC 3032	Trauma Coaching (3 credits)
HAWC 4012	Advanced Solutions Focused Coaching I (3 credits)
HAWC 4025	Advanced Solution Focused Coaching II (3 credits)
HAWC 4034	Chronic Health Conditions and Coaching (3 credits)
HAWC 4990	Independent Study (1-3 credits)

Pre-Med Health and Wellness Coaching (Required Open Electives)

Science Requirements (36 credits)

BIOL 1500	Biology I/Lab (4 credits)
BIOL 1510	Biology II/Lab (4 Credits)
CHEM 1300	General Chemistry I/Lab (4 Credits) *OR* CHEM 1300H General Chemistry I/Lab Honors (4 Credits)
CHEM 1310	General Chemistry II/Lab (4 Credits) *OR* CHEM 1310H General Chemistry II/Lab Honors (4 Credits)
CHEM 2400	Organic Chemistry I/Lab (4 Credits) *OR* CHEM 2400H Organic Chemistry I/Lab Honors (4 Credits)
CHEM 2410	Organic Chemistry II/Lab (4 Credits) *OR* CHEM2410H Organic Chemistry II/Lab Honors (4 Credits)
CHEM 3650	Biochemistry/Lab (4 Credits)
PHYS 2350	General Physics I/Lab (4 Credits) *OR* PHYS 2350H General Physics I/Lab Honors (4 Credits) *OR*
PHYS 2400	Physics I/Lab (4 Credits)
PHYS 2360	General Physics II/Lab (4 Credits) *OR* PHYS 2360H General Physics II/Lab Honors (4 Credits) *OR* PHYS 2500 Physics I/Lab

Students in good standing in our 3+4 Dual Admission Doctor of Osteopathic Medicine program may use credits from the first year medical school curriculum (in osteopathic medicine) at NSU, in lieu of taking the major electives required for this undergraduate major. These students must submit the application for their undergraduate degree upon completion of the first year of medical school.

*Students are permitted to take 9 credits of the required 18 major elective credits from the BPH (Bachelor of Science in Public Health), BSHN (Bachelor of Science in Human Nutrition), and/or (BSHI) Bachelor of Science in Health Informatics course prefixes.

Minor

Health and Wellness Coaching Minor

The Health and Wellness Coaching Minor provides curriculum to explore coaching across the lifespan. Academic coursework covers the foundations of health and wellness coaching, systems theory, and behavioral health. Our innovative faculty offer students an opportunity to delve into the intricacies of a career in health and wellness coaching.

Health and Wellness Coaching Minor Requirements (18 credits)

HAWC 1000	Introduction to Coaching (3 credits)
HAWC 1002	Overview of Lifespan Wellness (3 credits)
HAWC 2003	Ethics of Coaching (3 credits)

AND

Select 9 credits from any of the required or elective courses in the HAWC (Bachelor of Science in Health and Wellness Coaching), BPH (Bachelor of Science in Public Health), BSHN (Bachelor of Science in Human Nutrition) programs, and/or BSHI (Bachelor of Science in Health Informatics) course prefixes.

Department of Nutrition Didactic Program in Dietetics (DPD) and Pre-Med Option

Prepare to use the power of nutrition to fuel your career options. Food and nutrition occupations are among today's fastest growing occupations, more than double the national average. The Bachelor of Science in Human Nutrition (BSHN) program delivers broad knowledge in applied nutrition, nutrition education, public policy, advocacy, nutrition therapy, leadership and management, and food production. Completing this degree can open doors to exciting career opportunities and further graduate studies. Students are well prepared for positions in public health, business and industry, education and research, health promotion, food and nutrition management and clinical dietetics. A B.S. in Human Nutrition will also distinguish you and provide a foundational pathway to pursue many graduate programs at Nova Southeastern University (NSU), including, but not limited to osteopathic medicine, allopathic medicine, nutrition, public health, physical therapy, physician assistant, athletic training, and exercise and sports science.

Major

Human Nutrition Major

The program will present the essential concepts from nutrition and dietetics, health and wellness, and current research in an innovative curriculum that builds upon the medical sciences such as anatomy, chemistry, biochemistry, and microbiology. Courses and experiential activities throughout the program provide a practical focus that will complement many areas of interest, such as community programming, sports and fitness, food services, business, marketing and communications, public health, and professional practice.

Overall, an important goal of the BSHN program is to provide strong preparation for future medical students in an area of study closely aligned with preventative health care and medicine. NSU's Dual Admission Program is one of the first in the nation to offer an accelerated, seven-year academic path from the BSHN program to the Doctor of Osteopathic Medicine Degree (D.O.). Information regarding dual-admission programs can be obtained through the Office of Undergraduate Admissions.

The program offers a broad base of interests and potential career outcomes such as education, food services, industry, research, and professional school. This program also carries a specialty accreditation, as a Bachelor of Science in Human Nutrition, Didactic Program in Dietetics (DPD) and it complies with components of the Accreditation Council for Education in Nutrition and Dietetics (ACEND) DPD 2022 Standards.

Students are provided with the academic foundation as a first step in the professional pathway to becoming a registered dietitian nutritionist. Graduates of this program receive a verification statement that will qualify them to apply for ACEND-accredited supervised practice programs to qualify to take the registration examination for dietitians provided by the Commission on Dietetic Registration (CDR). The verification statement will also allow graduates to take the credentialing exam to nutrition and dietetic technicians, registered without obtaining further training. This is para-professional certification within the nutrition and dietetics profession that has many employment opportunities as well.

Nutrition and Dietetics Profession

The Accreditation Council for Education in Nutrition and Dietetics (ACEND) is the accrediting agency for educational programs to become a Registered Dietitian Nutritionist (RDN). Accreditation is necessary to assure that the education and training received by students meets quality assurance standards, and to guarantee that students from any accredited program have been taught the same foundational knowledge requirements. See the ACEND website for more details on this process.

Requirements for a Registered Dietitian Nutritionist (RDN)

1. Program graduates who pursue the registered dietitian (RDN) credential have to take the following required steps:
2. Earn a bachelor's degree from US regionally accredited university or college and course work accredited or approved by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics.
3. Complete an ACEND-accredited supervised practice program.

4. Pass a national examination administered by the Commission on Dietetic Registration (CDR)

Effective January 1, 2024, the Commission on Dietetic Registration (CDR) will require a minimum of a master's degree to be eligible to take the credentialing exam to become a registered dietitian nutritionist (RDN). To be approved for registration examination eligibility with a bachelor's degree, an individual must meet all eligibility requirements and be submitted into CDR's Registration Eligibility Processing System (REPS) before 12:00 midnight Central Time, December 31, 2023. For more information about this requirement visit CDR's website: *https://www.cdrnet.org/graduatedegree*. In most states, including Florida, graduates also must obtain licensure or certification to practice. See the State Licensure Requirements Website for more information.

Program Mission

The mission of the Bachelor of Science in Human Nutrition (Didactic Program in Dietetics) is to prepare students for pursuit of advanced degrees and various careers in the field of nutrition and dietetics through an innovative, engaging program which integrates fundamental concepts in nutrition sciences, human health promotion and disease prevention, research trends, practical skills, and professional communication techniques.

Program Goals

- Prepare graduates for acceptance into a supervised practice program or graduate school.
- Prepare graduates for a career in the field of nutrition and dietetics.

Program Objectives

- At least 80% of students complete program requirements within 72 months or 6 years (150% of the planned program length).
- At least 30 percent of program graduates apply for admission to a supervised practice program prior to or within 12 months of graduation.
- Of program graduates who apply to a supervised practice program, at least 50 percent are admitted within 12 months of graduation.
- The program's one-year pass rate (graduates who take and pass the registration exam within one year of first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80%.
- At least 70% of employers surveyed will rate the program graduate's performance and level of graduate's preparation for an entry- level position and overall performance in the position at 3 or higher (on a scale from 1 to 5, 5 is highest) within 12 months of graduation.
- At least 70% of graduates who respond to the alumni survey after one year will indicate a mean satisfaction rating of 3 or higher (on a scale of 1 to 5, 5 being highest) with their level of preparation for their employment or graduate program.

For more information regarding the DPD program, please visit the website: *osteopathic.nova.edu/degrees/bachelors/nutrition/*.

Human Nutrition Major Learning Outcomes

1. Explain and apply scientific concepts by which nutrients are consumed, digested, metabolized, absorbed and excreted through biological functions.
2. Differentiate nutritional needs throughout the lifecycle and implement appropriate interventions that are sensitive to cultural practices and beliefs.
3. Integrate wellness guidelines in promoting healthy nutrition behaviors and health risk reduction through public health applications.
4. Demonstrate appropriate communication skills and abilities related to nutrition topics in both group and individual experiences.
5. Evaluate the economic, political, social, cultural, and agricultural factors that influence food and nutrition policies that impact safe food access and population health.
6. Utilize management and leadership concepts in food service systems such as menu planning, cost analysis, staffing, food safety, and the nutrition care process.

The Department of Nutrition offers two program options, a didactic program in dietetics pathway or a pre-med human nutrition pathway. Both pathways are required to take the following Human Nutrition requirements (42 credits of core human nutrition courses and 15 human nutrition major elective credits).

Human Nutrition Major Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the "General Education Program" section on page 97 of this catalog.

Human Nutrition Major Requirements (57 credits)

Core Courses (42 credits)

BSHN 1200	Nutrition for the Health Professions (3 credits)
BSHN 1300	Careers in Nutrition (3 credits)
BSHN 1400	Nutrition Seminar (3 credits)
BSHN 2000	Principles of Wellness (3 credits)
BSHN 2100	Food and Culture (3 credits)
BSHN 2300	Nutrition Education, Counseling, and Communication (3 credits)
BSHN 2400	Community Nutrition (3 credits)
BSHN 2500	Introduction to Food Service Systems (3 credits)
BSHN 3000	LifeSpan Nutrition (3 credits)
BSHN 3100	Nutrition Advocacy and Public Policy (3 credits)
BSHN 3200	Nutrition at the Cellular Level (3 credits)
BSHN 4000	Exploring Nutrition Research (3 credits)
BSHN 4100	Principles of Medical Nutrition Therapy (3 credits)
BSHN 4200	Human Function and Nutrition (3 credits)

Human Nutrition Major Electives (15 credits required)*

BSHN 2250	Hot Topics in Nutrition (3 credits)
BSHN 3300	Global Nutrition (3 credits)
BSHN 3400	Plant-Based Nutrition (3 credits)
BSHN 3500	Interprofessional Models of Nutrition Care (3 credits)
BSHN 3600	Nutritional Implications for Special Populations (3 credits)
BSHN 4300	Nutritional Science and Academic Writing (3 credits)
BSHN 4400	Directed Individual Study (3 credits)
BPH 4900	Global Outreach and Applied Learning (3 credits)
BPH 4901	Domestic Outreach and Applied Learning (3 credits)
BPH 4901B	Local Outreach and Applied Learning (3 credits)

Students in good standing in our 3+4 Dual Admission Doctor of Osteopathic Medicine program may use credits from the first year medical school curriculum (in osteopathic medicine) at NSU, in lieu of taking the major electives required for this undergraduate major. These students must submit the application for their undergraduate degree upon completion of the first year of medical school.

*Students are permitted to take 6 credits of the required 15 major elective credits from the BPH (Bachelor of Science in Public Health), HAWC (Bachelor of Science in Health and Wellness Coaching), and/or Bachelor of Science in Health Informatics (BSHI) course prefixes.

Pre-Med Human Nutrition Major

Pre-Med Human Nutrition Major Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the "General Education Program" section on page 97 of this catalog.

Pre-Med Human Nutrition Major Requirements (57 credits)

Core Courses (42 credits)

BSHN 1200	Nutrition for the Health Professions (3 credits)
BSHN 1300	Careers in Nutrition (3 credits)

BSHN 1400	Nutrition Seminar (3 credits)
BSHN 2000	Principles of Wellness (3 credits)
BSHN 2100	Food and Culture (3 credits)
BSHN 2300	Nutrition Education, Counseling, and Communication (3 credits)
BSHN 2400	Community Nutrition (3 credits)
BSHN 2500	Introduction to Food Service Systems (3 credits)
BSHN 3000	LifeSpan Nutrition (3 credits)
BSHN 3100	Nutrition Advocacy and Public Policy (3 credits)
BSHN 3200	Nutrition at the Cellular Level (3 credits)
BSHN 4000	Exploring Nutrition Research (3 credits)
BSHN 4100	Principles of Medical Nutrition Therapy (3 credits)
BSHN 4200	Human Function and Nutrition (3 credits)

Pre-Med Human Nutrition Major Electives (15 credits required)*

BSHN 2250	Hot Topics in Nutrition (3 credits)
BSHN 3300	Global Nutrition (3 credits)
BSHN 3400	Plant-Based Nutrition (3 credits)
BSHN 3500	Interprofessional Models of Nutrition Care (3 credits)
BSHN 3600	Nutritional Implications for Special Populations (3 credits)
BSHN 4300	Nutritional Science and Academic Writing (3 credits)
BSHN 4400	Directed Individual Study (3 credits)
BPH 4900	Global Outreach and Applied Learning (3 credits)
BPH 4901	Domestic Outreach and Applied Learning (3 credits)
BPH 4901B	Local Outreach and Applied Learning (3 credits)

Pre-Med Human Nutrition (Required Open Electives)

Science Requirements (36 credits)

BIOL 1500	Biology I/Lab (4 credits)
BIOL 1510	Biology II/Lab (4 Credits)
CHEM 1300	General Chemistry I/Lab (4 Credits) *OR* CHEM 1300H General Chemistry I/Lab Honors (4 Credits)
CHEM 1310	General Chemistry II/Lab (4 Credits) *OR* CHEM 1310H General Chemistry II/Lab Honors (4 Credits)
CHEM 2400	Organic Chemistry I/Lab (4 Credits) *OR* CHEM 2400H Organic Chemistry I/Lab Honors (4 Credits)
CHEM 2410	Organic Chemistry II/Lab (4 Credits) *OR* CHEM2410H Organic Chemistry II/Lab Honors (4 Credits)
CHEM 3650	Biochemistry/Lab (4 Credits)
PHYS 2350	General Physics I/Lab (4 Credits) *OR* PHYS 2350H General Physics I/Lab Honors (4 Credits) *OR*
PHYS 2400	Physics I/Lab (4 Credits)
PHYS 2360	General Physics II/Lab (4 Credits) *OR* PHYS 2360H General Physics II/Lab Honors (4 Credits) *OR* PHYS 2500 Physics I/Lab

Students in good standing in our 3+4 Dual Admission Doctor of Osteopathic Medicine program may use credits from the first-year medical school curriculum (in osteopathic medicine) at NSU, in lieu of taking the major electives required for this undergraduate major. These students must submit the application for their undergraduate degree upon completion of the first year of medical school.

*Students are permitted to take 6 credits of the required 15 major elective credits from the BPH (Bachelor of Science in Public Health), HAWC (Bachelor of Science in Health and Wellness Coaching), and /or Bachelor of Science in Health Informatics (BSHI) course prefixes.

Minor

Human Nutrition Minor

The Human Nutrition minor provides a focused curriculum in the life sciences, health and wellness, nutrition communication, and population health. The 18-credit course of study prepares students with a broad understanding of the intricate relationships between nutrition and human health. This minor can be combined with any major and minor.

Human Nutrition Minor Requirements (18 credits)

BSHN 1200	Nutrition in the Health Professions (3 credits)
BSHN 2000	Principles of Wellness (3 credits)
BSHN 2300	Nutrition Education, Counseling, and Communication (3 credits)
BSHN 3000	Lifespan Nutrition (3 credits)

PLUS

Select 6 credits from any of the required or elective courses in the BSHN (Bachelor of Science in Human Nutrition), Bachelor of Science in Public Health (BPH), the HAWC (Bachelor of Science in Health and Wellness Coaching), and/or the BSHI (Bachelor of Science in Health Informatics) course prefixes.

Department of Public Health Pre-Med and Professional Public Health Options

There is a growing need for public health professionals to address emerging and re-emerging diseases, environmental health concerns, health care reform, proliferation of agents and weapons of mass destruction, sociopolitical factors affecting health and health care systems, and global health. Public health professionals may work in a variety of settings including health care facilities, county and state health departments, social service agencies, health policy and planning organizations, colleges and universities, community-based health education and health promotion centers, nonprofit organizations, government and nongovernmental health organizations, and the corporate world.

Major

Public Health Major

Public health is one of the most in-demand fields in healthcare. This unique undergraduate program integrates a public health core curriculum with current healthcare topics influencing populations on both a global and local scale. Students who complete this program will have a solid foundation in public health that is crafted from a combination of hands-on experiences and faculty-led instruction. The mission of the Bachelor of Science in Public Health program is to develop a public health and healthcare workforce to improve population health and health equity through research, service, and dynamic learning experiences. NSU's Bachelor of Science in Public Health program is accredited by the Council on Education for Public Health.

An undergraduate degree in public health is also an ideal option for students pursuing a medical career through the established track of completing the B.S.P.H. in three or four years followed by a four-year Doctor of Osteopathic Medicine (DO) degree. A dual admission program is available for qualified, high-achieving students. Information regarding dual-admission programs can be obtained through the Office of Undergraduate Admissions.

Program Mission

The mission of the Bachelor of Science in Public Health program is to develop a public health and healthcare workforce to improve population health and health equity through research, service, and dynamic learning experiences.

Public Health Major Learning Outcomes

1. Demonstrate a working knowledge of the core areas of public health education: epidemiology; biostatistics; environmental health; social and behavioral sciences.
2. Demonstrate essential knowledge of the core functions of public health: assessment, policy development and assurance.
3. Demonstrate an understanding of the ecological model of health behavior and the logic model of public health practice.
4. Apply evidence-based principles to public health practice.
5. Demonstrate an understanding of the principles of research design and analysis.
6. Describe the scientific foundation for understanding health and disease, as well as chronic, infectious and emerging diseases.
7. Demonstrate essential knowledge of population health and vulnerable population groups.
8. Explain the impact of health behaviors, ethics, diversity and culture.
9. Identify emerging topics in public health, including nutrition, disaster preparedness, and infectious diseases.

The Department of Public Health offers two program options, a professional public health pathway or a pre-med public health pathway. Both pathways are required to take the following Public Health requirements (39 credits of core public health courses and 18 public health major elective credits).

Public Health Major Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the "General Education Program" section on page 97 of this catalog.

Public Health Major Requirements (57 credits)

Core Courses (39 credits)

BPH 1010	Foundations of Public Health (3 credits)
BPH 1020	Principles of Health Behavior (3 credits)
BPH 2022	Public Health Biology (3 credits)
BPH 2030	Public Health Seminar (3 credits)
BPH 2040	Health Communication (3 credits)
BPH 2050	Community Health (3 credits)
BPH 3010	Concepts in Epidemiology (3 credits) *OR* BPH 3010H Epidemiology: Distribution and Determinants of Health (3 credits)
BPH 3020	Public Health Leadership and Management (3 credits)
BPH 3030	Introduction to Global Health (3 credits)
BPH 4020	Policies, Systems, and Environments of Healthcare (3 credits)
BPH 4910	Environmental and Occupational Health (3 credits)
BPH 4950	Essentials of Public Health Planning (3 credits)
BPH 4951	Community Based Health Project (3 credits)

Public Health Major Electives (18 credits required)*

BPH 2010	Human Genomics (3 credits)
BPH 2060	Introduction to School Health (3 credits)
BPH 2070	Introduction to Public Health Research (3 credits)
BPH 2080	Dimensions of Wellness (3 credits)
BPH 2090	Public Health Special Topics (3 credits)
BPH 3040	Public Health Issues in Disasters (3 credits)
BPH 3970	Disparities and Health (3 credits)
BPH 3990	Understanding Mental Health as Public Health (3 credits)
BPH 3990 (H)	Inside Out: Exploring Mental Health and Well-Being
BPH 4900	Global Outreach and Applied Learning (3 credits)
BPH 4901	Domestic Outreach and Applied Learning (3 credits)
BPH 4901B	Local Outreach and Applied Learning (3 credits)
BPH 4920	Population Health Outcomes and Analysis (3 credits)
BPH 4980	Ethical Issues in Population Health (3 credits)
HONR 2020E	Grant Writing for Human Subjects Research and Human Services (3 credits)
BPH 4990	Independent Study in Public Health (1, 2, 3 credits)

Students in good standing in our 3+4 Dual Admission Doctor of Osteopathic Medicine program may use credits from the first year medical school curriculum (in osteopathic medicine) at NSU, in lieu of taking the major electives required for this undergraduate major. These students must submit the application for their undergraduate degree upon completion of the first year of medical school.

*Students are permitted to take 9 of the required 18 major elective credits from the BSHN (Bachelor of Science in Human Nutrition), HAWC (Bachelor of Science in Health and Wellness Coaching), and/or BSHI (Bachelor of Science in Health Informatics) course prefixes.

Pre-Med Public Health Major

Pre-Med Public Health Major Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the "General Education Program" section on page 97 of this catalog.

Pre-Med Public Health Public Health Major Requirements (57 credits)

Core Courses (39 credits)

BPH 1010	Foundations of Public Health (3 credits)
BPH 1020	Principles of Health Behavior (3 credits)
BPH 2022	Public Health Biology (3 credits)
BPH 2030	Public Health Seminar (3 credits)
BPH 2040	Health Communication (3 credits)
BPH 2050	Community Health (3 credits)
BPH 3010	Concepts in Epidemiology (3 credits) *OR*
	BPH 3010(H) Epidemiology: Distribution and Determinants of Health (3 credits)
BPH 3020	Public Health Leadership and Management (3 credits)
BPH 3030	Introduction to Global Health (3 credits)
BPH 4020	Policies, Systems, and Environments of Healthcare (3 credits)
BPH 4910	Environmental and Occupational Health (3 credits)
BPH 4950	Community-Based Essentials of Public Health Planning (3 credits)
BPH 4951	Community Based Health Project (3 credits)

Pre-Med Public Health Public Health Major Electives (18 credits required)*

BPH 2010	Human Genomics (3 credits)
BPH 2060	Introduction to School Health (3 credits)
BPH 2070	Public Health Research Methods (3 credits)
BPH 2080	Dimensions of Wellness (3 credits)
BPH 3040	Public Health Issues in Disasters (3 credits)
BPH 3970	Disparities and Health (3 credits)
BPH 3990	Understanding Mental Health as Public Health (3 credits)
BPH 3990 (H)	Inside Out: Exploring Mental Health and Well-Being (3 credits)
BPH 4900	Global Outreach and Applied Learning (3 credits)
BPH 4901	Domestic Outreach and Applied Learning (3 credits)
BPH 4901B	Local Outreach and Applied Learning (3 credits)
BPH 4920	Population Health Outcomes and Analysis (3 credits)
BPH 4980	Ethical Issues in Population Health (3 credits)
BPH 4990	Independent Study in Public Health (1, 2, 3 credits)

Pre-Med Public Health (Required Open Electives)

Science Requirements (36 credits)

BIOL 1500	Biology I/Lab (4 credits)
BIOL 1510	Biology II/Lab (4 Credits)
CHEM 1300	General Chemistry I/Lab (4 Credits) *OR* CHEM 1300H General Chemistry I/Lab Honors (4 Credits)
CHEM 1310	General Chemistry II/Lab (4 Credits) *OR* CHEM 1310H General Chemistry II/Lab Honors (4 Credits)
CHEM 2400	Organic Chemistry I/Lab (4 Credits) *OR* CHEM 2400H Organic Chemistry I/Lab Honors (4 Credits)
CHEM 2410	Organic Chemistry II/Lab (4 Credits) *OR* CHEM2410H Organic Chemistry II/Lab Honors (4 Credits)
CHEM 3650	Biochemistry/Lab (4 Credits)
PHYS 2350	General Physics I/Lab (4 Credits) OR PHYS 2350H General Physics I/Lab Honors (4 Credits) *OR*
PHYS 2400	Physics I/Lab (4 Credits)
PHYS 2360	General Physics II/Lab (4 Credits) OR PHYS 2360H General Physics II/Lab Honors (4 Credits) *OR*
PHYS 2500	Physics I/Lab

Students in good standing in our 3+4 Dual Admission Doctor of Osteopathic Medicine program may use credits from the first-year medical school curriculum (in osteopathic medicine) at NSU, in lieu of taking the major electives required for this undergraduate major. These students must submit the application for their undergraduate degree upon completion of the first year of medical school.

*Students are permitted to take 9 of the required 18 major elective credits from the BSHN (Bachelor of Science in Human Nutrition), HAWC (Bachelor of Science in Health and Wellness Coaching), and/or BSHI (Bachelor of Science in Health Informatics) course prefixes.

Minor

Public Health Minor

The Dr. Kiran C. Patel College of Osteopathic Medicine Public Health Minor provides curriculum in areas relevant to foundations of public health, theories of health behavior, and community health. The interprofessional background of our faculty offer students a realistic look into how public health ensures the health and wellness of communities.

Public Health Minor Requirements (18 credits)

BPH 1010 Foundations of Public Health (3 credits)
BPH 1020 Principles of Health Behavior (3 credits)
BPH 2050 Community Health (3 credits)

AND

Select 9 credits from any of the required or elective courses in the BPH (Bachelor of Science in Public Health), the BSHN (Bachelor of Science in Human Nutrition), the HAWC (Bachelor of Science in Health and Wellness Coaching), and/or the BSHI (Bachelor of Science in Health Informatics) course prefixes.

Department of Health Informatics

Health Informatics (HI) is an emerging field comprised of a conceptual framework of technology, informatics, and a practical knowledge of health care. The past decade has seen an explosive use of technology in health care, which continues today. This has created a demand for well-trained HI workers across all health sectors. Graduates of the program will have confidence to work successfully in a variety of settings such as public or private health care organizations, academia, or the corporate world. Graduates will be well poised to access a variety of professional career opportunities including manager medical informatics, systems data analysis and data entry specialist, health information technician, implementation specialist, clinical specialist, and systems analysts.

Major

Health Informatics Major

The undergraduate HI program is a unique program both locally and nationally for a variety of reasons. The program represents a collaborative effort between two prominent colleges, Dr. Kiren C. Patel College of Osteopathic Medicine (KPCOM) and the College of Computing and Engineering (CCE). The undergraduate degree in HI is also an ideal option for students pursuing a medical career through the established track of completing the BSHI. in three or four years followed by a four-year Doctor of Osteopathic Medicine (DO) degree. A dual admission program is available for qualified, high-achieving students. The program offers a dual admission option into the MS program in Health Informatics. Information regarding dual-admission programs can be obtained through the Office of Undergraduate Admissions.

The HI curriculum is purposely structured to allow students to explore and learn the field of HI and its impact locally, nationally, and globally. Graduates of the program will have a solid foundation in HI. The HI program utilizes a combination of practical experiences and faculty-led instruction that engages and immerses students in the subject. Fundamental and advanced topics include the health care system, legal and ethical issues in HI, security in HI, analytics, and data science. Students will have HI focused electives from which to choose from that will expand their knowledge and skills such as management and leadership, project management, bioinformatics, research methods, computer programing, and human computer interaction.

Health Informatics Major Learning Outcomes

1. Demonstrate essential knowledge of the core areas of HI: health information science and technology; informatics; and a practical knowledge of health care.
2. Analyze HIT issues and identify, design, implement solutions.
3. Interpret the impact that the legal, and regulatory requirements have on HIT.
4. Develop skills in the managerial sciences and leadership, and apply appropriately to the HIT environment.
5. Recognize how social and behavior sciences impact health systems and HIT.
6. Demonstrate the abilities necessary to pursue graduate education and/or successfully enter the job market.

Health Informatics Major Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the "General Education Program" section on page 97 of this catalog.

Health Informatics Major Requirements (57 credits)

Core Courses (39 credits)

BSHI 1001	Principles of Health Informatics (3 credits)
BSHI 1002	Overview of the US Health Care System (3 credits)
BSHI 2001	Principles of Health Care Quality (3 credits)
BSHI 2002	Legal and Ethical Issues in Health Informatics (3 credits)
BSHI 3001	Electronic Health Records (3 credits)

BSHI 3002	Health Informatics Security (3 credits)
BSHI 3005	Health Informatics Seminar (3 credits)
TECH 1110	Technology in the Information Age (3 credits)
TECH 2010	Excel at Spreadsheets (3 credits)
TECH 2020	Programming for Everyone (3 credits)
TECH 3100	Introduction to Data Science (3 credits)
BSHI 4001	Health Informatics Internship I (3 credits)
BSHI 4002	Health Informatics Internship II (3 credits)

Health Informatics Major Electives (18 credits required) *

BSHI 2004	Health Information Exchange (3 credits)
BSHI 2006	Principles of Management and Leadership in Health Care Organizations (3 credits)
BSHI 2008	Principles of Health Information Technology Governance (3 credits)
BSHI 2010	Principles of Project Management in Health Care (3 credits)
BSHI 3004	Bioinformatics (3 credits)
BSHI 3006	Public Health Informatics (3 credits)
BSHI 4004	Health Informatics Research Methods (3 credits)
BSHI 4006	Independent Study in Health Informatics (1,2 or 3 credits)
CSIS 2000	Introduction to Database Systems (3 credits)
CSIS 2101	Fundamentals of Computer Programming (3 credits)
CSIS 3020	Web Programming and Design (3 credits)
CSIS 3500	Networks and Data Communication (3 credits)
CSIS 4311	Web Services and Systems (3 credits)
CSIS 4351	Human Computer Interaction (3 credits)

Students in good standing in our 3+4 Dual Admission Doctor of Osteopathic Medicine program may use credits from the first year medical school curriculum (in osteopathic medicine) at NSU, in lieu of taking the major electives required for this undergraduate major. These students must submit the application for their undergraduate degree upon completion of the first year of medical school.

*Students are permitted to take 6 of the 18 major elective credits from the required or elective courses in the BPH (Bachelor of Science in Public Health), BSHN (Bachelor of Science in Human Nutrition), HAWC (Health and Wellness Coaching), or from the designated courses with the CSIS prefix, from the CCE (College of Computing and Engineering).

Pre-Med Health Informatics Major

Pre-Med Health Informatics Major Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the “General Education Program” section on page 97 of this catalog.

Pre-Med Health Informatics Major Requirements (57 credits)

Core Courses (39 credits)

BSHI 1001	Principles of Health Informatics (3 credits)
BSHI 1002	Overview of the US Health Care System (3 Credits)
BSHI 2001	Principles of Health Care Quality (3 credits)
BSHI 2002	Legal and Ethical Issues in Health Informatics (3 credits)
BSHI 3001	Electronic Health Records (3 credits)
BSHI 3002	Health Informatics Security (3 credits)
BSHI 3005	Health Informatics Seminar (3 credits)
BSHI 4001	Health Informatics Internship I (3 credits)
BSHI 4002	Health Informatics Internship II (3 credits)
TECH 1110	Technology in the Information Age (3 credits)
TECH 2010	Excel at Spreadsheets (3 credits)

TECH 2020	Programming for Everyone (3 credits)
TECH 3100	Introduction to Data Science (3 credits)

Pre-Med Health Informatics Major Electives (18 credits required) *

BSHI 2004	Health Information Exchange (3 credits)
BSHI 2006	Principles of Management and Leadership in Health Care Organizations (3 credits)
BSHI 2008	Principles of Health Information Technology Governance (3 credits)
BSHI 2010	Principles of Project Management in Health Care (3 credits)
BSHI 3004	Bioinformatics (3 credits)
BSHI 3006	Public Health Informatics (3 credits)
BSHI 4004	Health Informatics Research Methods (3 credits)
BSHI 4006	Independent Study in Health Informatics (1,2 or 3 credits)
CSIS 2000	Introduction to Database Systems (3 credits)
CSIS 2101	Fundamentals of Computer Programming (3 credits)
CSIS 3020	Web Programming and Design (3 credits)
CSIS 3500	Networks and Data Communication (3 credits)
CSIS 4311	Web Services and Systems (3 credits)
CSIS 4351	Human Computer Interaction (3 credits)

Pre-Med Health Informatics (Required Open Electives)

Science Requirements (36 credits)

BIOL 1500	Biology I/Lab (4 credits)
BIOL 1510	Biology II/Lab (4 Credits)
CHEM 1300	General Chemistry I/Lab (4 Credits) *OR* CHEM 1300H General Chemistry I/Lab Honors (4 Credits)
CHEM 1310	General Chemistry II/Lab (4 Credits) *OR* CHEM 1310H General Chemistry II/Lab Honors (4 Credits)
CHEM 2400	Organic Chemistry I/Lab (4 Credits) *OR* CHEM 2400H Organic Chemistry I/Lab Honors (4 Credits)
CHEM 2410	Organic Chemistry II/Lab (4 Credits) *OR* CHEM2410H Organic Chemistry II/Lab Honors (4 Credits)
CHEM 3650	Biochemistry/Lab (4 Credits)
PHYS 2350	General Physics I/Lab (4 Credits) *OR* PHYS 2350H General Physics I/Lab Honors (4 Credits) *OR* PHYS 2400 Physics I/Lab (4 Credits)
PHYS 2360	General Physics II/Lab (4 Credits) *OR* PHYS 2360H General Physics II/Lab Honors (4 Credits) *OR* PHYS 2500 Physics I/Lab

Students in good standing in our 3+4 Dual Admission Doctor of Osteopathic Medicine program may use credits from the first year medical school curriculum (in osteopathic medicine) at NSU, in lieu of taking the major electives required for this undergraduate major. These students must submit the application for their undergraduate degree upon completion of the first year of medical school.

*Students are permitted to take 6 of the 18 major elective credits from the required or elective courses in the BPH (Bachelor of Science in Public Health), BSHN (Bachelor of Science in Human Nutrition), HAWC (Health and Wellness Coaching), or from the designated courses with the CSIS prefix, from the CCE (College of Computing and Engineering).

Minor

Health Informatics Minor

The Dr. Kiran C. Patel College of Osteopathic Medicine Health Informatics Minor provides a purposefully structured curriculum, which allows the student to explore and develop a foundational footing in HI. Faculty offer a pragmatic approach that uncovers this multifaceted dynamic profession, giving students a practical look at the field of HI, as well as its benefits and challenges. Students who are not BSHI majors and successfully complete the HI Minor are well prepared to pursue the KPCOM Master of Science in Biomedical Informatics Program.

Health Informatics Minor Requirements (18 credits)

BSHI 1001	Principles of Health Informatics (3 credits)
BSHI 1002	Overview of the U.S. Health Care System (3 credits)

BSHI 2001	Principles of Health Care Quality (3 credits)
BSHI 2002	Legal and Ethical Issues in Health Informatics (3 credits)
TECH 2210	Excel at Spreadsheets (3 credits)
TECH 3100	Data Science (3 credits)

Dr. Pallavi Patel College of Health Care Sciences

Dr. Pallavi Patel College of Health Care Sciences

Dean's Message

Welcome to the Dr. Pallavi Patel College of Health Care Sciences. The information contained in this catalog will provide guidance in making informed decisions about your academic future. The variety and scope of programs represented in our college offer tremendous opportunities for those seeking to fulfill their professional aspirations. The Dr. Pallavi Patel College of Health Care Sciences endeavors to train future health care professionals in the art and science of improving the health and quality of life in the communities they serve by providing the highest quality, state-of-the-art training and instruction.

If you have any questions about the services we provide, the university, or the community, please feel free to contact us.

Guy M. Nehrenz, Sr, Ed.D., M.A., R.R.T
Interim Dean and Professor
Dr. Pallavi Patel College of Health Care Sciences

Health Professions Division Board of Governors

Barry J. Silverman, M.D., *Chairman*
Anthony N. Ottaviani, D.O., M.P.H., MACOI, FCCP, *Vice Chairman*
Jay M. Tischenkel, B.Sc., R.Ph., Treasurer/Secretary
George L. Hanbury II, Ph.D., *NSU President and Chief Executive Officer*
Charles Palmer Chair, NSU Board of Trustees
Frederick Lippman, R.Ph., Ed.D., *Chancellor Emeritus, HPD*
Dana Altschul Haimos, PA-C
Ronald Assaf
Robert Barron, J.D.
Howard Braverman, O.D.
Jerome S. Chermak, Ed.D., *Retired Head, NSU University School*
David Glassman, D.D.S.
Jeffrey S. Grove, D.O.
Claude L. Jones, D.O.
Mel Krohn, D.M.D., P.A.
Lloyd Moriber, M.D., FACS, Royal Society of Surgeons, London
Beny Rub, M.D.
Joel Rush, D.O.
Sandra L. Schwemmer, D.O.
Phillip L. Shettle, D.O.
Kenneth Tate
Joel Wilentz, M.D.
Howard Neer, D.O*.

*Deceased

Note: As of May 17, 2022

Health Professions Division Mission Statement

The mission of Nova Southeastern University Health Professions Division is to train primary care health practitioners in a multidisciplinary setting, with an emphasis on medically underserved areas.

The institutional premise is that health professionals should be trained in a multidisciplinary setting and, whenever possible, with integrated education. The university trains students in concert with other health profession students so that the various disciplines will learn to work together as a team for the good of the public's health. During their didactic work, students share campus facilities and, in some cases, have combined classes. In their clinical experiences, they work together in facilities operated by the university.

Furthermore, the division aims to educate health care practitioners who will eventually increase the availability of health care in areas of Florida that suffer from health care shortages. The division aims to alleviate some of these shortages by exposing the entire student body to the needs, challenges, and rewards of rural, underserved urban, and geriatric care. Existing curricula require all students to attend ambulatory care clerkships in rural or urban areas, or both, making Nova Southeastern University strongly oriented toward a pattern of training its students in areas geographically removed from the health center itself, and to the care of indigent and multicultural population groups.

In doing this, it developed training programs that address the primary care needs of the region's most medically underserved populations.

Dr. Pallavi Patel College of Health Care Sciences Mission Statement

The Dr. Pallavi Patel College of Health Care Sciences strives to provide professionals with the skills necessary for the diagnosis, treatment and prevention of disease and disability in order to assure optimum health conditions in the community and beyond. With an unwavering commitment to ethical practice and in support of the Nova Southeastern University Core Values, the College endeavors to advance research, scholarship, and the development of leadership skills utilizing traditional educational methods, distance learning, and innovative combinations of both to achieve its educational goals.

Dr. Pallavi Patel College of Health Care Sciences Vision Statement

The Dr. Pallavi Patel College of Health Care Sciences will be recognized as a local, national, and international leader in health-care education through excellence and innovation in teaching, scholarship, and service.

Introduction to the College

The Dr. Pallavi Patel College of Health Care Sciences is committed to providing the highest quality education to students in a variety of health care disciplines. The Dr. Pallavi Patel College of Health Care Sciences offers seven undergraduate degrees.

Bachelor of Science—Cardiovascular Sonography
Bachelor of Science—Exercise and Sports Science
Bachelor of Science—Medical Sonography
Bachelor of Health Science—Online
Bachelor of Science in Respiratory Therapy—First-Professional Program
Bachelor of Science in Respiratory Therapy—Post-Professional Program (online)
Bachelor of Science—Speech Language and Communications Disorders

Notice on Professional Examinations

Credits and degrees earned from colleges within the state of Florida that are licensed by the State Board of Independent Colleges and Universities do not automatically qualify the individual to participate in professional examinations in Florida. The established procedure requires the appropriate state professional board to review and recognize the colleges granting the degrees prior to

scheduling examinations. Additional information regarding Nova Southeastern University Health Professions Division and its Colleges of Osteopathic Medicine, Pharmacy, Optometry, Health Care Sciences, Medical Sciences, Dental Medicine, and Nursing may be obtained by contacting the State Board of Independent Colleges and Universities, Department of Education, Tallahassee, Florida. Any student interested in practicing a regulated profession in Florida should contact the Department of Business and Professional Regulation, 2009 Apalachee Parkway, Tallahassee, Florida 32301.

Martin and Gail Press Health Professions Division Library

The Martin and Gail Press Health Professions Division Library is located on the first floor at the north end of the Terry Building Complex in the Library/Lab Building. The collection consists of more than 17,000 print volumes, 700+ electronic books, and 8,000+ active medical/health journal subscriptions in both print and digital formats. Many of the available electronic texts are required textbooks in various courses. In addition, more 210 medical/health databases are available 24/7 to meet the needs of the seven HPD colleges. All students have access to the full resources of all NSU libraries, both print and online. Medical/health databases include Medline, CINAHL, Clinical Key (which includes Procedures Consult and First Consult), Lexi-Comp, UpToDate, Web of Science, as well as many databases specific to individual programs. The Interlibrary Loan/Document Delivery Office will provide additional journal articles, books, and items not available digitally to any student at no cost. All resources are available through the Martin and Gail Press Health Professions Division Library home page (*nova.edu/hpdlibrary*). In addition, free notary service is available during business hours.

Professional reference services are available via phone, text, email, or face to face. Seven professional librarians are available for help with searching, finding full-text journals, citation reference management, and research strategies. Each HPD college/program is assigned a subject specialist liaison librarian who works closely with faculty and offer assistance with specific class assignments.

Quiet study areas are designated in the library with a variety of seating options available, from large tables to individual carrels and comfortable seating. There are 48 individual/small group study rooms in the library and adjacent Assembly II Building. Rooms may be checked out for up to three hours. All rooms are equipped with white boards and Wi-Fi. A small teaching lab is available for group instruction and there is a large group study hall. Two 50-station computer labs are open when the library is open. In addition, a production studio is available for student use for video recording, and video editing.

A common area provides space for collaborative projects and is equipped with two Media:scape units or collaboration using multiple laptops with single or double monitor displays for group work. The library has both PC and Mac computers for student use, as well as iPads for short-term checkout, each loaded with 100 medical and production apps. Other library services include binding, faxing, and scanning services; earplugs; sports equipment for the student lounge; school supplies for sale; and coffee service.

Hours of operation for the Martin and Gail Press Health Professions Division Library, Study Center rooms in Assembly II, and adjoining computers labs are: Monday–Thursday: 7:00 a.m.–midnight; Friday: 7:00 a.m.–9:00 p.m.; Saturday and Sunday: 10:00 a.m.–midnight. From September through May, the study rooms in the Assembly II building are open 24/7. For more information, please call (954) 262-3106.

Students also have check out privileges at other NSU libraries, including the Shepard Broad College Law Panza Maurer Law Library; the Oceanographic Center Library; and the Alvin Sherman Library, Research, and Technology Center (a joint-use facility with the Broward County Board of County Commissioners).

See the "Libraries" section of the *NSU Student Handbook* for information about NSU's Alvin Sherman Library.

HPD Policies and Procedures

Acceptance of Professional Fees

The activities of students are not to be construed as the practice of medicine, optometry, pharmacy, audiology, occupational therapy, physical therapy, physician assistant, anesthesiologist assistant, cardiovascular sonography, medical sonography, respiratory therapy, nursing, dentistry, public health, nutrition/dietician, or speech-language therapists. It is a violation of the law and contrary to the policy of this university for any unlicensed person to attempt to engage in the professional practice of health care. Students who are appropriately licensed in a profession may engage in that professional work to the extent provided by law.

AIDS Policy

The university has adopted the following AIDS policy: Nova Southeastern University Health Professions Division recognizes its responsibilities for the health and welfare its students and faculty and staff members, as well as its responsibilities to patients suffering from AIDS or harboring the human immunodeficiency virus (HIV). While the division does not subscribe to compulsory HIV testing either as a screening device or in individual cases, some rotation sites require this test and students must comply. As an institution of medical learning, the division provides each student knowledge to understand the AIDS problem, including AIDS testing, treatment, and counseling by community services. The division recommends universal precautions in all laboratory and clinical settings. The division reserves the right to alter this policy as new information on AIDS becomes available. Students should consult their physician for HIV testing or treatment immediately following exposure.

Background Checks

Accepted applicants and students are required to authorize the NSU Health Professions Division to obtain background check (s) as per adopted policy of March 2011. If the background check (s) reveal information of concern, which the NSU Health Professions Division may deem unfavorable, HPD will request that the individual provide a detailed written explanation of the information contained in this report, along with appropriate documentation (e.g., police reports). Students may also be required to authorize clinical training facilities that they are assigned to by the Health Professions Division to obtain a background check with the results reported to the clinical training facility.

Offers of admission will not be considered final until the completion of the background check(s), with results deemed favorable by the NSU Health Professions Division, and, where appropriate, by the clinical training facilities. If information received indicates that the student has provided false or misleading statements, has omitted required information, or in any way is unable to meet the requirements for completion of the program, then the admission may be denied or rescinded, the student may be disciplined or dismissed, or their enrollment terminated.

Acceptance to an NSU Health Professions Division program does not guarantee that a student with information of a concern will be accepted by clinical training facilities to which they may be assigned.

Following the initial background check (s), students will be asked annually to provide a certification relating to any convictions or guilty or no-contest pleas to any criminal offense other than traffic violations. Additionally, a Level 2 background check may be required of students completing certain rotations.

Certificate Of Physical Examination

Students must have a certificate of physical examination completed by their physician. Forms will be provided to each matriculant as part of the admissions package or can be downloaded from *nova.edu/smc/immunization-forms*.

Students may request that the University Health Service perform these examinations. The University Health Service will make appointments in as timely a manner as possible. The appointments, once made, become an obligation of the student and must be kept.

These certificates (whether done privately or by the university) will be placed in an appropriate site.

The student should carry a copy of their health/hospitalization insurance card with them to the clinical agency, as well as their BLS card.

Core Performance Standards for Admission and Progress

The Nova Southeastern University Health Professions Division is pledged to the admission and matriculation of qualified students and wishes to acknowledge awareness of laws that prohibit discrimination against anyone on the basis of race, color, religion or creed, sex, pregnancy status, national or ethnic origin, non-disqualifying disability, age, ancestry, marital status, sexual orientation, unfavorable discharge from the military, veteran status, or political beliefs or affiliations.

Regarding those students with verifiable disabilities, the university will not discriminate against such individuals who are otherwise qualified, but will expect applicants and students to meet certain minimal technical standards (core performance standards) as set forth herein with or without reasonable accommodation. In adopting these standards, the university believes it must keep in mind the ultimate safety of the patients whom its graduates will eventually serve. The standards reflect what the university believes are reasonable expectations required of health professions students and personnel in performing common functions.

INTERPERSONAL COMMUNICATION

Candidates and students must be able to interact and communicate effectively with respect to policies, protocols, and process, with faculty, students, staff, patients, patient surrogates, and administration during the student's educational program. They must be able to communicate effectively and sensitively with patients. Communication includes not only speech, but also reading and writing. Candidates and students must also be able to communicate effectively and efficiently in all written forms with all members of the health care team. They must have interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds.

The holders of health care degrees must have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care. In order to carry out the activities described below, candidates for Health Professions Division degrees must be able to integrate consistently, quickly, and accurately all information received, and they must have the ability to learn, integrate, analyze, and synthesize data.

Candidates for degrees offered by the Health Professions Division must have, with or without reasonable accommodation, multiple abilities and skills including intellectual, conceptual, integrative, and quantitative abilities; interpersonal communication; mobility and strength; motor skills; hearing, visual, tactile, behavioral, and social attributes. Candidates for admission and progression must be able to perform these abilities and skills in a reasonably independent manner.

INTELLECTUAL, CONCEPTUAL, INTEGRATIVE, AND QUALITATIVE ABILITIES

These abilities include measurement, calculation, reasoning, analysis, and synthesis. Problem solving—a critical skill—requires all of these intellectual abilities. Candidates and students must have critical thinking ability sufficient for good clinical judgment. This is necessary to identify cause-effect relationships in clinical situations and to develop plans of care. In addition, candidates and students should be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures. An individual is expected to be able to perform multiple tasks in a diverse, dynamic, highly competitive, and challenging learning environment. All individuals are expected to meet their program requirements on a satisfactory level as determined by HPD administration or the applicable college/program administration.

MOTOR SKILLS

Candidates and students should have sufficient motor function to execute movements reasonably required to provide general care and emergency treatment to patients. Examples of emergency treatment reasonably required to some health care professionals are cardiopulmonary resuscitation, administration of intravenous medication, the application of pressure to stop bleeding, the opening of obstructed airways, and the ability to calibrate and use various pieces of equipment. Such actions require coordination of both gross and fine muscular movements, equilibrium and functional use of the senses of touch and vision. Physical therapy and occupational therapy students must be able to position patients for treatment, as well as teaching the teaching the functions involving gross and fine movements. Pharmacy candidates and students must have sufficient motor skills to weigh chemical and pharmaceutical (including intravenous) solutions, prepare prescriptions, and carry out sterile procedures.

STRENGTH AND MOBILITY

Candidates and students must have sufficient mobility to attend to emergency codes and to perform such maneuvers as CPR when required. They must have the physical ability to move sufficiently from room to room and to maneuver in small places. Osteopathic medical students must have the ability to position patients for the administration and delivery of osteopathic manipulative treatment in a variety of settings and to position and move patients when required. Pharmacy students must be able to move about within a pharmacy setting and a patient's room. Physical therapy and occupational therapy students must be able to administer treatment in a variety of settings and positions and move patients when required.

HEARING

Candidates and students should have sufficient auditory ability to monitor and assess health needs. They must be able to hear information given by the patient in answer to inquiries; to hear cries for help; to hear features in an examination, such as the auscultatory sounds; and to be able to monitor equipment.

VISUAL

Candidates and students must have visual ability sufficient for observation and assessment necessary in patient care. It must be consistent in many cases with being able to assess asymmetry, range of motion, and tissue texture changes. Osteopathic Medicine, Optometry, and Physician Assistant students must have sufficient visual ability to use ophthalmologic instruments. It is necessary to

have adequate visual capabilities for proper evaluation and treatment integration. Candidates and students must be able to observe the patient and the patient's responses including body language and features of the examination and treatment. Pharmacy students must be able to interpret prescriptions and medical orders, as well as to inspect medicine for deterioration or expiration.

TACTILE

Candidates and students must have sufficient tactile ability for physical assessment. They must be able to perform palpation, functions of physical examination, and/or those related to therapeutic intervention. Pharmacy students must be able to measure and compound, sometimes transferring from container to container and to carry out sterile procedures. Dental students must be able to deliver appropriate treatment using high technology equipment such as dental drills and surgical instruments.

BEHAVIORAL AND SOCIAL ATTRIBUTES

Candidates and students must possess the emotional health required for full use of their intellectual abilities; the exercise of good judgment; the ability to take responsibility for their own actions with respect to policies, protocols, and process, with faculty, students, staff, patients, patient surrogates, and administration during the student's educational program; the prompt completion of all responsibilities attendant to the diagnosis and care of patients; and the development of mature, sensitive, and effective relationships with the patients. Candidates and students must be able to physically tolerate taxing workloads, to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, interest, and motivation are all personal qualities that will be assessed during the admissions and education process.

SENSORY

Osteopathic students and physician assistants are required to have an enhanced ability to use their sensory skills. These enhanced tactile and proprioceptive sensory skills are essential for appropriate osteopathic evaluation and treatment of patients.

Dress Code

Students in the Health Professions Division must maintain a neat and clean appearance befitting those attending professional school. Therefore, attire should convey a professional appearance whenever the student is on the division campus and in classes or laboratory or on an experiential rotation or program.

The following constitute acceptable attire:

1. Identification badges will be issued at the One-Stop Shop in the Health Professions Division, in the Horvitz Administrative Building, or from the Office of Student Affairs for distance program students and must be worn and visible at all times when the student is on campus or at a clinical rotation. Please note that ID badges are necessary for proper use of on-campus auditoriums, library and recreational facilities, offices, laboratories, and certain restricted parking areas. These badges are given to the students at no charge, except for replacement.
2. Students must wear their white consultation jackets with their names and appropriate college/program designation embroidered over or on the left breast pocket. A white jacket is to be worn daily over the prescribed attire, unless the student is in the College of Medical Sciences (where a professional dress code is still required at all times).
3. Shirt, tie, slacks, socks, and regular shoes for men, and for women it should be professional business dress, which includes slacks, pants, or skirt with blouse or dress and appropriate shoes or matching scrub sets, socks, and shoes.

Students **may not** wear the following:

- shorts
- cut-offs
- mini-skirts (higher than mid-thigh)
- jeans
- see-through clothing or halter-tops
- open-toed shoes—including beach/flip-flops, sandals, thong footwear, or plastic clogs with holes on sides or top (Croc type)
- T-shirts (as the outer shirt)
- jogging or exercise clothing
- hats or caps, unless of a religious nature

All individuals who work or study in the clinic environment must be proactive in reducing the potential for workplace foot injuries. No open-toed shoes are to be worn in the clinics. These guidelines apply on campus from 8:00 a.m.–5:00 p.m., Monday through Friday, and while on duty on rotations.

Students inappropriately dressed or groomed may be requested to leave the campus. In this circumstance, an unexcused absence will be recorded until the student returns properly attired. Questionable or disputed cases of dress or grooming shall be presented to the dean, whose decision shall be final. Repeated violations will be considered improper professional behavior and may result in disciplinary action. When a class requires special dress (such as the wearing of scrub suits in anatomy laboratory or shorts in clinical skills laboratories), it will be the only exception to the dress code allowed during that time.

The dress code is to be observed at all times including midterms and examination periods. Students are expected to consult their specific program handbooks for compliance with any program-specific, clinical rotation site-supplemental dress code policies.

Students taking courses in the Exercise and Sport Science program may make exception to the dress code and should adhere to the requirements in their course syllabi.

CARDIOVASCULAR LABORATORY UNIFORM DRESS CODE

Students in the didactic phase of the curriculum will be required to wear a uniform for training in the ultrasound teaching lab. Students also may be required to wear this uniform during end-of-rotation seminars within the clinical year. This uniform will include a gray, short-sleeved T-shirt, either plain or with the Cardiovascular program or NSU logo on the front. No logo or writing should be on the back of the T-shirt. Pants must be navy blue gym-type shorts with an elastic waistband and draw strings, either plain or with the program or NSU logo on the pant leg. All students must be prepared and able to remove the T-shirt for thoracic, cardiac, chest wall, and abdominal examination at any time during training in the ultrasound teaching lab. Therefore, females must wear a sports bra or similar under attire beneath the T-shirt. Athletic shoes and socks must be worn at all times in the lab, except as dictated by the instructor for specific training purposes. This uniform is permitted to be worn only in the ultrasound teaching lab. Upon leaving a lab session, unless immediately leaving the NSU campus for the day, the program specific white clinical jackets must be worn and students should change back into normal professional attire as described above.

MEDICAL SONOGRAPHY LABORATORY UNIFORM DRESS CODE

During the laboratory sessions on-campus, students are required to wear proper program approved attire and lab coats. Besides, students must have available a pair of short pants and T-shirts which are loose-fitting enough to allow scanning. All students must be prepared and able to remove the T-shirt for thoracic, cardiac, chest wall, upper extremities, and abdominal examination as well as to roll short pants properly for lower extremities examinations at any time during training in the ultrasound teaching lab. In some labs such as cardiac training, female students will be expected to wear a sports bra and tank top. Athletic shoes and socks must be worn at all times in the lab, except as dictated by the instructor for specific training purposes. This uniform is permitted to be worn only in the ultrasound teaching lab. Upon leaving a lab session, unless immediately leaving the NSU campus for the day, the program specific white clinical jackets must be worn and students should change back into normal professional attire as described above.

RESPIRATORY THERAPY LABORATORY/CLINICAL UNIFORM DRESS CODE

Students in clinical rotations will be required to wear proper program approved attire and lab coat. This uniform will include matching pewter scrub tops and pants. Style of top and pants are on file. White lab coat, with BSRT patch on left sleeve, must be worn at all times on campus and at clinical sites. Lab coat must be ordered through the NSU bookstore. Solid color t-shirts in black, gray, or white may be worn under scrubs. Clean, white, gray, or black, rubber-soled shoes shall be permitted. If clog type shoe (no CROCS) are worn, backs must be closed. While on campus students may wear either prescribed pewter scrubs or business casual attire with lab coat.

IDENTIFICATION BADGES

Students must wear identification badges at all times while on campus. ID badges are not transferable. ID badges are issued at the Division Badge Room. These badges are given to the students at no charge except for replacement.

Identification Requirements and Fieldwork Prerequisites

An affiliated clinical/ fieldwork teaching facility may also require a student to pass a state of Florida Department of Health screening before rotation. Other requirements, which may be held by the affiliated facility include, but are not limited to, fingerprinting, criminal background check, urinalysis for drugs and alcohol, and proof of immunization. If a student does not meet all requirements held by

the affiliated facility before the first day of the scheduled placement, the student's placement will be canceled, or if the placement has begun, the student will be asked to leave.

Immunization Requirements

Students must complete a mandatory immunization form, which must be signed by a licensed health care provider. The form can be found at *nova.edu/smc*.

Students in the Health Professions Division may be required to upload proof of immunizations to multiple online portals to satisfy the requirements of their programs and the training facilities where they are assigned.

The following immunizations/vaccinations are required of student at the Health Professions Division based on the current Centers for Disease Control (CDC) recommendations for Health Care Personnel:

BASIC IMMUNIZATIONS

Every student is required to have had an immunization for, or show evidence of immunity to, the following diseases before matriculating at Nova Southeastern University:

HEPATITIS B

- Both of the following are required: three vaccinations and positive surface antibody titer. (Lab report is required.)
- If the series is in progress, evidence of at least one shot must be provided, and the renewal date will be set accordingly.
- If the titer is negative or equivocal, the student must repeat the series and provide repeat titer report.

INFLUENZA VACCINATION

Administered annually. (An annual, seasonal influenza vaccine is required by most clinical sites.)

MEASLES, MUMPS AND RUBELLA (MMR)

One of the following is required: Proof of two vaccinations, or positive antibody titer for measles (rubeola), mumps, and rubella. (Lab report is required.)

PPD SKIN TEST (2 STEP)

One of the following is required: negative two-step test or negative blood test (such as QuantiFERON Gold Blood Test or T-Spot Test) or if positive PPD results, provide a chest X-ray and/or prophylactic treatment information within the past 12 months. It should be noted that some rotation site may not accept the QuantiFERON Gold Blood Test.

TETANUS TOXOID, DIPHTHERIA TOXOID, AND ACELLULAR PERTUSSIS VACCINE (TDAP)

All students are required to have had a Tetanus Toxoid, Diphtheria Toxoid, and Acellular Pertussis Vaccine (Tdap) booster prior to matriculation and must maintain immunity by continuing to remain current according to the CDC recommendations for health care personnel during their program. Due to the increased risk of pertussis in a health care setting, the Advisory Committee on Immunization practices highly recommends health care workers receive a one-time Tdap (ask your health care provider). Tdap is required, without regard to interval of previous dose of Tetanus-Toxoid (Td).

VARICELLA (CHICKEN POX)

One of the following is required: Proof of two vaccinations or positive antibody titer. (Lab report is required.)

Arrangements: Students may request that the Student Medical Center or the NSU Clinic Pharmacy administer these immunizations. The Student Medical Center will make appointments in as timely a manner as possible. Students may call (954) 262-4100 to make an appointment. Once made, the appointment becomes the student's obligation and must be kept. For students at other NSU campuses, appointments may be scheduled with the NSU designated physician for their area. Students may request that the NSU Clinic Pharmacy administer the influenza vaccine.

Any other Vaccinations Required by Clinical Sites: Clinical practicum or rotation sites may require additional immunizations not listed above. Students should contact their dean or program director for further information regarding site-specific immunization requirements.

HPD fee: The HPD general access fee covers a series of three Hepatitis B vaccines and an annual PPD screening. All other immunizations and health care services are the responsibility of the student.

Failure to comply: The University is not required to provide alternative sites for clinical practicum or rotations should immunization be a requirement for placement. Therefore, failure to comply with this policy may result in a student's inability to satisfy the graduation requirements in their program.

Relative to clinical rotation site requirements, students are expected to consult their specific college/program handbooks for compliance with any college/program specific requirements.

Drug Policy

NSU's PCHCS has a zero-tolerance policy for drug use. This includes the use of illegal drugs; the use of controlled substances without a prescription; the use of marijuana, even if prescribed or certified by a physician; and the use of, or being under the influence of, alcohol while on rotation/clinical experience or in class. Should a student receive a positive drug or alcohol screen and a positive follow-up screen, the student will be referred to the CSP for disciplinary action, which may include expulsion/dismissal from the student's program and the PCHCS. Note: Students who receive a positive drug or alcohol screen must complete a follow-up drug or alcohol screening within one business day, following receipt of a request, unless prior approval is received from the program director. If a student reports to the academic program for help with a personal drug or alcohol concern prior to being informed of an impending drug test, the student will be required to report to the dean's office for referral to the HPD Student Assistance Program. The student will only be permitted to report to class or a rotation/clinical experience if cleared by the HPD Student Assistance Program and the PCHCS' dean office.

Drug Testing Policy

NSU's PCHCS recognizes that substance abuse is a career- and life-threatening problem and encourages students to seek help in overcoming addiction. Students are encouraged to reach out to the Office of Student Affairs for help in seeking services for drug and alcohol counseling or contact any of the behavioral health resources available to PCHCS students. Any student may be required to submit to drug and/or alcohol testing based upon what the faculty members and administration consider to be reasonable grounds to suspect drug or alcohol use, including, but not limited to:

- direct observation of drug or alcohol use or possession
- physical behaviors related to the influence of drugs or alcohol
- abnormal or erratic behavior that is disruptive or a risk to others
- arrest or conviction of a drug or alcohol related offense on or off campus
- documented information from a credible source submitting a complaint
- evidence that a previous drug or alcohol test was tampered with
- possession of drug paraphernalia
- after treatment for drug or alcohol use

PCHCS administration will require that drug testing be performed at a qualified designated laboratory site identified by the college. Students who:

- test positive on a drug or alcohol urine screen
- have a repeated inconclusive and/or diluted drug or alcohol urine screen*
- refuse to submit to a drug or alcohol urine screen
- demonstrate illegal or disruptive actions related to drug or alcohol use
- have an arrest for possession of drug paraphernalia or other illegal possession/use of drugs
- have a demonstrated dependence to drugs or alcohol

will be referred to the CSP for further action, including the evaluation of potential violations of the Code of Student Conduct and Academic Responsibility. Should a student have a valid prescription for the medication, it will be reviewed by PCHCS administration prior to making the decision to refer the matter to the CSP. Please note that NSU's Drug-Free Schools and Campuses Policy prohibits the use and possession of marijuana regardless of whether a valid prescription exists.

*In the event of an inconclusive or diluted test result, the student will be required to submit to an additional urine drug screen within 24 hours of the inconclusive/diluted result. Should the repeat test be inconclusive and/or diluted, the student will be placed on an administrative break in enrollment until such time as the student can present a negative drug and/or alcohol screen, and will be referred to the CSP for review and possible disciplinary action.

Netiquette

In a traditional classroom, students are reminded that behavior that disrupts the class or interferes with other students and their ability to learn is unacceptable. Any person engaged in disruptive behavior receives a written warning from the instructor. Students who continue to engage in disruptive behavior after this warning may be administratively withdrawn from the course.

Similarly, in an online course, any electronic postings, emails, or electronic messages that disrupt the class or interfere with learning goals and objectives are unacceptable. Electronic communication—the backbone of this online course—must be civil, respectful, and cordial at all times. Any posting that disrupts or interferes with learning will be removed, and the author of the posting will receive a written warning. A second disruptive posting will cause the author to be administratively withdrawn from the course.

Student Insurance Requirement

It is required that each Health Professions Division student including, exercise science, respiratory therapy (first professional), cardiovascular sonography, medical sonography, and speech-language pathology students must carry adequate personal medical and hospitalization insurance. (Other online program students may not be required to submit proof of personal medical and hospitalization insurance; students should check with their program office.) It is strongly suggested that students and their families avail themselves of the insurance plan obtainable through the university. Information about the policy can be obtained by accessing the website at *nova.edu/bursar/health-insurance/*. Please note that students will see a charge for health insurance appear on their student account as part of the academic registration process annually.

For those students who already have health insurance coverage and do not need the NSU-endorsed insurance plan, this charge will be removed from their account once proof of coverage has been submitted by completing the online waiver. To complete the waiver form, go to *novastudentinsurance.com*. The online waiver is the only process by which insurance charges will be removed and coverage will be cancelled. Students who fail to complete the waiver form and provide proof of health insurance by the stated deadline will not be eligible to have charges removed and will continue to be enrolled in the insurance plan endorsed by NSU. Waivers must be completed each academic year.

In view of health care reform and the Affordable Care Act, as well as all forms of health care insurance, we wish to advise those students who have health care coverage from commercial carriers—or the marketplace health care exchanges from other states than Florida—to check with their carriers in order to be sure they have comprehensive health care coverage in the region of Florida where they will be attending classes or practicum rotations.

Visits To Other Institutions

Students in the Health Professions Division may not visit, in an official or presumably official capacity as a professional school student, any health-related institution (hospital, pharmacy, practitioner's office, clinic, etc.) or any health school without express permission of the dean. Visits to relatives or friends who are hospitalized are permitted, provided they are within visiting hours and all hospital rules are observed.

Department of Cardiopulmonary Sciences

The Department of Cardiopulmonary Sciences offers two B.S.R.T. program tracks. The Post-Professional track is for the practicing registered respiratory therapist to obtain their bachelor's degree in a completely online format. The first professional or entry-level track is for the student to obtain their B.S.R.T. through didactic and clinical training.

Computer Requirements

All students in the department are required to have access to a computer meeting the minimum requirements listed on the website at *https://www.nova.edu/publications/it-standards*.

Major

Bachelor of Science in Respiratory Therapy

B.S.R.T. Mission Statement

The mission of NSU's Department of Cardiopulmonary Sciences is to advance the respiratory care profession through leadership in teaching, research, and service. We will provide a premiere health care education experience in a learning environment that cultivates critical thinking, inspires professional leadership, encourages and promotes research, and imparts a strong awareness of ethical standards and social diversity. By engaging all faculty and students in research and scholarly activity we intend to cultivate the knowledge, attitudes, and skills necessary to support not only national leadership for the respiratory care profession, but develop future educators and providers in professionally-related health care arenas.

Bachelor of Science in Respiratory Therapy—First Professional Program Goals

1. To prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by registered respiratory therapists (RRT).
2. To prepare leaders for the field of respiratory care by including curricular content that includes objectives related to acquisition of skills in one or more of the following: management, education, research, and advanced clinical practice (which may include an area of clinical specialization).

Bachelor of Science in Respiratory Therapy—Post-Professional Program for the Practicing RRT

The B.S.R.T. Post-Professional program is designed for the registered respiratory therapist with an A.S. degree from a regionally accredited institution. This degree allows respiratory therapists to further expand their expertise with advanced knowledge in a variety of areas. Delivered entirely online, through a combination of synchronous (real-time) and asynchronous instruction, the B.S.R.T. program is designed for students who are unable to be physically present, on campus, or for those with schedule or family constraints that make traditional college class schedules challenging.

Computer Literacy

Access to a computer will be required for all students to successfully complete the online courses in the Department of Cardiopulmonary Sciences. Each student is expected to acquire computer hardware and software appropriate for the program. Competency in the basic use of a computer and the ability to navigate and interact with the course and curriculum content is the responsibility of the student and necessary for graduation.

Continuous Enrollment

Although continuous enrollment is not a requirement, the B.S.R.T. program strongly recommends that students enroll in three courses per semester, for the duration of their B.S.R.T. studies.

Online Student Center—Program and Course Communication

All students are required to visit the online student center at least once per week. All communication and programmatic information will be posted in the online student center. It is required that all B.S.R.T.—Post-Professional students use the online student center when communicating with the program. All class communication must take place through the university's secure course management platform.

Bachelor of Science in Respiratory Therapy—Post-Professional Program Curriculum

- The program requires that all core coursework be completed through the NSU B.S.R.T. program. A minimum total of 120 credit hours, of which 30 credit hours must fulfill general education requirements, are required to graduate with the B.S.R.T. degree.
- All students are required to obtain a grade of C or better (greater than or equal to 74 percent) in every required core course.
- Students receiving a C-, D+, D, or F in a required core course will be required to retake the course at its next scheduled offering.
- The B.S.R.T.—Post-Professional Program is presented in a distance-learning format and requires no on-campus time.
- The coursework is professor-paced using Web-based delivery. The curriculum and coursework follow a standard three-semester calendar. The curriculum is designed to build upon the existing knowledge base of the Registered Respiratory Therapist while focusing on the overall health care picture. Leadership, evidenced- based practice, and education, are a selected few of the areas covered in the curriculum.

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the "General Education Program" section on page 97 of this catalog.

Block Grant (45 credits)

Students will be granted a 45 credit block grant for their registered respiratory therapist (RRT) credential and current licensure.

Generalist Track Major Requirements (45 credits)

Core Courses (39 credits)

BHS 4031	Statistics for Health Sciences (3 credits)
RRT 3014	Advanced Patient Monitoring and Assessment (3 credits)
RRT 3015	Critical Care Pathophysiology for Respiratory Therapy (3 credits)
RRT 3016	Advanced Cardiopulmonary Physiology for Respiratory Therapy (3 credits)
RRT 3017	Outpatient Services in Respiratory Therapy (3 credits)
RRT 3018	Advanced Pharmacology in Respiratory Therapy (3 credits)
RRT 3020	Quality Improvement in Health Care (3 credits)
RRT 3021	Sleep Medicine (3 credits)
RRT 4005	Evidence-Based Practice (3 credits)
RRT 4006	Leadership and Management for Respiratory Care (3 credits)
RRT 4007	Education Principles in Health Care (3 credits)
RRT 4009	Legal and Ethical Considerations in Respiratory Care (3 credits)
RRT 4010	Case Management Theory and Process (3 credits)

Health Professions Division Practical Coursework and Experiences (6 credits)

Select two courses from the following:

RRT 4502	Practicum (3 credits)
RRT 4505	Scientific Investigation I (3 credits)
RRT 4506	Internship (3 credits)
RRT 4507	Scientific Investigation II (3 credits)

Total Degree Requirement: 120 credits (minimum)

Optional Specialization in Management (15 credits)

Successful completion of the following courses, in addition to the requirements for the Bachelor of Science in Respiratory Therapy—Post-Professional Program generalist track, will grant a B.S.R.T. degree with the added specialization in management:

BHS 3155	Conflict Management in Health Care (3 credits)
BHS 3161	Health Care Finance (3 credits)
BHS 3162	Economics of Health Services (3 credits)
RRT 4103	Strategic Planning and Organizational Development for Health Care (3 credits)
RRT 4014	Operational Analysis and Quality Improvement (3 credits)

NSU's undergraduate Pre-Respiratory Therapy program is designed for students who wish to apply to NSU's Entry Bachelor of Science in Respiratory Therapy program (B.S.R.T.) and complete the general education and prerequisite program admission requirements at the university. These prerequisite courses are offered by NSU's Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center.

Bachelor of Science in Respiratory Therapy—First Professional Program

This program is designed for the First-Professional or entry-level student to obtain their B.S.R.T. through didactic and clinical training. This program is a full-time two- year, on-campus program which requires the student to complete 40 prerequisite credits prior to matriculation.

Prerequisites/General Education Courses

Courses	Credits
Written Communication at or above 1500 level	6
Mathematics at or above 1040 level (one of which must be college algebra)	6
Humanities	6
Social and Behavioral Sciences	6
Human Anatomy and Physiology I and II with Lab	8
Microbiology with Lab	4
General Chemistry with Lab	4
Total Prerequisite/General Education Courses	**40**

Highly Recommended Courses

Courses	Credits
Genetics	3
Organic/Inorganic Chemistry with Lab	4
Physics	3

Bachelor of Science in Respiratory Therapy—First Professional Program Curriculum

- The program requires that all core coursework be completed though the NSU B.S.R.T. program. A minimum total of 120 credit hours, of which 30 credits must fulfill general education requirements.
- All students are required to complete 40 prerequisite courses prior to matriculation.
- All students are required to obtain a grade of C or better (greater than or equal to 74 percent) in every required core course.
- Students receiving a C-, D+, D, or F in a required core course will be required to retake the course at its next scheduled offering.
- The program is offered in a two year full-time on campus format with a lock step sequence.

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the "General Education Program" section on page 97 of this catalog.

Core Course Requirements (80 credits)

RCP 3001	Medical Terminology for Respiratory Therapy (1 credit)
RCP 3002	Cardiopulmonary A & P with Lab (3 credits)

RCP 3003	Fundamentals of Respiratory Care with Lab (4 credits)
RCP 3004	Respiratory Care Basics and Assessments with Lab (4 credits)
RCP 3007	Pulmonary Disease (3 credits)
RCP 3008	Pharmacology for Respiratory Therapy (3 credits)
RCP 3009	Patient Monitoring with Lab (4 credits)
RCP 3011	Mechanical Ventilation with Lab (4 credits)
RCP 3012	Cardiopulmonary Diagnostics and PFT with Lab (4 credits)
RCP 3013	Human and Infectious Disease (3 credits)
RCP 3501	Clinical I (2 credits)
RCP 3502	Clinical II (3 credits)
RCP 4001	Neonatal/Pediatric Respiratory Care with Lab (4 credits)
RCP 4002	Cardiopulmonary Technology and Specialties (3 credits)
RCP 4003	Alternate Respiratory Disciplines (3 credits)
RCP 4005	Health Research and Evidence-Based Practice (3 credits)
RCP 4006	Leadership and Management in Respiratory Care (3 credits)
RCP 4009	Legal and Ethical Considerations in Respiratory Care (3 credits)
RCP 4040	Statistics and Principles of Scientific Literature Evaluation (3 credits)
RCP 4100	Clinical Seminar I (2 credits)
RCP 4101	Clinical Seminar II (2 credits)
RCP 4501	Clinical III (4 credits)
RCP 4502	Clinical IV (6 credits)
RCP 4503	Clinical V – Specialization (6 credits)

Department of Health and Human Performance

The Department of Health and Human Performance offers the Bachelor of Science in Exercise and Sport Science. This major is offered on NSU Fort Lauderdale campus.

Majors

Exercise and Sport Science Major

The exercise and sport science major provides students with a foundation in the movement sciences, which promotes improvements in health, fitness, and/or performance for the physically active. The primary goal of this program is to prepare students to be evidence-based practitioners of exercise and human movement disciplines who think critically about the science behind their practice.

Students graduating from the exercise and sport science major will be able to seek employment as an exercise specialist, fitness and wellness coordinator, sport performance researcher, and strength and conditioning specialist, as well as enter professional graduate programs in exercise sciences and other fields, such as biomechanics, exercise physiology, and motor behavior.

Exercise and Sport Science Program Goals

The exercise and sport science program will:

1. Meet standards and guidelines from governing organizations such as the American College of Sports Medicine (ACSM), and the National Strength and Conditioning Association.
2. Prepare graduates to sit for professional certification examinations in exercise and fitness from the National Strength and Conditioning Association, American College of Sports Medicine, National Academy of Sports Medicine, International Society of Sports Nutrition, and/or the American Council on Exercise.
3. Prepare graduates for post-graduation placement in graduate school, a professional school, or entry-level employment.
4. Develop competent scholars, researchers, physical activity, and sport specialists to meet the workforce needs of a global society.
5. Prepare graduates to enhance delivery of physical activity, sport, and rehabilitative services for all segments of society, including special populations such as children and the elderly; persons with disability, injury, and disease; and athletes.

Exercise and Sport Science Major Learning Outcomes

A successful exercise and sport science graduate is expected to:

1. Demonstrate critical thinking skills related to the areas of physical activity, movement sciences, and sport through practical experiences.
2. Demonstrate the importance of the physical assessment, psychological, and emotional demands of physically active individuals.
3. Apply content area knowledge specific to chosen career goals, such as strength and conditioning specialist, coaching, and corporate fitness and wellness, through internship experiences.

Exercise and Sport Science Major Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the "General Education Program" section on page 97 of this catalog.

Exercise and Sport Science Major Requirements (75 credits)

Core Courses (72 credits)

BIOL 1500	Biology/Lab (4 credits)
BIOL 3320	Anat & Phys I/Lab (4 credits)
BIOL 3300	Anat & Phys II/Lab (4 credits)
CHEM 1300	General Chemistry I/Lab (4 credits)
EXSC 1200	Exercise and Sports medicine (3 credits)
EXSC 1400	Health and Fitness (3 credits)
EXSC 1450	Introduction to Exercise Science (3 credits)
EXSC 2090	Sports Neuroscience (3 credits)
EXSC 2300	Sports Nutrition (3 credits)
EXSC 2400	Strength & Conditioning (3 credits)
EXSC 3700	Kinesiology (3 credits)
EXSC 3740	Exercise Physiology/Lab (4 credits)
EXSC 3760	Biomechanics of Human Movement/Lab (4 credits)
EXSC 3820	Exercise Prescription/Lab (4 credits)
EXSC 4100	Adapted Physical Education (3 credits)
EXSC 4220	Motor Learning/Lab (4 credits)
EXSC 4300	Research Methods in Sport and PE (3 credits)
EXSC 4400	Exercise and Sport Administration (3 credits)
EXSC 4500	Advanced Strength and Conditioning (3 credits)
EXSC 4901	Practicum in Exercise Science (3 credits)
PHYS 2350	General Physics I/Lab *OR* General Physics I Lab Honors (4 credits)

Major Electives (3 credits)

EXSC 3300	Emergency Care (3 credits)
EXSC 3850	Adapted Community Fitness Programming (3 credits)
EXSC 3900	Sports Supplements for Athletic Performance (3 credits)
EXSC 4900	Special Topics in Exercise and Sport Science (3 credits)
EXSC 4950	Internship in Exercise and Sport Science (1 to 12 credits)
EXSC 4990	Independent Study in Exercise and Sport Science (1 to 3 credits)

Minor

Exercise Science Minor

The exercise science minor is designed to provide students with a foundation and theory base in the movement sciences for the physically active. Additionally, the program offers courses for the student who is interested in the physiological, biomechanical, and psychological aspects of human function in response to exercise and physical activity. The primary goal of this program is to supplement academic knowledge for students to study in the exercise science sub-disciplines (biomechanics, exercise physiology, and motor behavior) and promote entry into professional programs. The minor is available to PALS (day) students only. This minor can be combined with any major and minor except the exercise and sport science major.

Exercise Science Minor Learning Outcomes

A successful exercise science minor is expected to:

1. Demonstrate and explain a strong foundation and theory base in the movement sciences for the physically active;
2. Analyze the physiological, biomechanical, and psychological aspects for human function in response to exercise and physical activity;
3. Develop and present a physical fitness program.

Exercise Science Minor Requirements (18 credits)

Core Courses (10 credits)

EXSC1400	Health and Fitness (3 credits)

EXSC 2400	Strength and Conditioning (3 credits)
EXSC 3820	Exercise Prescription with Lab (4 credits)

Minor Electives (8 credits)

Select 8 credits from the following courses:

EXSC 2300	Sports Nutrition (3 credits)
EXSC 3700	Kinesiology (3 credits)
EXSC 3740	Exercise Physiology with Lab (4 credits)
EXSC 3760	Biomechanics of Human Movement with Lab (4 credits)*
EXSC 4100	Adapted Physical Activity (3 credits)*
EXSC 4220	Motor Learning with Lab (4 credits)*

Department of Health Science

The Department of Health Science is an interdisciplinary group of programs designed for health professionals with the desire to advance academically, administratively, or clinically within their profession. The department offers educational opportunities from entry-level undergraduate to programs for working health professionals, demonstrating the university's and college's commitment to lifelong learning. The Department of Health Science uses innovative online and on-campus components to achieve its mission of preparing professionals for today's health care market.

The department offers the Bachelor of Health Science (B.H.Sc.) in an exclusively online format. The department also houses a preeminent on-campus, entry-level program, the Bachelor of Science—Medical Sonography, on NSU's main campus, and houses the Bachelor of Science—Cardiovascular Sonography Program on the campus in Tampa. Both programs are supported by state-of-the-art teaching laboratories.

Computer Requirements

It is required that the student have access to a desktop or laptop consistent with a recent generation of Microsoft Windows (7 or 8) or Apple OS (10.8 or above) and compatible Microsoft Office software to include Word, Powerpoint, and Excel. Tablets and smartphones, while very useful, may not be sufficient for all program uses. The computing platform should include headphones, microphone, camera, and video conferencing capabilities. Broadband access is essential Surge protection and appropriate back-up options strongly suggested. Minimum computer requires can found at *https://www.nova.edu/publications/it-standards.*

Majors

Bachelor of Health Science—Online Program

The Bachelor of Health Science (B.H.Sc.)—Online Program is an online degree advancement program for students with diverse education, work, and life experiences who demonstrate the desire and capacity to pursue the course of study in health and increasingly responsible positions in health care and, health administrators, military trained health care technicians, radiology technicians, respiratory therapists, office managers, etc. The NSU B.H.Sc. generalist track and the health care administration track; the courses of study are interdisciplinary and is designed to provide career advancement as well as deliver a well-rounded curriculum. These cutting-edge tracks offer the opportunity for working students with health care interest and or backgrounds to complete their undergraduate degree coursework online, conveniently from their own home or office, without compromising career or other obligations.

The B.H.Sc. Online program also offers a Pre-Master of Occupational Therapy (Pre-MOT) and a Pre-Doctorate of Occupational Therapy (Pre-OTD) track for Occupational Therapy Assistants. This educational opportunity is available to Certified Occupational Therapy Assistants (COTAs) to earn a Bachelor in Health Science degree and upon completion of the Pre-MOT Track be guaranteed admission to the Master of Occupational Therapy at NSU's main campus in Fort Lauderdale, Florida. Upon completion of the Pre-OTD Track, graduates will be guaranteed admission to the Doctor of Occupational Therapy (OTD) Entry Level Program at Nova Southeastern University, Tampa, FL.

There have been dramatic changes in the health care market and delivery systems in the United States over the past decade. As health care becomes increasingly competitive, it becomes more important to distinguish one self professionally and academically. The Bachelor in Health Science—Online Program is offered via the Dr. Pallavi Patel College of Health Care Sciences Web-based distance learning technology that allows individuals to remain in their current location and employment.

Upon successful completion of the B.H.Sc. program, students are eligible to apply for admission to continue their education in health sciences in the online Master of Health Science (M.H.Sc.) and later the Doctor of Health Science (D.H.Sc.) program or other graduate program.

B.H.Sc. Mission Statement

The mission of the Nova Southeastern University (NSU) Bachelor of Health Science (B.H.Sc.) program is to provide an online, degree

advancement/completion program for students with a demonstrated interest in health care through an interdisciplinary and inter-professional course of study; to provide career and academic advancement opportunities for students who desire to become or advance as health care professionals; by delivering a well-rounded curriculum allowing the enrolled students to complete the majority of the major online while continuing to work toward their professional goals.

Bachelor of Health Science—Program Goals

The Bachelor of Health Science will enable students to:

1. Pursue a well-rounded and diverse educational degree completion program for students with a demonstrated interest in health care in an online environment that allows them to continue gainful employment in their chosen field while attending and completing course work.
2. Enhance and develop the student's leadership and health care knowledge through academic inquiry while using current, practical health care models.
3. Enhance their understanding of diverse populations in health care and to prepare the student to take a leadership role in the rapidly changing health care environment.
4. Enhance the student's understanding of the political, social, legal and ethical issues that may be encountered and have an impact on areas of health care practice.
5. Develop knowledge that helps bridge between clinical care, health care diversity and critical inquiry.

Bachelor of Health Science—Program Learning Outcomes

Graduates of the Bachelor of Health Science program will demonstrate command of the following learning outcomes as evidenced by their participation in class, completion of class assignments, presentations, and projects.

Graduates will be able to:

1. Communicate effectively in writing on a variety of topics related to health care
2. Demonstrate an awareness and appreciation of the delivery of culturally competent health care.
3. Effectively communicate and acknowledge the impact of the legal, ethical, and political environment on health care policy and delivery.
4. Demonstrate the knowledge and ability to search and retrieve information and materials related to individual clinical practice issues or overall health policy concerns.
5. Describe and demonstrate management / leadership skills and theories that can be applied in preparation to lead or manage effectively in a health care environment.
6. Demonstrate knowledge of and effectively apply health care models, theories, and tools to issues impacting health care delivery

Computer Literacy

Access to and ongoing use of a computer will be required for all students to successfully complete the online programs and courses in the Department of Health Science. Each student is expected to acquire computer hardware and software appropriate to the program. Competency in the basic use of a computer and the ability to navigate and interact with the course and curriculum content is the responsibility of the student and necessary for graduation.

Continuous Enrollment

Although continuous enrollment is not a requirement, the B.H.Sc. program strongly recommends students to enroll in at least two courses per semester, for the duration of their B.H.Sc. studies.

Online Student Center—Program and Course Communication

All students are required to visit the online student center at least once every two weeks. All communication and programmatic information will be posted in the online student center. It is required that all B.H.Sc. online students use the online student center when communicating with the program. All class communication must take place through the university's secure course management platform.

Bachelor of Health Science—Online Program Curriculum

The B.H.Sc—Online Program is designed for completion in a distance-learning format and requires no on-campus time. The coursework is professor-paced using Web-based delivery. The curriculum is designed to build upon the existing knowledge base of the health care while focusing on the overall health care picture. Leadership, diversity, and conflict resolution are but a few of the areas covered in the curriculum.

The program curriculum requires that a minimum of 33 semester hours of course work (including 21 semester hours of required core course work) be completed through the NSU B.H.Sc. program. To be eligible to graduate with the B.H.Sc. degree, a student must have completed a minimum of 30 credits of General Education course work in addition to the B.H.Sc. curriculum, with a resulting minimum total of 120 semester hours with a 2.0 cumulative grade point average and a 2.25 grade point average in the B.H.Sc. major.

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the "General Education Program" section on page 97 of this catalog.

Generalist Track Major Requirements (33 credits)

Core Courses (24 credits)*

BHS 3110	Health Care Ethics (3 credits)
BHS 3120	Introduction to Epidemiology (3 credits)
BHS 3150	Principles of Leadership (3 credits)
BHS 3155	Conflict Resolution in Health Care (3 credits)
BHS 3160	Health Policy (3 credits)
BHS 4000	Cultural Competency in Health Care (3 credits)
BHS 4100	Academic and Professional Writing (3 credits); (Must be taken during the first semester of enrollment in the program)
BHS 4140	Independent Capstone in Health Science Studies (3 credits)

* Students are required to obtain a grade of C or better (greater than or equal to 73 percent) in required core courses. Students receiving a grade of C- or lower in a required core course will be required to retake the course at its next scheduled offering.

Electives (minimum 9 credits)

The number of major electives requires is variable, based on the number of credit hours accepted for transfer.

BHS 3000	Improving of Healthcare through Interprofessional Collaboration (3 credits)
BHS 3100	Current Issues in Health Care (3 credits)
BHS 3101	History of the US Health System (3 credits)
BHS 3130	Research and Design for Health Care (3 credits)
BHS 3140	Health Care Practice (3 credits)
BHS 3145	Principles of Environmental Health (3 credits)
BHS 3151	Health Services Management (3 credits)
BHS 3161	Concepts of Health Care Finance (3 credits)
BHS 3170	Health Care Delivery Systems (3 credits)
BHS 3180	Interprofessional Collaboration (3 credits)
BHS 3190	Patient Education in Health Care (3 credits)
BHS 3195	Therapeutic Communications for Health Care Professionals (3 credits)
BHS 3200	Community Capacity Building: An Interprofessional Approach (3 credits)
BHS 4001	Individuals with Disabilities and Special Needs (3 credits)
BHS 4005	Alternative Medicine in Health Care (3 credits)
BHS 4006	Fundamentals of Chinese Medicine (3 credits)
BHS 4009	Sports Medicine: Principles and Practice (3 credits)
BHS 4010	Health Promotion and Disease Prevention (3 credits)
BHS 4011	Bioterrorism: Health Care Readiness and Response (3 credits)
BHS 4012	Torture, Violence, and Trauma—Health Care's Healing Role (3 credits)
BHS 4013	Global Issues in Human Trafficking (3 credits)
BHS 4020	Topics in Maternal, Child Health (3 credits)
BHS 4031	Statistics for Health Professions (3 credits)
BHS 4110	Health Care and Aging (3 credits)
BHS 4150	The Science of Sound** (3 credits)

BHS 4151	Linguistics & Psycholinguistic Variables of Normal Language Development** (3 credits)
BHS 4153	Speech and Language Disorders for Health Care Practitioners (3 credits)
BHS 4160	Education for Health Professions (3 credits)
BHS 4300	Interprofessional Education Seminar (3 credits)

** Student must receive departmental and academic advisor approval in order to be allowed to register for these courses.

Open/Transfer Electives (57 credits)

Students are required to complete 57 credit hours of open/transfer electives, consisting of transfer credits or additional B.H.Sc. elective coursework.

Total Degree Requirement: 120 credits (minimum)

Bachelor of Health Science—Health Care Administration Track Major Requirements

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the "General Education Program" section on page 97 of this catalog.

Health Care Administration Track Major Requirements (24 Credits)

BHS 3110	Health Care Ethics (3 credits)
BHS 3120	Introduction to Epidemiology (3 credits)
BHS 3150	Principles of Leadership (3 credits)
BHS 3155	Conflict Resolution in Health Care (3 credits)
BHS 3160	Health Policy (3 credits)
BHS 4000	Cultural Competency in Health Care (3 credits)
BHS 4100	Academic and Professional Writing (3 credits)
BHS 4140	Independent Capstone in Health Science Studies (3 credits)

Health Care Administration Track Required Electives (15 credits)

BHS 3151	Health Services Management (3 credits)
BHS 3161	Health Services Finance (3 credits)
BHS 3162	Economics of Health Care Services (3 credits)
BHS 3170	Health Care Delivery Systems (3 credits)
BHS 4031	Statistics for Health Sciences (3 credits)

Open/Transfer Electives

Any combination of coursework consisting of additional BHS prefixed elective courses and/or prerequisites, transfer, or courses of any prefix with a course level of 1000 or above resulting in a total of 54 credits

Subtotal Open Electives/Transfer Elective Courses: 51 credits (minimum)

Total Degree Semester Hours Required: 120 credits (minimum)

Bachelor of Health Science—Pre-O.T.D. Track for Occupational Therapy Assistants

This educational opportunity is available to certified Occupational Therapy Assistants (O.T.As) to earn a Bachelor in Health Science (B.H.Sc.) degree and upon completion of the Pre-O.T.D. Track be guaranteed admission to the Doctor of Occupational Therapy (O.T.D.) Entry Level Program at Nova Southeastern University, Tampa, FL.

Classes for NSU's three-and-a-half year, blended distance/face-to-face OTD program takes place at the NSU Tampa campus and online. The program, designed to attract creative and compassionate individuals who like to help others achieve their potential, meets the need for occupational therapy education beyond a Masters degree by students who want flexibility while performing their current occupations.

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the "General Education Program" section on page 97 of this catalog.

Pre-Doctor of Occupational Therapy (Pre-O.T.D.) Track Requirements

The Pre-O.T.D. Track Requirements can also be used to fulfill natural and physical science requirements.

Courses	***Credits***
Biology with Lab	4
Anatomy and Physiology	3
Physics with lab or Kinesiology (PHYS 2350 or PHYS 2350H or EXSC 3700)	3

Additional Pre-O.T.D. Track Requirements (can be used towards general education requirements or open elective requirements)

BIOL 2600	Medical Terminology* (3 credits)
PSYC 2350	PSYC 2350 Life-Span Human Development *OR* PSYC 2350H Life-Span Human Development Honors (3 credits)*

Required B.H.S. Courses (30 credits)

BHS 3110	Health Care Ethics (3 credits)
BHS 3120	Introduction to Epidemiology (3 credits)
BHS 3150	Principles of Leadership (3 credits)
BHS 3155	Conflict Resolution in Health Care (3 credits)
BHS 3160	Health Policy (3 credits)
BHS 4000	Cultural Competency in Health Care (3 credits)
BHS 4100	Academic and Professional Writing (must be taken during first semester of enrollment in program) (3 credits)
BHS 4140	Independent Capstone in Health Science Studies (3 credits)
BHS 4031	Statistics for Health Sciences (3 credits)

Major Electives (6 credits minimum)

Any BHS courses not counted as a Core Course.

Open/Transfer Electives (57 credits minimum)

Any combination of coursework consisting of additional BHS prefixed elective courses and/or transfer courses of any prefix with a course level of 1000 or above resulting in a total of 60 credits

Subtotal Required B.H.S. Courses: 33 credits (minimum)

Total Degree Requirement: 120 credits (minimum)

Many of the general education, pre-O.T.D. track and open elective requirements may be fulfilled through prior OTA course work.

Bachelor of Science—Cardiovascular Sonography

Cardiac Sonography (Echocardiography)

Cardiac sonographers obtain images of the heart via ultrasound. Echocardiography is one of the most widely used imaging examinations for assistance in the diagnosis of heart disease. Echocardiography is especially useful for assessing diseases that affect the heart valves and for detecting abnormalities in the motion and appearance of the heart wall.

Vascular Sonography

Vascular sonographers use ultrasound imaging and other types of exams to detect anatomical and physiological changes caused by diseases of the arteries and veins and the resulting effects on organs and other tissues. Vascular disorders include carotid artery disease, which may lead to stroke; abdominal vascular diseases, such as aneurysms; peripheral arterial disease, which can result in chronic pain and may progress to loss of limbs; and venous conditions that can cause blood clots (thromboses), which can travel to the lungs (pulmonary embolism).

Cardiovascular Sonography Program

The NSU Cardiovascular Sonography Program in Tampa offers didactic and clinical training in both of these specialties, cardiac sonography (adult) and vascular sonography, as an integrated curriculum. Additional course content introduces the student to pediatric

cardiac sonography and basic concepts in electrophysiological cardiology. Because of strong interrelationships between cardiac and vascular diseases, the need was seen for a comprehensive program covering both specialties. Also, some cardiology departments and other imaging providers may prefer that sonographers obtain training and professional registry in both cardiac sonography and vascular sonography for purposes of diagnostic expediency and professional flexibility. Graduates of the Cardiovascular Sonography program are eligible to apply for both the Adult Echocardiography and non-invasive Vascular Technology professional registry exams offered by the American Registry for Diagnostic Medical Sonography (ARDMS), and/or the corresponding credentials offered by Cardiovascular Credentialing International (CCI). The Cardiovascular Sonography program at NSU Tampa is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

Bachelor of Science—Cardiovascular Sonography (B.S.—CVS)

This degree program is designed to prepare students for entry-level positions in the field of Cardiovascular ultrasound. Students receive education as a combined curriculum in two of the most sought-after specialties of diagnostic medical ultrasound: adult echocardiography (cardiac ultrasound) and vascular sonography, (non-invasive vascular technology). This prepares them for the 12-month clinical externship during their second year.

The 24-month cardiovascular sonography program includes 12 months on-campus consisting of lectures; extensive, hands-on training in our ultrasound laboratory; online courses; and a 12-month focused or combined externship in a clinical laboratory setting. The graduating student will earn a bachelor's degree in cardiovascular sonography. Students will take a combination of general courses in the health science field and focused core courses in the cardiovascular sonography field. Examples of general courses include subjects such as Improving Health Care through Interprofessional Collaboration, Cultural Competency in Health Care, Health Services Management, and others. Examples of cardiovascular sonography core courses include Ultrasound Physics, Echocardiography, and Cerebrovascular Testing. While on campus, the student will spend more than 500 hours in the training laboratory learning imaging skills and techniques and physiologic testing methods prior to the clinical externship experience.

In the second year, the student will complete an approximately 1,600-hour clinical training program while continuing to take online courses. The student may have the option to perform their clinical externship in a vascular, adult echo, or combined vascular/ echo clinical experience, based upon their interests and demonstrated proficiencies and competencies. Upon graduation, the student will be eligible to sit for professional registry exams based upon completion of program and clinical requirements

Prospective cardiovascular sonography students are selected by a holistic application review process which considers the overall qualities of the candidate. Areas of consideration include interpersonal skills, personal motivation, knowledge and understanding of the cardiovascular profession, academic performance and level of achievement, life experiences, and recommendations. Knowledge of the profession is essential. Personal interviews are offered to the most-qualified applicants to assess interpersonal and communication skills, altruistic attitude, maturity, and commitment to the cardiovascular profession. Phone interviews will not be provided, although in special circumstances, remote video interview via Skype or equivalent technology, may be offered.

Bachelor of Science—Cardiovascular Sonography Program Objectives

The Bachelor of Science—Cardiovascular Sonography Program objectives:

1. Minimum Expectations: "To prepare entry level general sonographers in the cognitive (knowledge) psychomotor (skills), and affective (behavior) learning domains" and "To prepare competent entry-level vascular and adult cardiac sonographers in the Cognitive (knowledge), Psychomotor (skills), and Affective (behavior) Learning Domains".
2. To graduate competent adult cardiac and vascular sonographers who are qualified to perform a variety of standard and specialized diagnostic sonographic examinations of the adult heart and vascular system.
3. To ensure that graduates are qualified to take and pass the American Registry of Diagnostic Medical Sonography (ARDMS) registry examination in adult cardiac and vascular sonography.
4. To prepare graduates for future leadership roles in diagnostic sonography laboratories, ultrasound departments, education, and industry.
5. To enhance the students' academic skills for pursuing research studies in the field of diagnostic medical sonography.
6. To enhance and develop the student's leadership and health care knowledge through academic inquiry while using current, practical health care models.
7. To enhance the student's understanding of diverse populations in health care and to prepare the student to take a leadership role in the rapidly changing healthcare environment.
8. To enhance the student's understanding of the political, social, legal, and ethical issues that may be encountered and have an impact on areas of health care practice.

9. To develop knowledge that helps bridge clinical care, health care, and critical inquiry.

Bachelor of Science—Cardiovascular Sonography Program Outcomes

Students completing the Bachelor of Science - Cardiovascular Sonography Program will be able to:

1. Perform a variety of standard and specialized diagnostic adult cardiac and vascular examinations.
2. Demonstrate appropriate competency in key clinical performance standards in the Cognitive, Affective, and Psychomotor Domains.
3. Demonstrate knowledge by taking and passing the American Registry of Diagnostic Medical Sonography (ARDMS) registry examination for Sonography Principles and Instrumentation (SPI).
4. Qualify to sit for the American Registry of Diagnostic Medical Sonography (ARDMS) registry examinations for the Registered Vascular Technologist (RVT) and the Registered Diagnostic Cardiac Sonographer (RDCS) credentials.
5. Communicate effectively in a professional manner, using written and electronic methods.
6. Demonstrate empathy and respect in the delivery of culturally competent care healthcare.
7. Communicate and acknowledge the impact that the social, legal, ethical, and political environment has on the development of health care policies; and the resulting implications, benefits, and effects on the delivery of health care practice.
8. Demonstrate the knowledge and ability to effectively search and retrieve information through electronic means.
9. Describe appropriate management / leadership skills and theories, and demonstrate at an appropriate level the application of such skills and theories by the ability to lead or manage effectively in an educational and/or health care environment.
10. Demonstrate the ability to apply knowledge of health care models, theories, and issues impacting health care delivery through academic and critical inquiry, as delivered via written, visual, multi-media, or verbal presentation.

Technical Standards

The profession of diagnostic medical sonography includes but is not limited to, the following physical, cognitive, auditory, and visual demands:

Physical: The ability to lift fifty pounds of weight repetitively, the ability to reach up, the ability to stand for up to 80% of the work day, the ability to push or pull heavy wheeled equipment and other devices such as wheelchairs or stretchers, high levels of manual dexterity to control the settings on ultrasound equipment, computers, and other devices.

Cognitive: the ability to remember, recall, and analyze information, the ability to work without distraction in a noisy environment, the ability to remain focused despite interruptions, the ability to cope with potentially stressful situations.

Auditory: the ability to hear with both ears within the normal human auditory range, the ability to distinguish a normal range of tonal sounds within the normal human hearing range.

Visual: the ability to distinguish a normal range of colors, the ability to discern high levels of detail visually, visual acuity or the corrected equivalent of normal 20/20 vision, the ability to monitor the environment and work effectively and safely in dimmed lighting conditions.

Computer Literacy

Access to and ongoing use of a computer will be required for all students to successfully complete the online programs and courses in the Cardiovascular Sonography Program. Each student is expected to acquire computer hardware and software appropriate to the program. Competency in the basic use of a computer and the ability to navigate and interact with the courses and curriculum content is the responsibility of the student and necessary for graduation.

Bachelor of Science—Cardiovascular Sonography Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the "General Education Program" section on page 97 of this catalog.

Program-specific general education Science requirements are:

- Either 3 credits Human Anatomy I or Anatomy & Physiology I (with or without lab) and 3 credits Human Anatomy II or

Anatomy & Physiology II (with or without lab), OR

- 3 credits of Human Anatomy I or Anatomy & Physiology I (with or without lab) and 3 credits General Physics (with or without lab).

Cardiovascular Sonography Major Requirements (92 credits)

BHS 3000	Improving Health Care through Interprofessional Collaboration
BHS 3150	Principles in Leadership (3 credits)
BHS 3151	Heath Services Management (3 credits)
BHS 4000	Cultural Competency in Health Care (3 credits)
BHS 4100	Academic and Professional Writing (3 credits)
BHS 4110	Health Care and Aging (3 credits)

Required Online Course (18 Credits)

CVS 3001	Correlative Imaging and Anatomy (4 credits)
CVS 3000	Introduction to Cardiovascular Instruments (3 credits)
CVS 3010	Echocardiography I/Lab (5 credits)
CVS 3020	Echocardiography II/Lab (5 credits)
CVS 3040	Ultrasound Physics I (4 credits)
CVS 3050	Ultrasound Physics II – SPI Review (2 credits)
CVS 3060	Cerebrovascular Testing/Lab (3 credits)
CVS 3071	Peripheral Vascular Testing I/Lab (4 credits)
CVS 3080	Peripheral Vascular Testing II/Lab (4 credits)
CVS 3090	Abdominal Vascular Testing/Lab (4 credits)
CVS 4500	Clinical Externship I (12 credits)
CVS 4600	Clinical Externship II (12 credits)
CVS 4700	Clinical Externship III (12 credits)

Required Core Courses: 74

Subtotal All Required Courses: 92 credits

Total Degree Requirement: 122 credits

Bachelor of Science—Medical Sonography

Abdomen Extended and OB/GYN

Includes subspecialties in obstetrics and gynecology, organs of the body, and small parts (soft tissues and superficial glands). Professionals in this field are called sonographers or medical sonographers. Sonographers use diagnostic medical ultrasound to obtain images of internal organs such as the liver, gallbladder, bile ducts, pancreas, spleen, appendix, kidneys, and adrenal glands. Sonographers specializing in obstetrics and gynecology obtain images of the female pelvic organs and the fetus. Sonographers working in all these specialties determine normal from abnormal situations and contribute to the making of diagnosis of pathologies affecting those organs.

Vascular Sonography

Vascular Sonography studies the anatomical and physiological characteristics of blood vessels (veins and arteries) in the human body. Professionals working in this specialty are called vascular sonographers. They use ultrasound and other specialized equipment to assess the anatomic, physiologic, and pathologic conditions of veins and arteries. Among the most common studies are those of the carotid arteries, arteries of the upper and lower extremities, abdominal blood vessels, and intracranial circulation. Exploration of these vessels helps to determine the presence of plaques and thrombus, the direction of blood flow, and the process of revascularization, as well as the patency of grafts. Vascular Sonographers play a very important role in assessing the blood vessels in special situations such a stroke, peripheral arterial disease, abdominal aortic aneurysm, portal hypertension, and deep vein thrombosis. They even can help to select native vessels for grafts to be used in cardiac surgeries.

Bachelor of Science—Medical Sonography (B.S. Medical Sonography)

The Medical Sonography program in Fort Lauderdale offers didactic and clinical training in the abdominal, obstetrics, gynecology and vascular sonography subspecialties as one integrated curriculum. At the end of the program, the student will be able to perform abdominal sonography extended, obstetrics and gynecology sonography, as well as vascular sonography studies. The growing use of ultrasound and the need for sonographers with multiple credentials to accommodate new regulations in the health care field have set the ground for a comprehensive program that combines these two main specialties leading to the following credentials: RDMS (ABD), RDMS (OB/GYN) and RVT (Registered Vascular Technologist).

The Bachelor of Science in Medical Sonography Program was designed to prepare entry-level professionals in the fields of general and vascular sonography. During the first year, students take online course at the undergraduate level, as well as on-campus classes that include many hours each week in the training ultrasound lab. This is followed by online courses and a 12-month externship in a clinical site.

The Medical Sonography Program includes on-campus lectures; extensive, hands-on training in the ultrasound laboratory; online courses; and a 12-month focused or combined externship in a clinical laboratory setting. The graduating students will earn a Bachelor's degree in Medical Sonography. Students will take a combination of general courses in the health science field and focused core courses in the medical sonography field. Examples of general courses include subjects such as Writing for Medical Publication, Epidemiology, Biostatistics, and Principles and Practice of Management in Health Care. Examples of medical sonography courses include: Ultrasound Physics, Abdominal Sonography, Obstetrics and Gynecology Sonography, Small Parts Sonography, Arterial, Venous, and Cerebrovascular Testing. While on campus, the student will spend more than 500 hours in the training laboratory learning imaging skills and techniques and physiologic testing methods prior to the clinical externship experience, as well as vast exposure to Interprofessional Educational Activities (IPE).

In the second year, the student will complete an approximately 1,600-hour clinical training program while continuing to take online courses. Graduates will be eligible to sit for the American Registry of Diagnostic Medical Sonography (ARDMS) registry examination. This exam is administered in two parts. The first part (SPI: Sonography Principles and Instrumentation) is geared toward evaluation of understanding of fundamental concepts in the technology of ultrasound. Students at Nova Southeastern University will be able to take this portion of the ARDMS exam upon successful completion of the Ultrasound Physics Course after the first term of the program. The second part of the exam—either the RVT or the RDMS—evaluates knowledge and understanding of anatomy, physiology, pathologies, quality assurance, examination protocols, etc. in the respective areas. Students will be eligible to take this portion of the ARDMS sixty-days before graduation, as stipulated by new regulations of the American Registry of Diagnostic Medical Sonography.

Bachelor of Science—Medical Sonography Program Objectives

The Bachelor of Science—Medical Sonography Program aims:

1. To prepare competent entry level sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains for the following concentration(s) it offers
    - Abdominal sonography – Extended
    - Obstetrics and gynecology sonography
    - Vascular sonography.
2. To graduate competent general and vascular medical sonographers who are qualified to perform a variety of standard and specialized diagnostic sonographic procedures.
3. To ensure that graduates are qualified to take and successfully pass the American Registry of Diagnostic Medical Sonography (ARDMS) registry examination in general and vascular sonography.
4. To prepare graduates for future leadership roles in diagnostic sonography laboratories ultrasound departments, education and industry.
5. To enhance the student's academic skills for pursuing research studies in the field of diagnostic medical sonography.
6. To enhance and develop the student's leadership and health care knowledge through academic inquiry while using current, practical health care models.
7. To enhance the student's understanding of diverse populations in health care and to prepare the student to take a leadership role in the rapidly changing healthcare environments.
8. To enhance the student's understanding of the political, social, legal and ethical issues that may be encountered and have an impact on areas of health care practice.
9. To develop knowledge that helps bridge clinical care, health care diversity, and critical inquiry.

Bachelor of Science—Medical Sonography Learning Outcomes

Students completing the Bachelor of Science—Medical Sonography Program will be able to:

1. Perform a variety of standard and specialized diagnostic abdomen, OB-GYN, and vascular procedures.
2. Demonstrate appropriate competency in key clinical performance standards in the Cognitive, Affective, and Psychomotor Domains.
3. Complete the minimum number of clinical hours, as well as the number of procedures and types of procedures as established by the program.
4. Qualify to sit for the American Registry of Diagnostic Medical Sonography (ARDMS) registry examination for the Registered Vascular Technologist (RVT) and the Registered Diagnostic Medical Sonographer (RDMS) credentials.
5. Communicate in a professional manner using written and electronic methods.
6. Demonstrate empathy and respect in the delivery of culturally competent healthcare.
7. Communicate and acknowledge the impact that the social and political environment has on the development of health care policies and the implications, benefits, and ramifications on the delivery of health care.
8. Demonstrate the knowledge and ability to search and retrieve information through electronic means.
9. Describe management / leadership skills and theories, and demonstrate at an appropriate level the application of such skills and theories by the ability to lead or manage effectively in an educational and/or health care environment.
10. Demonstrate understanding of the political, social, legal, and ethical issues that may be encountered and have an impact on areas of health care practice.
11. Demonstrate knowledge through the application of health care models, theories, and tools via written, visual, multi-media, or verbal presentation of the issues impacting health care delivery through academic and critical inquiry.

Bachelor of Science—Medical Sonography Program Required Hours

Students must complete 46 weeks (1564 hours) of full-time clinical experience without exceptions.

A minimum number of required clinical hours (but not limited to):

- Abdominal Extended & OB/GYN—800 hours
- One full semester at a Vascular site with a minimum of 400 hours

When students do not achieve all their competencies in Abdomen extended, OB/GYN, or Vascular, the clinical coordinators reserve the right to split a semester between General (Abdomen extended and OB/GYN) and Vascular to allow this. Hours accrued per term may vary depending on semester-length, patient volume, and clinical site. A total number of 1564 clinical hours, clinical competencies, and all credits required for degree completion must be completed to fulfill graduation requirements.

Technical Standards

The profession of diagnostic medical sonographer includes but is not limited to, the following physical, cognitive, auditory, and visual demands:

Physical: The ability to lift fifty pounds of weight, the ability to reach up, the ability to stand for up to 80% of the time, the ability to push or pull equipment and other devices such as wheelchairs or stretchers, manual dexterity to control the settings on computers and on the ultrasound equipment,

Cognitive: the ability to remember, recall, and analyze information, the ability to work in a noisy environment, the ability to remain focused despite interruptions, the ability to cope with potentially stressful situations,

Auditory: the ability to hear from both ears within normal auditory range, the ability to distinguish sounds within normal hearing range,

Visual: the ability to distinguish colors, the ability to monitor the environment and work in dimmed light.

Computer Literacy

Access to and ongoing use of a computer will be required for all students to complete the bachelor's degree program in general and

vascular sonography successfully. Each student is expected to acquire computer hardware and software appropriate to the Bachelor of Science in Medical Sonography Program. Competency in the basic use of a computer and the ability to navigate and interact with the course and curriculum content is the responsibility of the student and a requirement for graduation. All applicants must show evidence of computer skills through coursework or self-study prior to the end of the first term. Students may obtain instruction through the NSU Student Microcomputer Laboratory or other training facilities.

Bachelor of Science—Medical Sonography Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the "General Education Program" section on page 97 of this catalog.

Medical Sonography Major Requirements (96 credits)

BHS 3110	Health Care Ethics (3 credits)
BHS 3120	Introduction to Epidemiology (3 credits)
BHS 3130	Research and Design for Health Care (3 credits)
BHS 3150	Principles of Leadership (3 credits)
BHS 3155	Conflict Resolution in Health Care (3 credits)
BHS 3160	Health Policy (3 credits)
BHS 4000	Cultural Competency in Health Care (3 credits)
BHS 4100	Academic and Professional Writing (3 credits)
BHS 4110	Health Care and Aging (3 credits)
BHS 5105	Basic Life Support (1 credit)
BMS 3110	Introduction to Diagnostic Medical Sonography (3 credits)
BMS 3120	Ultrasound Cross-sectional Anatomy (4 credits)
BMS 3130	Ultrasound Physics I/Lab (3 credits)
BMS 3140	Small Parts Sonography (4 credits)
BMS 3150	Obstetrics and Gynecology Ultrasound I (4 credits)
BMS 3160	Abdominal Sonography I Testing/Lab (4 credits)
BMS 3170	Venous Testing/Lab (4 credits)
BMS 3190	Peripheral Arterial Testing/Lab (4 credits)
BMS 3230	Ultrasound Physics Review/SPI Exam (1 credit)
BMS 3250	Obstetrics and Gynecology Ultrasound II (4 credits)
BMS 3260	Abdominal Sonography II Testing/Lab (4 credits)
BMS 3270	Cerebrovascular Testing/Lab (4 credits)
BMS 3280	Clinical Preparation and Review (4 credits)
BMS 4500	Clinical Externship I (6 credits)
BMS 4600	Clinical Externship II (7 credits)
BMS 4700	Clinical Externship III (8 credits)
BMS 4800	Clinical Supplement (8 credits)*

*Elective course when extension of clinical externship is required.

Subtotal Required Courses: 96 credits

Total Degree Requirement: 126 credits

Program Outcomes

At this time, we have determined that the Medical Sonography program meets the educational degree completion requirements for licensure in all 50 states, the District of Columbia and the US protectorates, as defined in **34 CFR §600.2.**

The following metrics (a year post graduation) reflect the program outcomes as reported to the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and correspond to the **Medical Sonography Class of 2021**.

Retention Rate: 92%

Credential Success Rate:

- Overall Credential Success Rate: 95%

- RDMS (ABD): 92%
- RDMS (OB-GYN): 50%
- RVT: 100%

Job Placement Rate:

- 77% (Among registered graduates)

Commission on Accreditation of Allied Health Education Programs (CAAHEP)
9355 113th Street N., #7709, Seminole, Fl 33775-7709.
Phone: (727) 210-2350
Fax: (727) 210-2354
http://caahep.org

The Diagnostic Medical Sonography – Vascular Program – is accredited by the **Commission on Accreditation of Allied Health Education Programs** (*caahep.org*). Upon the recommendation of the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS), the program has been granted continuing accreditation until the year 2026.

The Diagnostic Medical Sonography – Abdomen-Extended Program – is accredited by the **Commission on Accreditation of Allied Health Education Programs** (*caahep.org*). Upon the recommendation of the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS), the program has been granted continuing accreditation until the year 2026.

The Diagnostic Medical Sonography – Obstetrics and Gynecology Program – is accredited by the **Commission on Accreditation of Allied Health Education Programs** (www.caahep.org). Upon the recommendation of the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS), the program has been granted continuing accreditation until the year 2026.

Department of Speech-Language Pathology

The Department of Speech-Language Pathology offers undergraduate, graduate and postgraduate courses of study. The programs foster the development of students' knowledge, leadership, and problem-solving skills through scientifically based curricula that incorporate current research, ethical decision making, and models of best practice.

Major

Speech-Language and Communication Disorders Major

The Bachelor of Science (B.S.) in Speech-Language and Communication Disorders (SLCD) is designed as a pre-professional degree and provides students with the ability to address some of the academic requirements for American Speech-Language-Hearing Association (ASHA) certification. Additionally, the program is designed to serve as a pathway to graduate degrees, Speech-Language Pathology or Audiology, at Nova Southeastern University or elsewhere, by providing the necessary prerequisite coursework. Depending on the state in which the student resides, graduates of the undergraduate program can apply for licensure as a speech- language pathology or audiology assistant, which permits them to work under the direction of a certified and licensed speech and hearing professional in education and health-related settings. Students will be provided with a research-based, academic foundation in the concepts and principals in speech, hearing, language, and human communication disorders. The curriculum provides the scientific basis for subsequent coursework in the area of assessment and treatment of various communication disorders, instills a research philosophy in communication sciences and disorders, and introduces the profession as a career. Additionally, students will develop critical thinking and problem-solving skills in their courses.

B.S. in Speech-Language and Communication Disorders Learning Outcomes

After completing the program, students will be able to demonstrate the ability to:

1. Apply fundamental concepts of basic sciences (i.e., biological, physical, mathematics/statistics, behavioral and social sciences) to the speech-language and communication disorders discipline.
2. Demonstrate professional oral, and written language skills.
3. Describe basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, linguistic and cultural bases.
4. Describe speech, language, and hearing disorders.
5. Observe a diversity of clients with communication disorders in a variety of settings.
6. Apply appropriate technology to speech-language and communication disorders.
7. Demonstrate flexible and adaptive problem-solving skills in the scientific and clinical curriculum.
8. Develop the research skills needed to be a lifelong learner; and
9. Discuss and demonstrate ethical and professional behaviors in the field of speech-language and communication disorders.

Program Completion Requirements:

To graduate, a student must (a) successfully complete all coursework and apply for degree conferral, (b) maintain a cumulative grade point average of 2.5 or higher and (c) meet all financial obligations to the University.

B.S. in Speech-Language and Communication Disorders Major Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the "General Education Program" section on page 97 of this catalog.

B.S. in Speech-Language and Communication Disorders Program Requirements (24 credits)

ESOL 2903	Cross Cultural Studies (3 credits)

PSYC 2390	Adulthood and Aging (3 credits)
Any SPCH course (Oral Communication, 3 credits)	
EDUC 3350	Survey of Exceptional Student Education (3 credits)
BHS 4150	The Science of Sound (3 credits)
BIOL 1070	Basics of Human Heredity (3 credits)
PSYC 2300	Behavior Modification (3 credits)
BHS 4001	Individuals with Disabilities and Special Needs (3 credits)

B.S. in Speech-Language and Communication Disorders Major Requirements (42 credits)

CSAD 2010	Communication Disorders Through Film & Media (3 credits)
CSAD 3010	Phonetics (3 credits)
CSAD 3020	Anatomy & Physiology of Speech, Language, and Hearing (3 credits)
CSAD 3025	Language Science (3 credits)
CSAD 3030	Speech and Language Development (3 credits)
CSAD 3035	Foundations of Language and Literacy (3 credits)
CSAD 3040	Neuroanatomy (3 credits)
CSAD 3050	Hearing and Speech Science (3 credits)
CSAD 3060	Directed Observation (1 credit)
CSAD 3080	Introduction to Research in CSD (3 credits)
CSAD 4010	Evaluation of Speech and Language Disorders (3 credits)
CSAD 4030	Treatment of Speech and Language Disorders (3 credits)
CSAD 4050	Introduction to Audiology (3 credits)
CSAD 4070	Rehabilitation for People having Hearing Impairment (3 credits)
CSAD 4080	Capstone (2 credits)

Program Electives (24 credits)

Total Credits Required for Degree Completion: 120 credits

Minor

Speech-Language Pathology Minor

Speech-Language Pathology Minor Requirements (18 credits)

All students minoring in speech-language pathology will need to complete the following:

CSAD 2010	Communication Disorders through Film and Media (3 credits)
CSAD 3010	Phonetics (3 credits)
CSAD 3020	Anatomy and Physiology of the Speech-Language and Hearing Mechanisms (3 credits)
CSAD 3030	Speech-Language Development (3 credits)
CSAD 3040	Neuroanatomy (3 credits)
CSAD 4060	Audiology and Aural Rehabilitation

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the “General Education Program” section on page 97 of this catalog.

Farquhar Honors College

Farquhar Honors College

Dean's Message

Welcome to the Farquhar Honors College at Nova Southeastern University. The university is recognized for its smaller class sizes, innovative and interactive learning experiences, and commitment to engaging with the community beyond the classroom. The Honors College champions these standards by providing distinguished academic and co-curricular programs of excellence.

Highly motivated and high-achieving leaders discover that the Farquhar Honors College is the perfect community to advance their potential as undergraduate students at Nova Southeastern University. Open to students in all majors, the college provides a rich educational experience for a network of select students from across the university.

As a student in the Honors College, you are a part of programs supporting opportunities for hands-on learning, individualized study, community and campus leadership roles, faculty mentorship, study-abroad, and dynamic workshops and seminars.

The Farquhar Honors College is an inclusive learning environment that will encourage your creative thinking and stimulate your intellectual curiosity.

Andrea Nevins, Ph.D., M.F.A.
Dean and Professor,
Farquhar Honors College

Introduction to the College

NSU's Farquhar Honors College provides a rich educational experience for highly motivated and high achieving undergraduate students through curricular and co-curricular activities. Students in the Honors College engage in unique, thought-provoking programs and courses; benefit from the mentorship of faculty members; and become part of an active network of current students and college alumni.

Students in the Farquhar Honors College have opportunities to:

- Question and discuss global issues from the perspective of multiple disciplines.
- Develop and participate in research and creative scholarly projects.
- Explore diverse local and international cultures.
- Develop an appreciation for the arts.
- Contribute to team endeavors and serve in leadership roles in the classroom, in campus organizations, and in the larger Community.

Mission Statement

The Farquhar Honors College provides engagement and academic enhancement opportunities for undergraduate students seeking a stimulating, rigorous, and rewarding collegiate experience. The college serves as a steward for academically focused, value-added university programs; mentors high-ability undergraduate students; champions student-faculty interaction; celebrates undergraduate

research experience; affirms community and alumni affiliation and relationships; and collaborates with all NSU colleges to provide honors experience opportunities for students in each major.

Programs and Initiatives

Academic Honor Societies

Honor societies recognize student excellence, promote understanding of the discipline and provide a means by which undergraduate students can network and move forward in their career. The Honors College manages multi-disciplinary honor societies and brings faculty advisors and student leaders together on issues of common cause.

Fellowships and Scholarships

Students pursuing selective national and international distinguished fellowships and scholarships may be mentored through the Farquhar Honors College.

Honors in Major

Honors in Major provides a distinct recognition for honors quality work within the senior year of a student's undergraduate major program.

Honors Community

Approximately 10% of full-time undergraduate students in all majors are eligible to participate in unique academic and co-curricular workshops and events. Honors students may be recognized at graduation for completing distinct curriculum requirements. Additional scholarship support and priority registration is also available to students in Honors. Students must maintain specific curricular and performance requirements, as noted in the catalog.

Honors Transdisciplinary Studies minor

The Honors Transdisciplinary Studies minor provides a purposeful and applied supplemental course of study. It requires a 'Statement of Intent' submitted upon application and culminates with a 'Reflective Essay' submitted during the final year culminating with completion of the Honors College essays

Undergraduate Student Symposium

The Undergraduate Student Symposium showcases the outstanding scholarship of NSU undergraduate students through student poster displays, oral presentations, performances, and film presentations. This annual event has encouraged students to test their own hypotheses and uncover new ways of interpreting the world around them. Many of the projects featured at the symposium lead to further research, publication, or presentation at national conferences. Participating students develop mentoring relationships with faculty and experience firsthand the process and rewards of research and discovery. To prospective employers and graduate schools, these students demonstrate a unique and valuable level of academic engagement and initiative. NSU undergraduate students of all disciplines are encouraged to participate and attend.

College Learning Outcomes

The Farquhar Honors College's courses, initiatives, and projects are aligned to five pillars: distinguishing qualities of inquiry, innovation and creativity, global awareness and sensitivity, art and culture, and ethics and engagement. Honors affiliated faculty are highly vested in fostering these attributes, which are further reflected through the following learning outcomes. These pillars – and outcomes – serve as defining experiences for Honors College participation.

All students engaged with programs in the Honors College are expected to pursue these outcomes.

Inquiry

1. Demonstrate advanced undergraduate skills in scholarship and research necessary to succeed in graduate or professional school and/or the workforce.
2. Apply the principles of conducting academic scholarship and research (consider problems, formulate hypotheses, gather meaningful information, and draw conclusions).
3. Conduct logical analysis and synthesis of information.

Innovation and Creativity

4. Recognize and apply multiple disciplinary approaches to analyzing and solving problems.
5. Make connections among issues, ideas, and methods learned inside and outside the classroom.
6. Communicate results fluently both orally and in writing.

Global Awareness and Sensitivity

7. Engage and discuss international issues and cultures from around the world.
8. Demonstrate knowledge of and provide comprehensive analyses of local, national, international, and intercultural issues, trends, and systems.
9. Engage in problem resolution addressing local, national, international, and intercultural issues.

Art and Culture

10. Analyze and appreciate cultural artifacts.
11. Demonstrate integrated knowledge and appreciation of the arts in their exploration of important questions and issues.

Ethics and Engagement

12. Demonstrate a commitment to ethical principles through engagement in the community.
13. Contribute to successful group and team endeavors including leadership roles in the classroom, campus organization(s), and the larger community.
14. Participate in an intellectual community committed to personal, professional, and community success and achievement.

Honors College Programs

The Farquhar Honors College offers several purposeful academic programs. The Honors community, Honors in Major, and the Honors Transdisciplinary Studies minor offer distinctive opportunities for high performing students to work collaboratively, pursue challenging curricula, and gain faculty mentors. Engagement in these programs does not preclude involvement in other premier programs.

Honors College Community

The Honors College fosters intellectual community both within and across academic disciplines by offering special coursework, reading groups, and workshops to help students prepare for graduate school, advanced research, study abroad, and post-baccalaureate fellowships. Honors students connect classroom and community experiences, including travel study, social activities, speakers' series, and campus events. Academically talented and motivated students are encouraged to apply to Honors; students may apply prior to or while enrolled in an undergraduate degree program.

A small annual scholarship is provided to students admitted into the Honors College. Honors students may be awarded additional institutional scholarships (including the Dean's Scholarship, which is distinct from the Honors College Scholarship). Students in Honors may also participate in the Dual Admission Program, athletics, Razor's Edge, performing arts, and other premier programs.

The Honors College is housed on NSU's Fort Lauderdale/Davie Campus. For more information about the Honors College, contact the Office of the Dean in the Farquhar Honors College at (954) 262-8408 or visit the Honors College website at *honors.nova.edu*.

Honors College Requirements

The Honors College establishes distinct requirements and high standards of academic achievement and conduct. Opportunities include honors seminars, courses, workshops, and events. New enrolling candidates for the Honors College are evaluated on the basis of prior academic performance and essays submitted with a secondary application. Approximately 10 percent of each year's entering student class is invited to participate. Admission to the university is a prerequisite for admission to Honors.

Students in the Farquhar Honors College are expected to meet the following requirements and standards:

- Enroll as an undergraduate student on the Fort Lauderdale Campus of Nova Southeastern University.
- Maintain a minimum cumulative NSU grade point average (GPA) of 3.5.
- Actively work toward the curriculum requirements for completion of the General Citation in Honors, the Research Citation in Honors, or 'Honors in Major.'
- Engage consistently in Honors College co-curricular events and opportunities.
- Have no record of academic misconduct.
- Maintain full time enrollment in order to be eligible for the Honors College Scholarship.

Honors Citation and Honors in Major requirements must be completed at NSU. Honors courses will be noted on the student's transcript and students who successfully complete citation requirements will be recognized for their accomplishment.

Academic progress in Honors is reviewed twice yearly. Honors students not meeting criteria may petition to retain Honors status. Petitions are reviewed on a case-by-case basis. A report of academic misconduct for a student in Honors requires an interview to determine whether the student's standing in the Honors College should be terminated. Such a change of status may affect the student's Honors College Scholarship eligibility. Please refer to the "Student Conduct—Academic Integrity" section on page 73 of this catalog for more information.

Honors Citations

Students in the Honors College may pursue one or both of the following citations.

General Citation in Honors

Students are required to complete 15 credits of Honors coursework (Honors seminars and/or Honors-level classes) by graduation to

receive the General Citation in Honors. All Honors courses will be noted on the student's transcript and students who successfully complete the requirements of the General Citation in Honors will be recognized for their accomplishment. In order to receive a General Citation in Honors, students must hold a cumulative NSU GPA of 3.5 or higher at the time of degree conferral.

Research Citation in Honors

Students are required to complete 9 credits of honors coursework, including HONR 4990 Independent Study. In addition, students are required to complete an honors thesis. The honors thesis allows students to pursue independent research under the direction of a faculty mentor and typically takes two academic years to complete. Students must submit their thesis proposal for approval by the faculty mentor/adviser and the dean of the Farquhar Honors College. The successful completion and defense of an approved honors thesis is required to receive the Research Citation in Honors upon degree conferral. All honors courses will be noted on the student's transcript, and students who successfully complete the requirements of the honors thesis will be recognized for their accomplishment. In order to receive a Research Citation in Honors, students must hold a cumulative NSU GPA of 3.5 or higher at the time of degree conferral.

Honors Citation requirements must be completed at NSU. Honors students who successfully complete the requirements for an Honors Citation will receive a notation of this achievement on their NSU transcript and diploma and a medallion to be worn at commencement.

Honors Courses

Honors courses are highly interactive, discussion-based, and designed to enhance student critical thinking and problem-solving skills. Honors students have direct interaction with faculty and may be invited to present portions of the course material to classmates. Honors courses might include a field trip or other hands-on learning experiences. Honors seminars (HONR/HSCI/HSBS/HAAH prefixes) are unique courses offered only to students in the Honors College. Core courses offered as 'honors sections' (CHEM 1500H or COMP 1500H, for example) address the same learning outcomes as non-honors sections, and incorporate unique instructional methods such as problem based instruction, have smaller enrollment, and are limited to honors students.

Honors courses may be used to satisfy degree requirements for the major, honors minor, general education, and open electives.

For specific course information, visit *honors.nova.edu/honors/courses.html*.

Minor

Honors Transdisciplinary Studies Minor

The Honors Transdisciplinary Studies minor, hosted by the Farquhar Honors College, provides a purposeful and applied supplemental course of study culminating with a reflection essay describing a culminating honors experience. Students may work with an honors faculty mentor to develop a program of advanced study across disciplines that broadens student perspective and deepens student understanding of issues reflected across the five foundational pillars.

Honors Transdisciplinary Studies Requirements:

Students admitted to the Honors College are designated to pursue this minor. Beginning in 2022, students will submit their initial Statement of Intent, reviewing what faculty they hope to learn from and the courses they hope to take, upon application to the Farquhar Honors College. Honors courses with the prefixes HAAH, HSBS, and HSCI may be used to satisfy both minor requirements along with the general education requirements. Some Honors courses may also be used to satisfy major requirements, students should consult their Academic Advisor for clarification.

Honors culminating experiences vary (such as a research experience, practicum, internship, sustained community service, or travel study). The project may be fulfilled through successful completion of an honors thesis, Honors in Major, and other substantive honors work. Honors projects are personalized and reflect student scholarly and professional goals.

Students must be admitted to the NSU Farquhar Honors College to pursue the Honors Transdisciplinary Studies Minor. Students must be in good standing in the Honors College to be awarded this minor.

The Honors Transdisciplinary Studies minor requires three qualitative elements in addition to earning 15-24 honors (H or HONR/HSCI/HSBS/HAAH) credits:

1. **Statement of Intent** (essay 1): Students must submit an essay (250 minimum words), that (a) identifies honors courses anticipated to fulfill the minor, (b) presents a unifying/connected theme across these courses, and (c) identifies honors faculty members who assisted to shape this plan. This essay is to be submitted to the Dean of the Honors College and ideally is submitted during students' first year in the Honors College. (Contact the Honors College if you would like to submit this essay outside of your freshman year)
2. **Reflective Essay** (essay 2): Students must submit an essay (1-2 pages in length) that (a) describes an experience (any setting, not limited to campus engagement, research experience, community service, and/or emerging professional activity) where the outcomes from honors courses made a substantive and positive impact (b) reviews, updates, and evaluates the initial outcomes proposed in the first essay, and (c) identifies significant professional, academic, or scholarly contributions by honors faculty. This essay is to be submitted to the Dean of the Honors College no later than one month prior to degree conferral.
3. **Good Standing**: Students must hold good standing in the Honors College, which includes maintaining a cumulative GPA of 3.5 or higher.

Honors in Major

The Honors in Major program is a unique opportunity for high performing NSU undergraduate students in their senior year. If selected to join this program, students can expand the breadth and depth of knowledge in their academic discipline by completing an honors-quality project of interest with faculty's guidance. To learn more about the Honors in Major program, visit *honors.nova.edu/honors-in-major/*.

Benefits

As a student in the Honors in Major program, students will:

- work closely with faculty member(s), establishing a mentoring relationship
- gain a deeper understanding of a subject matter they are passionate about
- participate in a research or applied experience that reflects personal and professional goals

After completing the Honors in Major requirements, students will receive the following acknowledgments of this accomplishment:

- notation on the NSU diploma and transcript
- acknowledgement at NSU commencement
- invitation to an Honors College reception
- some colleges may provide additional recognition

Honors in Major Program Coordination

NSU's undergraduate Honors in Major program is offered university-wide and is administered by the Farquhar Honors College. The Honors College tracks student participation and provides support.

Student project requirements are managed by faculty members in the relevant academic department. Academic leadership in each college review and affirm project plans. Students are encouraged to read the college-specific Honors in Major requirements.

Honors in Major Application Requirements

To be considered for NSU's Honors in Major program:

- Students must have completed (or be in progress of completing) 90+ credits (all sources) when entering the final year of undergraduate coursework.
- Students must hold a 3.8+ cumulative NSU GPA (based on a minimum of 15 completed NSU credits and a minimum of 30 NSU credits earned/enrolled).
- NSU's Farquhar Honors College reaches out to students who meet these minimum program requirements.

- If selected to apply to the Honors in Major program, students must submit an application to the Honors College indicating interest.
- The application will be reviewed by the Honors College and by faculty members in the relevant academic department.
- Faculty members in each department may set more rigorous requirements.

Honors in Major Application Timeline

Students must submit an application to participate in the Honors in Major program during the semester prior to the final two semesters of undergraduate coursework.

Application Deadlines:

- May degree completion: April 15 (preceding year)
- August degree completion: November 1 (preceding year)
- December degree completion: November 1 (preceding year)

Students will be notified of application status two weeks following the end of the semester in which the application is submitted.

If selected to participate in Honors in Major, students will also be considered a member of the Farquhar Honors College (with all the relevant privileges and recognition). Visit *honors.nova.edu/honors-in-major* to apply.

Honors in Major Requirements

Honors in Major projects are completed during the senior year at NSU (or during the last two semesters of student's undergraduate curricular engagement). While the Honors in Major project may include credit-bearing coursework, it does not increase the requirements for degree program.

Each NSU academic college has unique opportunities and requirements for the Honors in Major program:

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

Students in the Abraham S. Fischler College of Education and School of Criminal Justice complete upper-level courses with supplemental projects such as:

- K-12 volunteer service hours
- Educational research
- Educational advocacy projects
- Research topics related to the criminal justice field
- Research topics related to work in human services

Faculty members serve as mentors for students in the program.

Students make presentations based on their projects to peers, faculty, and at conferences.

College of Computing and Engineering

Students in NSU's College of Computing and Engineering participate in distinctive capstone projects relevant to each of the majors in the college.

Projects may be further customized for each student and may include:

- Research projects
- Focused literature reviews
- Internships
- Community/university service

Students present the results of these projects in a relevant forum. Faculty members serve as mentors to individual students.

College of Psychology

Students in the College of Psychology Undergraduate Programs in psychology and neuroscience majors must have a 3.8 GPA in major courses, in addition to an overall GPA of 3.8.

Student may choose between the following:

Clinical Track

- Enroll in PSYC 4810
- Complete an in-depth literature review
- Give a brief classroom presentation
- All College of Psychology Honors in Major students will participate in the annual Department Symposium, giving a brief presentation on the project

OR

Research Track

To participate in the research track, an interview is required to assure mutual compatibility.

- Enroll in independent study (PSYC 4990 or NEUR 4990) or internship (PSYC 4950 or NEUR 4950)
- Collaborate with a faculty member on research
- Present research at an acceptable venue (Undergraduate Student Symposium, professional conference) approved by the faculty mentor
- All College of Psychology Honors in Major students will participate in the annual Department Symposium, giving a brief presentation on the project

Dr. Pallavi Patel College of Health Care Sciences

Students in the Dr. Pallavi Patel College of Health Care Sciences complete a major-specific project:

Exercise Science, Medical Sonography, Respiratory Therapy, Cardiovascular Sonography, and Speech Language Majors

Students select from the following project options:

- Original lab or field research on a topic relevant to the major
- An approved thesis in the Honors College on a topic relevant to the major
- A service learning project relevant to the major
- A capstone project involving critical literature review relevant to the major

Bachelor of Health Science Major

Students select from the following project options:

- A community service project (including training at the place of employment or in the community)
- A capstone project involving critical literature review of a topic relevant to the major

Dr. Kiran C. Patel College of Osteopathic Medicine

Students in the Dr. Kiran C. Patel College of Osteopathic Medicine will participate in major-specific projects. All students will participate in the annual department symposium, giving a brief presentation and reflection on the project.

Public Health, Human Nutrition, Health and Wellness Coaching, and Health Informatics Majors

Community Service Track

- Complete 40 community service hours in public health-related topic and/or underserved population.
- Collaborate with a faculty member to serve as mentor for the project.

OR

Project Track: (to participate in the project track, an interview with faculty mentor is required)

- Enroll in Independent Study in Public Health (BPH 4990)
- Collaborate with faculty member on research, service learning, or program development project.

Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center

Students in the Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center participate in major-specific projects:

Arts, Humanities, and Social Sciences Majors

Students in Arts, Humanities, and Social Science majors engage in upper-level academic and experiential major-specific activities. During the two-semester senior year experience, students are required to engage successfully in the following:

- Completion of an independent study course in the major with a full-time faculty member in the department who teaches in that major.
- Completion of one of the below options:
    - Participate in travel study/study abroad for academic credit
    - Complete an internship in the major for credit
    - Present at both an academic conference (first be approved by the department chair) and the undergraduate student symposium.
    - Participate in Model United Nations (UN) for at least one year or to the satisfaction of the Model UN faculty advisor
    - Participate in Mock Trial for at least one year or to the satisfaction of the Mock Trial faculty advisor

Biology Major

- Complete a written project (literature review, metadata analysis, or services learning) building upon work from BIOL 4950, BIOL 4960, BIOL 4961 or BIOL 4990 – and meet with a faculty committee to discuss/present the project.
- Complete four 4000 level biology elective courses (not including any of the following: BIOL 4950, BIOL 4960, BIOL 4961, and BIOL 4990)

Chemistry Major

- Complete a research project and enroll in specific upper level courses fulfilling degree requirements with a minimum GPA of 3.8 for their major

Marine Biology and Environmental Science Majors

- Complete an individualized project working with a faculty mentor

Mathematics Major

Students choose between

- *Project Track*: (research/thesis, service learning, capstone project) with a written report and presentation to a faculty panel. Students also enroll in specific upper-level courses to fulfill degree requirements.

  OR

- *Curriculum Track*: more extensive course selections that fulfill degree requirements

H. Wayne Huizenga College of Business and Entrepreneurship

Students in the H. Wayne Huizenga College of Business and Entrepreneurship will:

- Complete an applied or research oriented project. Options for the project include an internship, independent study or research thesis.

Ron and Kathy Assaf College of Nursing

NSU's Ron and Kathy Assaf College of Nursing (ACON) candidates participate in a supplemental interview. Applicants must demonstrate a history of an ongoing and continuing community involvement.

Students are required to:

- Present a research poster at a professional venue
- Demonstrate an ongoing and continuing involvement in a professional or pre-professional nursing organization
- Serve as peer-to-peer mentors for students enrolled in the undergraduate nursing program, when requested
- Serve as student representatives at ACON Council/Committee meetings, when requested
- Continue to participate in community activities and/or or service learning opportunities at least once per year

Shepard Broad College of Law

During the two-semester senior year experience, students are required to engage successfully in the following:

- Completion of an independent study course in the major with a full-time faculty member in the department who teaches in that major.
- Completion of one of the below options:
  - Participate in travel study/study abroad for academic credit (first be approved by the department chair)
  - Complete an internship in the major for credit (first be approved by the department chair)
  - Complete a public-service project (first be approved by the department chair)
  - Present at an academic conference (first be approved by the department chair) or the undergraduate student symposium.

H. Wayne Huizenga College of Business and Entrepreneurship

H. Wayne Huizenga College of Business and Entrepreneurship

Dean's Message

Welcome to the H. Wayne Huizenga College of Business and Entrepreneurship (HCBE). On behalf of the faculty we are thrilled to have you join our community of ambitious and talented individuals pursuing a degree in business in one of our many exciting majors. Regardless of your chosen major, the vision of HCBE will be woven throughout your coursework. The vision of HCBE is that graduates of HCBE will innovate, influence, and transform organizations are that "best for our world TM." The vision speaks to the role of HCBE in our community so that among other things, our graduates will be the ones to lead us through tumultuous events whether they impact our businesses or society in general.

As you embark on your journey, know that you are entering an exciting and dynamic field that is constantly evolving. The skills and knowledge you will gain here will prepare you for a wide range of career opportunities and equip you with the tools to become a successful businessperson, leader, or entrepreneur.

Our faculty members are passionate about their areas of expertise and are committed to providing you with a cutting-edge education. They will challenge you to think critically, solve problems creatively, and develop a global and adaptive mindset.

Beyond the classroom, we offer a variety of extracurricular activities and opportunities for you to get involved and enhance your skills and experiences. From internships and study abroad programs to clubs and networking events, there are countless ways for you to gain practical experience and build your professional network.

We are excited to see the impact you will make in the world of business and entrepreneurship. Remember to work hard, embrace new challenges, and stay curious about existing and emerging processes, techniques, and technologies. We are here to support you every step of the way.

Best wishes for a successful journey ahead!

Andrew Rosman, Ph.D.
Dean, H. Wayne Huizenga College of Business and Entrepreneurship

Vision Statement

Graduates of H. Wayne Huizenga College of Business and Entrepreneurship (HCBE) will innovate, influence, and transform organizations that are best ***for*** our world™.

Mission Statement

We prepare business and entrepreneurial leaders to embody values-based decision making as they adapt, innovate, influence, and transform organizations to tackle tomorrow's challenges and opportunities.

Principles

We are committed to setting the example across business schools and all academic areas at NSU that profit, the people of the workplace, and our world in which we live must be in balance for the greater good. We embrace each of NSU's core values (academic excellence, student-centered, integrity, innovation, opportunity, scholarship/research, diversity, and community), with a particular emphasis on the following:

- ***Integrity*** is the core of our College and we take the stewardship of how we treat others seriously. We focus on transparency in doing the right thing with every decision.
- We believe in the power of working together to create a culture of ***collaboration*** and respect, which adds value to our teams and our relationships with the University and external ***communities***.
- We embrace ***diversity*** and inclusion within our institution with respect to age, gender, mental and physical abilities, race, ethnic heritage, and sexual orientation. We will promote the rights of individuals and equal access to educational and enrichment experiences, respecting cultural differences and ensuring equal opportunity. We foster an environment that empowers everyone to identify implicit bias and learn how to lead to eliminate it in the workplace.
- Our efforts through research, teaching, service, and fundraising focus on the success of our students. This ***student-centeredness*** is evident from recruitment to graduation and beyond when our students become alumni.

Introduction to the College

Undergraduate majors in business fields are offered through the H. Wayne Huizenga College of Business and Entrepreneurship. The information provided in this section addresses curricular requirements for majors and minors in business administration and related fields under the direction of the Huizenga College's faculty. Curricula are subject to change. Students should consult their academic advisor regarding course selection and program planning.

The H. Wayne Huizenga College of Business and Entrepreneurship is accredited by the AACSB International (Association to Advance Collegiate Schools of Business).

Internships Across the Curriculum

Internships provide experiential learning opportunities that integrate knowledge and theory learned in the classroom with practical skills development in a professional setting. Internships allow students to gain valuable applied experience, explore career paths, and make connections with potential employers. Students in all business undergraduate programs are required to complete at least one internship or a study abroad experience during their time in the program. This requirement can be met by completing a credit-bearing internship of three or more credits, or on a non-credit basis. Those who pursue the non-credit option will replace the internship/study abroad experience credits with any credits offered by HCBE.

The H. Wayne Huizenga College of Business and Entrepreneurship works collaboratively with the NSU Career Development office to offer numerous paid and unpaid internships. To learn more about internships, students should visit *nova.edu/career/students/internships.html* or the Office of Career Development located on the first floor in the Horvitz Administration Building or call (954) 262-7201 for assistance.

Ethics Across the Curriculum Policy

Nova Southeastern University faculty believes that a socially responsible institution should not limit the study of ethical issues only to coursework, but that such study should be an ongoing endeavor, enhancing the experience of the student. To this end, the faculty is committed to making the study of ethical issues an integral part of the bachelor's degree academic program. The faculty believes that by incorporating the study of ethics throughout the curriculum, students will give additional relevance and reality to their studies, which will help them to become more responsible and productive citizens.

Business Programs

The Bachelor of Science in Business Administration degree program offered through the H. Wayne Huizenga College of Business and Entrepreneurship provides the following majors: accounting, business of health, entrepreneurship, finance, management, marketing, property management and real estate, and sport and recreation management.

Student Learning Goals and Outcomes (SLOs)

A successful graduate of the Bachelor of Science in Business Administration degree program will be able to:

Business Knowledge: Our students will have knowledge in the core business disciplines.

LO 1: Our students identify the principle concepts and theories in the core business disciplines.

Critical Thinking: Our students think critically in a business context.

LO 1: Our students will diagnose and solve a business problem.

Communications: Our students will be effective communicators.

LO 1: Our students deliver effective oral presentations.
LO 2: Our students will compose professional business documents

Ethics: Our students will be ethical decision makers.

LO 1: Our students will apply ethical theories to decisions.

Majors in Business

Accounting Major

The accounting major prepares students for accounting careers in the public and private sectors as well as to lay a foundation for more advanced accounting education. The major will also serve as the foundation for those preparing for the CPA examination. The State Board of Accountancy in Florida requires an additional 30 credits beyond the bachelor's degree to qualify for the CPA license. To meet this requirement, the Huizenga School offers a master's degree program designed to satisfy the CPA requirements. Students are cautioned to plan their schedule carefully since upper-division accounting courses are offered only once per year.

Accounting Major Learning Outcomes

1. Properly apply generally accepted accounting principles (GAAP) in the preparation of financial statements.
2. Use appropriate cost and managerial accounting techniques to prepare information for decision making.
3. Demonstrate knowledge of auditing techniques and processes.
4. Correctly apply relevant UCC and tax codes and regulations.
5. Demonstrate knowledge of accounting information systems including the design and documentation of such systems.

Accounting Major Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the "General Education Program" section on page 97 of this catalog.

Business Core (42 credits)

ACT 2021	Foundations of Managerial Accounting (3 credits)
ACT 2031	Foundations of Financial Accounting (3 credits) *
BUS 2000	Professional Success 1 (1 credit)
BUS 3000	Professional Success 2 (1 credit)
BUS 3700	Professional Success 3 (1 credit)
FIN 3010	Corporation Finance (3 credits)
INB 3550	International Business (3 credits)
ISM 3660	Management Information Systems (3 credits)
MGT 2050	Principles of Management *OR* MGT 2050H Principles of Management Honors (3 credits)
MGT 2150	Business Law I (3 credits)
MGT 4170	Organizational Behavior (3 credits)
MGT 4880	Business Strategy and Policy *OR* MGT 4880H Business Strategy and Policy Honors (3 credits)
MKT 3050	Marketing Principles and Applications (3 credits)
OPS 3880	Operations Management (3 credits)
QNT 2880	Introduction to Business Analytics and Decision Making (3 credits)

Choose Business Internship or Travel Study experience of at least 3 credits from the following courses: Business Internship (ACT 3900, ENT 3900, FIN 3900, MGT 3900, MKT 3900, REE 3900, or SPT 3900)

OR

Travel Study experience (ACT 4966, ENT 4966, FIN 4966, INB 4966, MGT 4966, MKT 4966, REE 4966, or SPT 4966)

OR

The internship/travel study experience requirement can be met by completing a credit-bearing course of three or more credits, or on a non-credit basis. Those who pursue the non-credit option will replace the internship/travel study experience credits with any credits offered by HCBE.

Accounting Major Requirements (42 credits)

ACT 3030	Cost Management (3 credits)*
ACT 3050	Intermediate Accounting I (3 credits)*
ACT 3060	Intermediate Accounting II (3 credits)*
ACT 3070	Intermediate Accounting III (3 credits)*
TXX 3110	Federal Taxation I (3 credits)*
ACT 3150	Business Law II for Accountants (3 credits)*
ACT 4010	Advanced Accounting (3 credits)*
ACT 4050	Accounting Information Systems (3 credits)*
TXX 4110	Federal Taxation II (3 credits)*
ACT 4210	Auditing I (3 credits)*

Program Electives (12)

Students will complete 12 credits of program electives. Program electives are any courses offered by HCBE. Students are encouraged to work with their advisor to pursue a minor using the program electives to enhance career opportunities.

*Registration for this course may require a grade of C or higher in a prerequisite course. See the course description section of this catalog for details.

Business of Health Major

The one-of-a-kind business of health major provides a comprehensive, flexible, transdisciplinary, problem-based and team-based learning experience, exposing students to the full continuum of the U.S. health ecosystem – taking a look at the upstream, midstream and downstream factors impacting the business of health, population health management, and healthcare delivery in the United States. The major is poised to prepare tomorrow's leaders as agents of change who will develop innovative approaches to successfully tackle population health and healthcare management challenges of today and tomorrow. The general education and pre-med science courses also prepare students to take the MCAT exam and pursue medical school.

General Education Requirements (32 credits)

Students are required to complete 32 credit hours as part of the General Education Program. For specific course requirements, refer to the "General Education Program" section on page 97 of this catalog. In the humanities area, PHIL 3180 Biomedical Ethics is required. For the 6 required credits in science, students are required to complete PHYS 2350 General Physics I with Lab and PHYS 2360 General Physics II with Lab.

Additional Pre-Med Sciences (24 credits)

CHEM 1300	General Chemistry I with Lab
CHEM 1310	General Chemistry II with Lab
CHEM 2400	Organic Chemistry I with Lab
CHEM 2410	Organic Chemistry II with Lab
BIOL 1500	Biology I with Lab
BIOL 1510	Biology II with Lab

Business Core (39 credits)

ACT 2021	Foundations of Managerial Accounting (3 credits)
ACT 2031	Foundations of Financial Accounting (3 credits)
FIN 3010	Corporation Finance (3 credits)
INB 3550	International Business (3 credits)
ISM 3660	Management Information Systems (3 credits)
MGT 2050	Principles of Management *OR* MGT 2050H Principles of Management Honors (3 credits)
MGT 2150	Business Law I (3 credits)
MGT 4170	Organizational Behavior (3 credits)
MGT 4880	Business Strategy and Policy *OR* MGT 4880H Business Strategy and Policy Honors (3 credits)
MKT 3050	Marketing Principles and Applications (3 credits)
OPS 3880	Operations Management (3 credits)
QNT 2880	Introduction to Business Analytics and Decision Making (3 credits)

Choose Business Internship or Travel Study experience of at least 3 credits from the following courses: Business Internship (ACT 3900, ENT 3900, FIN 3900, MGT 3900, MKT 3900, REE 3900, or SPT 3900)

OR

Travel Study experience (ACT 4966, ENT 4966, FIN 4966, INB 4966, MGT 4966, MKT 4966, REE 4966, or SPT 4966)

OR

The internship/travel study experience requirement can be met by completing a credit-bearing course of three or more credits, or on a non-credit basis. Those who pursue the non-credit option will replace the internship/study study experience credits with any credits offered by HCBE.

Business of Health Major Requirements (24 credits)

Choose 8 out of the following 11 courses

POPM 2000	Population Medicine Fundamentals (3 credits)
POPM 2100	Value-Based Health Care Systems (3 credits)
POPM 3000	Evidence-Based Medicine (3 credits)
ACT 3200	Activity-Based Costing in Healthcare (3 credits)
POPM 3500	Health Systems Analysis and Management (3 credits)
POPM 3600	Disease Modeling (3 credits)
GIS 3100	Applied Geographic Information Systems for Healthcare (3 credits)
POPM 4000	Medical Decision Making (3 credits)
BPH 3010	Concepts in Epidemiology (3 credits)
BPH 4020	Policies, Systems, and Environments of Healthcare (3 credits)
BPH 4920	Population Health Outcomes Analysis (3 credits)

Elective or MCAT Preparation (3 credits)

Entrepreneurship Major

Prepares current and future entrepreneurs with the necessary skills and tools to successfully start, build and scale a business. Fosters creative, innovative, and independent thinking. Discovery problems that are worth solving, design solutions and validate them through

prototyping. Identify opportunities, formulate business ideas, and evaluate them within any organization and industry. Apply empirical and multidisciplinary frameworks for understanding the key successful factors that create new ventures within the context of any organization or industry. Gain experience in market analysis, strategy formulation, and management of a new venture.

Entrepreneurship Major Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the "General Education Program" section on page 97 of this catalog.

Business Core (42 credits)

ACT 2021	Foundations of Managerial Accounting (3 credits)
ACT 2031	Foundations of Financial Accounting (3 credits)
BUS 2000	Professional Success 1 (1 credit)
BUS 3000	Professional Success 2 (1 credit)
BUS 3700	Professional Success 3 (1 credit)
FIN 3010	Corporation Finance (3 credits)
INB 3550	International Business (3 credits)
ISM 3660	Management Information Systems (3 credits)
MGT 2050	Principles of Management *OR* MGT 2050H Principles of Management Honors (3 credits)
MGT 2150	Business Law I (3 credits)
MGT 4170	Organizational Behavior (3 credits)
MGT 4880	Business Strategy and Policy *OR* MGT 4880H Business Strategy and Policy Honors (3 credits)
MKT 3050	Marketing Principles and Applications (3 credits)
OPS 3880	Operations Management (3 credits)
QNT 2880	Introduction to Business Analytics and Decision Making (3 credits)

Choose Business Internship or Travel Study experience of at least 3 credits from the following courses: Business Internship (ACT 3900, ENT 3900, FIN 3900, MGT 3900, MKT 3900, REE 3900, or SPT 3900)

OR

Travel Study experience (ACT 4966, ENT 4966, FIN 4966, INB 4966, MGT 4966, MKT 4966, REE 4966, or SPT 4966)

OR

The internship/travel study experience requirement can be met by completing a credit-bearing course of three or more credits, or on a non-credit basis. Those who pursue the non-credit option will replace the internship/travel study experience credits with any credits offered by HCBE.

Entrepreneurship Major Requirements (36 credits)

ENT 3100	Entrepreneurial Mindset (3 credits)
ENT 4400	Franchise Management (3 credits)
ENT 4810	Social Entrepreneurship Experience (3 credits)
LED 3000	Introduction to Leadership (3 credits)
REE 3301	Real Estate Principles, Practices, and Law (3 credits)

Choose three from the following:

ENT 3200	Global Trading for Entrepreneurs (3 credits)
ENT 4966	Travel Study in ENT (3 credits)
MGT 3020	Business Communication (3 credits)
MGT 3100	Managing Conflict and Change (3 credits)
MGT 3055	Managing Groups and Teams (3 credits)
MKT 3060	Consumer Behavior (3 credits)
MKT 3100	Services Marketing (3 credits)
MKT 3210	Professional Selling (3 credits)
MKT 3510	Customer Value and Relationship Marketing (3 credits)
MKT 3620	Social Networking and Content Marketing (3 credits)

Program Electives (12 credits)

Students will complete 12 credits of program electives. Program electives are any courses offered by HCBE. Students are encouraged to work with their advisor to pursue a minor using the program electives to enhance career opportunities.

Finance Major

The finance major is designed for students who want to combine a broad approach to business studies with specialization in the discipline of finance. Specialized skills in finance are realized through the study of foreign currencies, investments, portfolio theory, financial management, money and banking, and economics. Graduates are well prepared to enter an M.B.A. program, professional programs such as law, and/or master's degree programs in finance. Graduates are also well prepared to work for a finance department across all industries or for a finance firm in the financial services industry, which includes investment brokerage, real estate, insurance, or financial planning.

Finance Major Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the "General Education Program" section on page 97 of this catalog.

Business Core (42 credits)

ACT 2021	Foundations of Managerial Accounting (3 credits)
ACT 2031	Foundations of Financial Accounting (3 credits)
BUS 2000	Professional Success 1 (1 credit)
BUS 3000	Professional Success 2 (1 credit)
BUS 3700	Professional Success 3 (1 credit)
FIN 3010	Corporation Finance (3 credits)
INB 3550	International Business (3 credits)
ISM 3660	Management Information Systems (3 credits)
MGT 2050	Principles of Management *OR* MGT 2050H Principles of Management Honors (3 credits)
MGT 2150	Business Law I (3 credits)
MGT 4170	Organizational Behavior (3 credits)
MGT 4880	Business Strategy and Policy *OR* MGT 4880H Business Strategy and Policy Honors (3 credits)
MKT 3050	Marketing Principles and Applications (3 credits)
OPS 3880	Operations Management (3 credits)
QNT 2880	Introduction to Business Analytics and Decision Making (3 credits)

Choose Business Internship or Travel Study experience of at least 3 credits from the following courses: Business Internship (ACT 3900, ENT 3900, FIN 3900, MGT 3900, MKT 3900, REE 3900, or SPT 3900)

OR

Travel Study experience (ACT 4966, ENT 4966, FIN 4966, INB 4966, MGT 4966, MKT 4966, REE 4966, or SPT 4966)

OR

The internship/travel study experience requirement can be met by completing a credit-bearing course of three or more credits, or on a non-credit basis. Those who pursue the non-credit option will replace the internship/travel study experience credits with any credits offered by HCBE.

Finance Major Requirements (36 credits)

ECN 3025	Intermediate Macroeconomics (3 credits)
ECN 3210	Monetary Theory and Policy (3 credits)
FIN 3110	Financial Management (3 credits)
FIN 3120	Principles of Investments (3 credits)
FIN 3130	Securities Analysis (3 credits)
FIN 3150	Banking and Financial Institutions (3 credits)
FIN 4120	Advanced Financial Management (3 credits)
FIN 4550	International Finance (3 credits)

Program Electives (12 credits)

Students will complete 12 credits of program electives. Program electives are any courses offered by HCBE. Students are encouraged to work with their advisor to pursue a minor using the program electives to enhance career opportunities.

Management Major

The management major prepares students for careers with human, technical, and conceptual knowledge and skills, so they can effectively deal with the complexities of dynamic organizations in a multi-cultural and global context by:

- Planning proactively for uncertainty and risk,
- Organizing and collaborating with innovation and creativity,
- Leading legally, ethically, and in a socially responsible manner, and
- Evaluating with fairness and knowledge-based management.

Management Major Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the "General Education Program" section on page 97 of this catalog.

Business Core (42 credits)

ACT 2021	Foundations of Managerial Accounting (3 credits)
ACT 2031	Foundations of Financial Accounting (3 credits)
BUS 2000	Professional Success 1 (1 credit)
BUS 3000	Professional Success 2 (1 credit)
BUS 3700	Professional Success 3 (1 credit)
FIN 3010	Corporation Finance (3 credits)
INB 3550	International Business (3 credits)
ISM 3660	Management Information Systems (3 credits)
MGT 2050	Principles of Management *OR* MGT 2050H Principles of Management Honors (3 credits)
MGT 2150	Business Law I (3 credits)
MGT 4170	Organizational Behavior (3 credits)
MGT 4880	Business Strategy and Policy *OR* MGT 4880H Business Strategy and Policy Honors (3 credits)
MKT 3050	Marketing Principles and Applications (3 credits)
OPS 3880	Operations Management (3 credits)
QNT 2880	Introduction to Business Analytics and Decision Making (3 credits)

Choose Business Internship or Travel Study experience of at least 3 credits from the following courses: Business Internship (ACT 3900, ENT 3900, FIN 3900, MGT 3900, MKT 3900, REE 3900, or SPT 3900)

OR

Travel Study experience (ACT 4966, ENT 4966, FIN 4966, INB 4966, MGT 4966, MKT 4966, REE 4966, or SPT 4966)

OR

The internship/travel study experience requirement can be met by completing a credit-bearing course of three or more credits, or on a non-credit basis. Those who pursue the non-credit option will replace the internship/travel study experience credits with any credits offered by HCBE.

Management Major Requirements (36 credits)

ENT 3100	Entrepreneurial Mindset (3 credits)
MGT 3100	Managing Conflict and Change (3 credits)
HRM 4160	Human Resource Management (3 credits)
HRM 4300	Managing Workplace Diversity (3 credits)
INB 4600	International Management (3 credits)
LED 3000	Introduction to Leadership (3 credits)
MGT 3020	Business Communication (3 credits)
MGT 3055	Managing Groups and Teams (3 credits)

Program Electives (12 credits)

Students will complete 12 credits of program electives. Program electives are any courses offered by HCBE. Students are encouraged to work with their advisor to pursue a minor using the program electives to enhance career opportunities.

Marketing Major

The marketing major prepares students for marketing careers in today's changing marketplace, including careers in brand management, sales promotion, customer service, direct marketing, event planning, advertising, and media planning. The program provides students with an understanding of the marketing process for creating, communicating, and delivering products and services that have superior value for customers and other stakeholders. Students are exposed to a range of current marketing practices in their curriculum, which consists of core foundational courses and marketing electives. This is supplemented by internships, competitive marketing projects, and participation in the student chapter of the American Marketing Association.

Marketing Major Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the "General Education Program" section on page 97 of this catalog.

Business Core (42 credits)

ACT 2021	Foundations of Managerial Accounting (3 credits)
ACT 2031	Foundations of Financial Accounting (3 credits)
BUS 2000	Professional Success 1 (1 credit)
BUS 3000	Professional Success 2 (1 credit)
BUS 3700	Professional Success 3 (1 credit)
FIN 3010	Corporation Finance (3 credits)
INB 3550	International Business (3 credits)
ISM 3660	Management Information Systems (3 credits)
MGT 2050	Principles of Management *OR* MGT 2050H Principles of Management Honors (3 credits)
MGT 2150	Business Law I (3 credits)
MGT 4170	Organizational Behavior (3 credits)
MGT 4880	Business Strategy and Policy *OR* MGT 4880H Business Strategy and Policy Honors (3 credits)
MKT 3050	Marketing Principles and Applications (3 credits)
OPS 3880	Operations Management (3 credits)
QNT 2880	Introduction to Business Analytics and Decision Making (3 credits)

Choose Business Internship or Travel Study experience of at least 3 credits from the following courses: Business Internship (ACT 3900, ENT 3900, FIN 3900, MGT 3900, MKT 3900, REE 3900, or SPT 3900)

OR

Travel Study experience (ACT 4966, ENT 4966, FIN 4966, INB 4966, MGT 4966, MKT 4966, REE 4966, or SPT 4966)

OR

The internship/travel study experience requirement can be met by completing a credit-bearing course of three or more credits, or on a non-credit basis. Those who pursue the non-credit option will replace the internship/travel study experience credits with any credits offered by HCBE.

Marketing Major Requirements (36 credits)

All three courses are required

MKT 3060	Consumer Behavior (3 credits
MKT 4100	Integrated Marketing Communications (3 credits)
MKT 4700	Marketing Research (3 credits)

Marketing Electives

Select five courses from the following:

MKT 2000	Meet the Metaverse (3 credits)

MKT 3100	Services Marketing (3 credits)
MKT 3210	Professional Selling (3 credits)
MKT 3320	International Marketing (3 credits)
MKT 3510	Customer Value and Relationship Marketing (3 credits)
MKT 3600	Digital and Search Engine Marketing (3 credits)
MKT 3620	Social Networking & Content Marketing (3 credits)

Program Electives (12 credits)

Students will complete 12 credits of program electives. Program electives are any courses offered by HCBE. Students are encouraged to work with their advisor to pursue a minor using the program electives to enhance career opportunities.

James Donnelly Property and Real Estate Major

The property management and real estate major provides students with skills and industry knowledge essential to success in property management. Property management and real estate professionals need to be leaders who are sharp, adaptable, and ready to explore creative solutions for maximizing revenue for the property owner while serving the needs of the property's tenants. Students are exposed to several aspects of the property management and real estate industry including valuation, maintenance, and operations.

Property Management and Real Estate Major Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the "General Education Program" section on page 97 of this catalog.

Business Core (42 credits)

ACT 2021	Foundations of Managerial Accounting (3 credits)
ACT 2031	Foundations of Financial Accounting (3 credits)
BUS 2000	Professional Success 1 (1 credit)
BUS 3000	Professional Success 2 (1 credit)
BUS 3700	Professional Success 3 (1 credit)
FIN 3010	Corporation Finance (3 credits)
INB 3550	International Business (3 credits)
ISM 3660	Management Information Systems (3 credits)
MGT 2050	Principles of Management *OR* MGT 2050H Principles of Management Honors (3 credits)
MGT 2150	Business Law I (3 credits)
MGT 4170	Organizational Behavior (3 credits)
MGT 4880	Business Strategy and Policy *OR* MGT 4880H Business Strategy and Policy Honors (3 credits)
MKT 3050	Marketing Principles and Applications (3 credits)
OPS 3880	Operations Management (3 credits)
QNT 2880	Introduction to Business Analytics and Decision Making (3 credits)

Choose Business Internship or Travel Study experience of at least 3 credits from the following courses: Business Internship (ACT 3900, ENT 3900, FIN 3900, MGT 3900, MKT 3900, REE 3900, or SPT 3900)

OR

Travel Study experience (ACT 4966, ENT 4966, FIN 4966, INB 4966, MGT 4966, MKT 4966, REE 4966, or SPT 4966)

OR

The internship/travel study experience requirement can be met by completing a credit-bearing course of three or more credits, or on a non-credit basis. Those who pursue the non-credit option will replace the internship/travel study experience credits with any credits offered by HCBE.

Property Management and Real Estate Major Requirements (36 credits)

REE 3301	Real Estate Principles, Practices and Law (3 credits)
REE 4302	Residential Property Management (3 credits)
REE 4303	Commercial Property Management (3 credits)
REE 4304	Facilities Management (3 credits)

REE 4305	Property Portfolio and Asset Management (3 credits)
REE 4306	Hospitality, Resort, Cruise Ship, and Casino Property Management (3 credits)

Property Management and Real Estate Electives (6 credits)

Select two courses from the following:

ENT 3100	Entrepreneurial Mindset (3 credits)
REE 4311	Construction Materials, Methods, and Techniques: Building for a Sustainable Future (3 credits)
REE 4312	Construction Cost Estimating (3 credits)
REE 4313	Construction Project Management (3 credits)
REE 4314	Construction Law and Safety (3 credits)
REE 4315	Construction Building Information Modeling (3 credits) Any HCBE Course

Program Electives (12 credits)

Students will complete 12 credits of program electives. Program electives are any courses offered by HCBE. Students are encouraged to work with their advisor to pursue a minor using the program electives to enhance career opportunities.

Sport and Recreation Management Major

The sport and recreation management major prepares students to pursue careers in school and community-based programs, professional sports, and commercial and agency-based programs.

Sport and Recreation Management Major Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the "General Education Program" section on page 97 of this catalog.

Business Core (42 credits)

ACT 2021	Foundations of Managerial Accounting (3 credits)
ACT 2031	Foundations of Financial Accounting (3 credits)
BUS 2000	Professional Success 1 (1 credit)
BUS 3000	Professional Success 2 (1 credit)
BUS 3700	Professional Success 3 (1 credit)
FIN 3010	Corporation Finance (3 credits)
INB 3550	International Business (3 credits)
ISM 3660	Management Information Systems (3 credits)
MGT 2050	Principles of Management (3 credits)
MGT 2150	Business Law I (3 credits)
MGT 4170	Organizational Behavior (3 credits)
MGT 4880	Business Strategy and Policy (3 credits)
MKT 3050	Marketing Principles and Applications (3 credits)
OPS 3880	Operations Management (3 credits)
QNT 2880	Introduction to Business Analytics and Decision Making (3 credits)

Choose Business Internship or Travel Study experience of at least 3 credits from the following courses: Business Internship (ACT 3900, ENT 3900, FIN 3900, MGT 3900, MKT 3900, REE 3900, or SPT 3900)

OR

Travel Study experience (ACT 4966, ENT 4966, FIN 4966, INB 4966, MGT 4966, MKT 4966, REE 4966, or SPT 4966)

OR

The internship/travel study experience requirement can be met by completing a credit-bearing course of three or more credits, or on a non-credit basis. Those who pursue the non-credit option will replace the internship/travel study experience credits with any credits offered by HCBE.

Sport and Recreation Management Major Requirements (36 credits)

SPT 1050	Introduction to Sport and Recreation Management (3 credits)
SPT 3550	Issues in Sport Finance (3 credits)
SPT 3650	Sport Promotions and Sponsorship (3 credits)
SPT 4555	Risk Management in Sport (3 credits)

Sport and Recreation Management Electives (12 credits)

Select four courses from the following:

SPT 2050	Sport in Popular Culture (3 credits)
SPT 2075	Intro to e-Sports Management (3 credits)
SPT 2150	Sport in Society (3 credits)
SPT 2350	Ethics in Sport and Recreation Management (3 credits)
SPT 3150	Facility and Event Management (3 credits) SPT 3425 Public Relations in Sport (3 credits)
SPT 3925	The Business of College Sports (3 credits)
SPT 4675	The Business of e-Sports (3 credits)

Program Electives (12 credits)

Students will complete 12 credits of program electives. Program electives are any courses offered by HCBE. Students are encouraged to work with their advisor to pursue a minor using the program electives to enhance career opportunities.

Minors in Business

All students may complete one or more minors to prepare them for careers or graduate studies. A minor requires the completion of 15–18 credits. If a student has taken one or more of the courses listed in the minor as part of his/her major, a minimum of three additional courses must be successfully completed to earn the minor. A maximum of six credits may be used from a student's major courses to satisfy a minor.

Accounting Minor

The minor in accounting provides students with practical accounting knowledge.

Accounting Minor Requirements (9 credits)

All students who minor in accounting are required to complete the courses listed below.

ACT 2021	Foundations of Managerial Accounting (3 credits) *
ACT 2031	Foundations of Financial Accounting (3 credits) * and **
ACT 3050	Intermediate Accounting I (3 credits)

Accounting Minor Electives (6 credits)

ACT 3030	Cost Management (3 credits)*
ACT 3060	Intermediate Accounting II (3 credits)*
ACT 3070	Intermediate Accounting III (3 credits)*
ACT 4050	Accounting Information Systems (3 credits)*
TXX 3110	Federal Taxation I (3 credits)*
TXX 4110	Federal Taxation II (3 credits)*

*Business students may satisfy this requirement, depending upon their major.

**Students must earn a grade of C or higher in this course, or it must be repeated.

Business Minor (non-business majors)

This minor is designed for students who want exposure to the business disciplines to help prepare them for jobs in business and industry or for a graduate degree program in business.

Business Minor Requirements (18 credits)

All students who minor in business are required to complete the courses listed below.

MBA Track (18 credits)

ACT 2031	Foundations of Financial Accounting (3 credits)*
ECN 2020	Principles of Microeconomics (3 credits)*
FIN 3010	Corporation Finance (3 credits)*
MATH 2020	Applied Statistics (3 credits)*
MGT 2050	Principles of Management (3 credits)
MKT 3050	Marketing Principles and Application (3 credits)

Generalist Track (15 credits)

Select five courses from any of the following prefixes:

ACT, ECN, ENT, FIN, HRM, INB, ISM, LED, MGT, MKT, OPS, PADM, QNT, REE, SPT

*Students pursuing a Master of Business Administration degree at NSU must earn a grade of C or higher

Construction Project Management Minor

The minor in construction project management helps students build skills and understand tools, processes, and techniques to manage construction projects. This minor is a complement to the property management and real estate major and provides students with comprehensive construction and project management knowledge.

REE 4311	Construction Materials, Methods, and Techniques: Building for a Sustainable Future
REE 4312	Construction Cost Estimating
REE 4313	Construction Project Management
REE 4314	Construction Law and Safety
REE 4315	Construction Building Information Modeling

Economics Minor

This minor will provide students with the opportunity to learn both micro and macro-economic theory and methods. Students will be able to integrate theory and observations, and apply this knowledge in the real world by analyzing social problems and evaluating public policy solutions. Graduates with a minor in economics will be competent in key concepts of economic theory, analysis, and computations.

Economics Minor Requirements (15 credits)

All students who minor in economics are required to complete the courses listed below.

ECN 2020	Principles of Microeconomics (3 credits)*
ECN 2025	Principles of Macroeconomics (3 credits)*
ECN 3020	Intermediate Microeconomics (3 credits)
ECN 3025	Intermediate Macroeconomics (3 credits)*
ECN 3210	International Economics (3 credits)*

*Business students may satisfy this requirement, depending upon their major.

Entrepreneurship Minor

This minor in entrepreneurship is intended for students who desire a course of study to improve their understanding of the business environment and entrepreneurial issues related to a business or organization.

Entrepreneurship Minor Requirements (15 credits)

Students who minor in entrepreneurship are required to complete the courses listed below.

ENT 3100	Entrepreneurial Mindset (3 credits) *
ENT 4400	Franchise Management (3 credits)
ENT 4810	Social Entrepreneurship Experience (3 credits)

Select two courses from the following:

ENT 3200	Global Trading & Negotiations for Entrepreneurship (3 credits)
ENT 3900	Entrepreneurship Internship (3 credits)
ENT 4966	Travel Study in Entrepreneurship (3 credits)
LED 3000	Introduction to Leadership (3 credits) *
MKT 3060	Consumer Behavior (3 credits) *
REE 3301	Real Estate Principles, Practices, and Law (3 credits)

*Business students may satisfy this requirement, depending upon their major.

Finance Minor

This minor is designed for students who are already employed in, or who would like to pursue a career in banking, corporate finance, financial planning, investments, or insurance, or to pursue a graduate degree in finance.

Finance Minor Requirements (15 credits)

Students who minor in finance are required to complete the courses listed below.

ACT 2031	Foundations of Financial Accounting (3 credits*
FIN 3010	Corporation Finance (3 credits)*

Select three courses from the following:

FIN 2000	Personal Finance (3 credits)
ECN 3210	Monetary Theory and Policy (3 credits)
FIN 3110	Financial Management (3 credits)
FIN 3120	Principles of Investments (3 credits)
FIN 3130	Securities Analysis (3 credits)
FIN 3150	Banking and Financial Institutions (3 credits)
FIN 4120	Advanced Financial Management (3 credits)
FIN 4550	International Finance (3 credits)

*Business students satisfy this requirement.

Huizenga Business Innovation Academy Venture Creation Minor

Students in the Huizenga Business Innovation Academy are required to have a minor in Venture Creation. The Venture Creation minor is a curricular and co-curricular program that is designed to provide learning experiences inside the classroom as well as outside the classroom through involvement in firsthand identifying business opportunities and gaining the necessary knowledge and skills to launch a business. The Venture Creation minor includes the Huizenga Business Innovation studio courses, summer immersive experiences, students participate in during their first and second summers in the program. The Venture Creation minor courses are only available for students admitted into the Huizenga Business Innovation Academy Programs.

Venture Creation Minor Requirement (18 credits)

ENT 3100	Entrepreneurial Mindset (3 credits) *
ENT 3130	Huizenga Business Innovation Academy Studio I (3 credits)
ENT 3140	Entrepreneurial Opportunities & Analysis (3 credits)
ENT 3151	Huizenga Business Innovation Academy Studio II (3 credits)
ENT 3161	Running Your Business (3 credits)
ENT 3171	Maturing Businesses (3 credit)

International Business Minor

This minor is designed for students employed by, or desiring employment in, multinational companies including career titles such as exporters, importers, freight forwarders, customs brokers, transportation firms, wholesalers, or manufacturers.

International Business Minor Requirements (15 credits)

Students who minor in international business are required to complete the courses listed below.

MGT 2050	Principles of Management (3 credits) *

Select four courses from the following:

MKT 3320	International Marketing (3 credits)
INB 3550	International Business (3 credits) *
INB 4300	Export/Import Trade (3 credits)
FIN 4550	International Finance and Banking (3 credits) *
INB 4600	International Management (3 credits) *

*Business students may satisfy this requirement, depending upon their major.

Management Minor

The minor in management is designed for students who desire the human, technical, and conceptual knowledge and skills to deal with the complexities of dynamic organizations in a multi-cultural and global context.

Management Minor Requirements (15 credits)

Students who minor in management are required to complete the courses listed below.

MGT 2050	Principles of Management (3 credits) *

Select four courses from the following:

LED 3000	Introduction to Leadership (3 credits)
MGT 3020	Business Communication (3 credits)
MGT 3055	Managing Groups and Teams (3credits)
MGT 3100	Managing Conflict and Change (3 credits)
MGT 4170	Organizational Behavior (3 credits)*
HRM 4160	Human Resource Management (3 credits)
HRM 4300	Managing Workplace Diversity (3 credits)
INB 4600	International Management (3 credits)

*Business students may satisfy this requirement, depending upon their major.

Marketing Minor

This minor is designed for students who are employed in the fields of advertising, sales, promotion, retail, wholesale, or related areas or for those who would like to pursue a career in marketing.

Marketing Minor Requirements (15 credits)

Students who minor in marketing are required to complete the courses listed below.

MGT 2050	Principles of Management (3 credits) *
MKT 3050	Marketing Principles and Application (3 credits) *

Select three courses from the following:

MKT 3060	Consumer Behavior (3 credits)
MKT 3100	Services Marketing (3 credits)
MKT 3210	Professional Selling (3 credits)
MKT 3320	International Marketing (3 credits)
MKT 3510	Customer Value and Relationship Marketing (3 credits)
MKT 3600	Digital and Search Engine Marketing (3 credits)
MKT 3620	Social Networking & Content Marketing (3 credits)
MKT 3900	Marketing Internship (3 credits)
MKT 4100	Integrated Marketing Communication (3 credits)

MKT 4700 Marketing Research (3 credits)

*Business students satisfy this requirement.

Mathematical Finance Minor

This minor is designed for students who may or may not be math majors. This minor will prepare students for careers in financial analysis, actuarial science, and related fields.

Mathematical Finance Minor Requirements (23 credits)

MATH 2100 Calculus I (4 credits)
MATH 2200 Calculus II (4 credits)
MATH 3300 Introductory Linear Algebra (3 credits)
MATH 4500 Probability and Statistics (3 credits)
FIN 3010 Corporate Finance (3 credits)
FIN 3120 Principles of Investment (3 credits)
FIN 3130 Securities Analysis (3 credits)

Property Management Minor

The need for qualified professionals in the property management industry in today's market continues to grow. The minor in property management develops a broad array of skills preparing students in real estate leasing, residential property management, commercial property management, and facilities management. It also offers practical training through a provided internship. The curriculum is designed by industry professionals to provide students with the necessary skills to excel in property management.

The Property Management minor is also focused on providing students with the educational resources necessary to successfully complete property management assignments and projects with the support of the business community. Industry professionals provide mentoring to students enrolled in the program to help ensure their successful entry into the profession. Case study competitions that are judged by industry professionals are used to help facilitate and develop useful oral and written presentations by students. Site visitations and guest lectures also serve a vital role as part of the experiential learning environment.

Property Management Minor Requirements (15 credits)

Students who minor in property management are required to complete any five of the courses listed below:

REE 3301 Real Estate Principles, Practices and Law
REE 3900 Property Management Internship
REE 4302 Residential Property Management
REE 4303 Commercial Property Management
REE 4304 Facilities Management
REE 4305 Property Portfolio and Asset Management
REE 4306 Hospitality, Resort, Cruise Ship, and Casino Property Management

Social Innovation and Sustainability Minor

This minor is designed for students who wish to make an impact on their communities and the planet at large. Career paths include establishing and/or working with a non-profit organization, pursuing positions in corporate sustainability, and related fields.

Social Innovation and Sustainability Minor Requirements (15 credits)

ENVS 1100 Environmental Science I (3 credits)
GEOG 2075 Geographical Information Systems (3 credits)
PADM 1000 Introduction to Public Administration (3 credits)
PADM 2150 Transforming Public Administration for Sustainable Development (3 credits)
PADM 3456 Creativity and Innovation in Government and Social Practices (3 credits)

Sport and Recreation Management Minor

This minor is designed for students who will be associated with sport in the course of their careers, be it through business, education, coaching, athletic training, or other opportunities.

Sport and Recreation Management Minor Requirements (15 credits)

Students who minor in sport and recreation management are required to complete the courses listed below.

SPT 1050	Introduction to Sport and Recreation Management (3 credits)

Select four courses from the following:

SPT 2050	Sport in Popular Culture (3 credits)
SPT 2075	Intro to e-Sports Management (3 credits)
SPT 2150	Sport in Society (3 credits)
SPT 2350	Ethics in Sport and Recreation Management (3 credits)
SPT 3150	Facility and Event Management (3 credits) SPT 3425 Public Relations in Sport
SPT 3550	Issues in Sport Finance (3 credits)
SPT 3650	Sport Promotions and Sponsorship (3 credits)
SPT 3925	The Business of College Sports (3 credits)
SPT 4555	Risk Management in Sport (3 credits)
SPT 4675	The Business of e-Sports (3 credits)

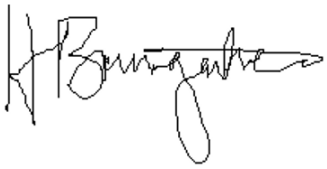
Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center

Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center

Dean's Message

Welcome to NSU's Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center! The College is NSU's intellectual and cultural foundation, firmly anchoring the University in the liberal arts and sciences necessary for the 21st Century workforce on into graduate school. We engage you in a cutting-edge selection of majors and minors, built on innovative models and relevant technologies.

In programs across the performing and visual arts, the natural and social sciences, and the humanities, the College is authentically invested in supporting experiential and high impact learning opportunities, cross-disciplinary education, and globally significant research and scholarship. The College provides an inclusive learning community, grounded in faculty-student collaboration and teaching-learning excellence, leading you to a path of passionate life-long learning and self-discovery. On behalf of our faculty and staff, I extend our sincere wishes for a rewarding academic year of successful productivity on your personal and professional goals.



Holly Lynn Baumgartner, Ph.D., Dean
Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center

Introduction to the College

The Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center offers stimulating programs of study that challenge and engage students and prepare them for professional careers, graduate studies, and responsible citizenship. The college includes the following departments: Biological Sciences; Chemistry and Physics; Communication, Media, and the Arts; Conflict Resolution Studies; Humanities and Politics; Marine and Environmental Sciences; and Mathematics. Undergraduate degree programs offered by the college include both Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) degrees in twenty majors. Undergraduate students may choose to complement their major course of study with one of the thirty-eight minors housed in the college or one of the minors housed in other NSU colleges. The college also offers two doctoral degree programs, seven master's degree programs, and five graduate certificate programs.

To earn a bachelor's degree from Nova Southeastern University, students in the Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center must complete at least 120 credits, including major, minor, general education, and elective coursework. For complete graduation requirements, please see "Graduation Requirements" on page 60. Regular communication between students, faculty, and academic advisors is strongly encouraged to ensure that each student is successfully progressing toward graduation.

Department of Biological Sciences

The Department of Biological Sciences provides students with a strong foundation in biology at the undergraduate and graduate levels with opportunities for a bachelor's degree and master's degree in the biological sciences. Coursework includes a wide array of topics from general biology, anatomy and physiology, evolution, molecular biology, genomics, and more. In addition to teaching, the Department is committed to excellence in research and service, providing opportunities and connections for current students and graduates. Our graduates achieve their goals of becoming doctors, dentists, pharmacists, physician assistants, and physical therapists as well as molecular biologists, professors, and teachers.

Major

Biology (Premedical) Major

The biology major, with a premedical emphasis, provides a strong curriculum in biology with significant study in the physical sciences. This major can provide the basis for graduate study in specialized fields of biology, for professional training in medical fields, and for teaching. Professional careers in the medical fields and in biology involve graduate study beyond the baccalaureate degree; therefore, both the core and the major have been designed to meet the admission requirements of many medical, dental, pharmacy, optometry, allied health, and veterinary schools, and of schools for graduate study in the biological sciences. Dual admission and combined programs with the Nova Southeastern University Health Professions Division are available for select, qualified students. Information on these programs can be obtained from the Office of Undergraduate Admissions.

Biology Major Learning Outcomes

A successful biology graduate is expected to:

1. Demonstrate a working knowledge of the scientific method.
2. Demonstrate essential knowledge of biological sciences.
3. Demonstrate essential knowledge of physical sciences as they relate to the biological sciences.
4. Use mathematics to solve scientific problems and evaluate research data.
5. Demonstrate the ability to use standard laboratory and research techniques to collect and assess data.
6. Demonstrate an ability to synthesize and integrate biological principles with contemporary issues.

Biology Major Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the "General Education Program" section on page 97 of this catalog.

Biology Major Requirements (76 credits)

Core Courses (49 credits)

BIOL 1500	Biology I/Lab (4 credits)
BIOL 1510	Biology II/Lab (4 credits)
BIOL 3600	Genetics/Lab (4 credits)
CHEM 1300	General Chemistry I/Lab (4 credits) *OR* CHEM 1300H General Chemistry I/Lab Honors (4 credits)
CHEM 1310	General Chemistry II/Lab (4 credits) *OR* CHEM 1310H General Chemistry II/Lab Honors (4 credits)
CHEM 2400	Organic Chemistry I/Lab (4 credits) *OR* CHEM 2400H Organic Chemistry I/Lab Honors (4 credits)
CHEM 2410	Organic Chemistry II/Lab (4 credits) *OR* CHEM 2410H Organic Chemistry II/Lab Honors (4 credits)
Any LITR course (3 credits)	
MATH 2020	Applied Statistics (3 credits) *OR* MATH 2020H Applied Statistics Honors (3 credits)
MATH 2100	Calculus I (4 credits) *OR* MATH 2100H Calculus I Honors (4 credits)

Select one of the following PHIL courses:

PHIL 3010	Ethical Issues in Communication (3 credits)
PHIL 3180	Biomedical Ethics (3 credits) *OR* PHIL 3180H Biomedical Ethics Honors (3 credits)
PHIL 3200	Ethics and Sport (3 credits)
PHIL 3220	Philosophy of Science (3 credits)
PHIL 3360	Environmental Ethics (3 credits)

PHYS 2350	General Physics I/Lab (4 credits) *OR* PHYS 2350H General Physics I/Lab Honors (4 credits) *OR* PHYS 2400 Physics I/Lab (4 credits)
PHYS 2360	General Physics II/Lab (4 credits) *OR* PHYS 2360H General Physics II/Lab Honors (4 credits) *OR* PHYS 2500 Physics II/Lab (4 credits)

Major Electives (27 credits)

Select a minimum of 27 credits from the following courses (at least 16 credits must be BIOL 3000+ or 4000+ courses with at least one of these being a BIOL course with a lab (4 credits):

BIOL 2600	Medical Terminology (3 credits)
BIOL 3100	Biological Anthropology (3 credits)
BIOL 3200	General Ecology/Lab (4 credits)
BIOL 3220	Animal Behavior (3 credits)
BIOL 3300	Invertebrate Zoo/Lab (4 credits)
BIOL 3311	Vertebrate Zoo/Lab (4 credits)
BIOL 3320	Anatomy and Physiology I/Lab (4 credits)
BIOL 3330	Anatomy and Physiology II/Lab (4 credits)
BIOL 3400	Microbiology/Lab (4 credits)
BIOL 3450	Introduction to Virology (3 credits)
BIOL 3500	Histology/Lab (4 credits)
BIOL 3900	Introduction to Parasitology/Lab (4 credits)
BIOL 4100	Genomics/Lab (4 credits)
BIOL 4010	Evolution (3 credits)
BIOL 4200	Neurobiology (3 credits)
BIOL 4300	Microbial Pathogenesis (3 credits)
BIOL 4340	Cellular and Molecular Biology (3 credits)
BIOL 4360	Immunology (3 credits)
BIOL 4410	Human Embryology (3 credits)
BIOL 4600	Evolution, Adaptation, and Health (3 credits)
BIOL 4700	Advanced Human Physiology (3 credits)
BIOL 4960	Practicum in Biology I (3 credits)
BIOL 4961	Practicum in Biology II (3 credits)
CHEM 3650	Biochemistry/Lab (4 credits)

Major Electives may include a maximum of one of the following MATH courses:

MATH 2200	Calculus II (4 credits) *OR* MATH 2200H Calculus II Honors (4 credits)
MATH 3030	Applied Statistics II (3 credits)
MATH 3050	Mathematics and Biology (3 credits)

Note: Major Electives may include a maximum of 3 credits from the following courses:

BIOL 4900	Special Topics in Biology (3 credits)
BIOL 4950	Internships in Biology (3 credits)
BIOL 4990	Independent Study in Biology (3 credits)

Minor

Bioinformatics Minor

Bioinformatics is a scientific discipline that merges biology, computer science, mathematics, and other areas into a broad-based field that has profound impacts on all fields of biology. It is the comprehensive application of mathematics (e.g., probability and statistics), science (e.g., biochemistry), and a core set of problem-solving methods (e.g., computer algorithms) to the understanding of living systems. The bioinformatics minor provides foundational study in this field of study.

Bioinformatics Minor Requirements (15 credits)

BIOL 3600	Genetics/Lab (4 credits)
BIOL 4100	Genomics/Lab (4 credits)
CSIS 2101	Fundamentals of Computer Programming (4 credits)
MATH 3050	Mathematics and Biology (3 credits) *OR*
	MATH 2001 Introduction to Mathematical Models in Biology I (3 credits)

Biology Minor

The Biology minor helps students integrate biological concepts at all levels from molecular to ecosystem. This coursework assists students in preparation for health-related professions, research, and careers in biological sciences. This minor can be combined with any major and minor except the biology major.

Biology Minor Requirements (16 credits)

Select 16 credits from any BIOL course at the 3000 level or higher (excluding BIOL 4901 APS Capstone in Biology and Physical Sciences, BIOL 4950 Internship in Biology and BIOL 4990 Independent Study in Biology).

Pre-Health Minor

The pre-health minor provides students with science foundation courses in biology, chemistry, and physics. This coursework assists students in preparation for health-related professions, research, and careers in natural sciences. This minor is open to all majors.

Pre-Health Minor Requirements (24 credits)

Select 24 credits from the following courses:

BIOL 1500	Biology I/Lab (4 credits)
BIOL 1510	Biology II/Lab (4 credits)
CHEM 1300	General Chemistry I/Lab (4 credits) *OR* CHEM 1300H General Chemistry I/Lab Honors (4 credits)
CHEM 1310	General Chemistry II/Lab (4 credits) *OR* CHEM 1310H General Chemistry II/Lab Honors (4 credits)
CHEM 2400	Organic Chemistry I/Lab (4 credits) *OR* CHEM 2400H Organic Chemistry I/Lab Honors (4 credits)
CHEM 2410	Organic Chemistry II/Lab (4 credits) *OR* CHEM 2410H Organic Chemistry II/Lab Honors (4 credits)
CHEM 3650	Biochemistry/Lab (4 credits)
PHYS 2350	General Physics I/Lab (4 credits) *OR* PHYS 2350H General Physics I/Lab Honors (4 credits)
	OR PHYS 2400 Physics I/Lab (4 credits)
PHYS 2360	General Physics II/Lab (4 credits) *OR* PHYS 2360H General Physics II/Lab Honors (4 credits)
	OR PHYS 2500 Physics II/Lab (4 credits)

Department of Chemistry and Physics

The Department of Chemistry and Physics prepares students for the modern scientific world by providing strong curricula in a chemistry major, a chemistry minor and a physics minor. The chemistry major is a B.S. in Chemistry with two tracks (non-ACS track and ACS track). ACS stands for the American Chemical Society. Both tracks combine an advanced chemistry curriculum with significant studies in physics, biology, and mathematics. The major is intended for those who wish to pursue a career in chemistry-related fields or secondary education teaching and who wish to enter a graduate program in chemistry or in health-related fields such as medicine, pharmacy, dentistry, optometry, and law. The chemistry and physics minors are intended to further develop students' quantitative and analytical skills by expanding their knowledge beyond the introductory level. These minors complement curricula in other disciplines ranging from biology and engineering to computer sciences, as well as being essential for education majors who intend to teach physical sciences in high school. The faculty in our department are actively engaged in research with students in a wide range of expertise within chemistry and physics sub-disciplines.

Majors

Chemistry Major

The chemistry major prepares students for the modern scientific world by providing a blend of a strong chemistry curriculum with significant study in physics, biology, and mathematics. The chemistry major has two tracks: a B.S. in Chemistry (non-ACS track) and a B.S. in Chemistry (ACS track). ACS stands for the American Chemical Society. Both B.S. tracks are intended for those who wish to pursue a career in chemistry-related fields or secondary education teaching and who wish to enter a graduate program in chemistry or in health-related fields such as medicine, pharmacy, dentistry, optometry, assistant anesthesiology, and law.

Chemistry Major Learning Outcomes

A successful chemistry graduate is expected to:

1. Demonstrate a firm foundation in the fundamentals and applications of chemical and scientific theories.
2. Describe the fundamental content and processes of organic, inorganic, analytical, physical chemistry, and biochemistry.
3. Design, carry out, record and analyze the results of chemical experiments by using modern instrumentation and classical chemical techniques.
4. Solve problems, think critically, reason analytically, and explore new areas of research.
5. Use modern library searching and retrieval methods to obtain information about issues relating to chemistry.
6. Demonstrate procedures and regulations for safe handling and use of chemicals.
7. Communicate research results to appropriate audiences.

Chemistry Major Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the "General Education Program" section on page 97 of this catalog.

Chemistry Major Requirements (Biochemistry Track: 68 credits)

Core Courses (59 credits)

BIOL 1500	Biology I/Lab (4 credits)
BIOL 1510	Biology II/Lab (4 credits)
CHEM 1300	General Chemistry I/Lab *OR* CHEM 1300H General Chemistry I/Lab Honors (4 credits)
CHEM 1310	General Chemistry II/Lab *OR* CHEM 1310H General Chemistry II/Lab Honors (4 credits)
CHEM 2400	Organic Chemistry I/Lab *OR* CHEM 2400H Organic Chemistry I/Lab Honors (4 credits)
CHEM 2410	Organic Chemistry II/Lab *OR* CHEM 2410H Organic Chemistry II/Lab Honors (4 credits)
CHEM 3050	Chemical Literature and Seminar (3 credits)

CHEM 3405	Biophysical Chemistry/Lab (4 credits)
CHEM 3460	Quantitative Analysis/Lab (4 credits)
CHEM 3650	Biochemistry/Lab (4 credits)
CHEM 4005	Inorganic Chemistry I (3 credits)
CHEM 4101	Senior Chemistry Seminar (1 credit)
MATH 2100	Calculus I (4 credits) *OR* MATH 2100H Calculus I Honors (4 credits)
MATH 2200	Calculus II *OR* MATH 2200H Calculus II Honors (4 credits)
PHYS 2400	Physics I/Lab (4 credits)
PHYS 2500	Physics II/Lab (4 credits)

Major Electives (9 credits)

Select 3 courses from the following list:

CHEM 3150	Environmental Chemistry (3 credits)
CHEM 3800	Principles of Pharmaceutics (3 credits)
CHEM 3850	Principles of Pharmacology (3 credits)
CHEM 4010	Inorganic Chemistry II/Lab (5 credits)
CHEM 4150	Chemical Instrumentation (4 credits)
CHEM 4500	Principles of Pharmacokinetics (3 credits)
CHEM 4900	Special Topics in Chemistry (3 credits)*
CHEM 4950	Internship in Chemistry (3 credits)*
CHEM 4990	Independent Study in Chemistry (3 credits)*
PHYS 3100	Introduction to Biophysics (3 credits)

*Only one of these courses can be used for a maximum of 3 credits.

Chemistry Major Requirements (ACS track: 74–75 credits)

Core Courses (74–75 credits)

BIOL 1500	Biology I/Lab (4 credits)
CHEM 1300	General Chemistry I/Lab *OR* CHEM 1300H General Chemistry I/Lab Honors (4 credits)
CHEM 1310	General Chemistry II/Lab *OR* CHEM 1310H General Chemistry II/Lab Honors (4 credits)
CHEM 2400	Organic Chemistry I/Lab *OR* CHEM 2400H Organic Chemistry I/Lab Honors (4 credits)
CHEM 2410	Organic Chemistry II/Lab *OR* CHEM 2410H Organic Chemistry II/Lab Honors (4 credits)
CHEM 3050	Chemical Literature and Seminar (3 credits)
CHEM 3460	Quantitative Analysis/Lab (4 credits)
CHEM 3650	Biochemistry/Lab (4 credits)
CHEM 3700	Physical Chemistry I/Lab (4 credits)
CHEM 3710	Physical Chemistry II/Lab (4 credits)
CHEM 4005	Inorganic Chemistry I (3 credits)
CHEM 4010	Inorganic Chemistry II/Lab (5 credits)
CHEM 4101	Senior Chemistry Seminar (1 credit)
CHEM 4150	Chemical Instrumentation (4 credits)
CHEM 4990	Independent Study in Chemistry (3 credits) *OR* CHEM 4950 Internship in Chemistry (3 credits)
MATH 2100	Calculus I (4 credits) *OR* MATH 2100H Calculus I Honors (4 credits)
MATH 2200	Calculus II (4 credits) *OR* MATH 2200H Calculus II Honors (4 credits)
MATH 3200	Calculus III (4 credits) *OR* MATH 3400 Ordinary Differential Equations (3 credits)
PHYS 2400	Physics I/Lab (4 credits)
PHYS 2500	Physics II/Lab (4 credits)

Minor

Chemistry Minor

The fundamental role that chemistry plays in medicine, pharmacy, and the environment can be further explored in the chemistry minor. Basic, clinical, and field research in these disciplines all involve the application of chemical principles and techniques. The minor offers advanced courses in chemistry expanding on the base provided by general and organic chemistry. Cross disciplinary in its approach, the chemistry minor complements the student's major area of study. This minor can be combined with any major and minor except the chemistry major and APS major with a concentration in biological and physical sciences.

Chemistry Minor Requirements (16 credits)

Select 16 credits from the following courses:

Any CHEM courses 2000-level or higher, excluding the following:

CHEM 3050	Chemical Literature and Seminar (3 credits)
CHEM 4101	Senior Chemistry Seminar (1 credit)

A maximum of 4 credits of 2000-level courses can be counted toward the minor if they have already been applied to the student's major core course requirements.

A maximum of 3 credits of CHEM 4990 Independent Study in Chemistry can be counted toward the minor.

Optometry Minor

The optometry minor is intended to prepare students for the rigors of a Doctor of Optometry program after completion of undergraduate studies. The profession of optometry uniquely combines mathematics, optics and medicine to create a rewarding health care profession. All students in the optometry minor will experience a cross-disciplinary range of courses including optics, pharmacology and human anatomy as a solid foundation for the curriculum required in professional optometric education. This minor is not intended to be a substitute for any portion of a Doctor of Optometry program, but rather a preparation for a successful transition to a Doctor of Optometry program. This minor can be combined with any major and minor.

Optometry Minor Requirements (17 credits)

BIOL 3330	Anatomy and Physiology II/Lab (4 credits)
CHEM 3850	Principles of Pharmacology (3 credits)
MATH 2200	Calculus II (4 credits)
PHYS 3300	Fundamentals of Optics (3 credits)
PHYS 3100	Introduction to Biophysics (3 credits)

Pharmaceutical Sciences Minor

The Pharmaceutical Sciences Minor with cross-disciplinary courses offers students fundamental, yet applicable principles on the science of drug actions and uses to treat human diseases. This minor also covers fundamentals of drug discovery and development. Students will learn about pharmacology, pharmaceutics and pharmacokinetics from faculty members with ample and diverse training backgrounds in basic science and clinical applications. Upon successful completion of the minor, students will be better prepared to advance through a graduate degree in pharmacy, pharmaceutical sciences or other related fields. A collaborative team of faculty members from both the College of Pharmacy and the Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center will deliver the courses in this minor. This minor can be combined with any major and minor.

Pharmaceutical Sciences Minor Requirements (17 credits)

BIOL 3330	Anatomy and Physiology II/Lab (4 credits)
CHEM 3650	Biochemistry/Lab (4 credits)
CHEM 3800	Principles of Pharmaceutics (3 credits)
CHEM 3850	Principles of Pharmacology (3 credits)
CHEM 4500	Principles of Pharmacokinetics (3 credits)

Physics Minor

The physics minor is intended to provide students with a basic background in physics and related mathematical methods. A knowledge of physics is useful for students in fields that range from biology and medicine to computer science, as well as being essential for education majors who intend to teach physical sciences in high school. All students in the minor must take a core of required courses in mechanics, electromagnetism, and modern physics. The remainder of the minor then consists of a set of additional physics and mathematics courses chosen by the student, so that the minor can be tailored to the needs and interests of the individual student. This minor can be combined with any major and minor.

Physics Minor Requirements (18 credits)

Core Courses (12 credits)

PHYS 3500	Introduction to Mechanics (3 credits)
PHYS 3610	Electromagnetic Theory I (3 credits)
PHYS 3700	Modern Physics I (3 credits)
PHYS 3750	Modern Physics II (3 credits)

Minor Electives (6 credits)

Students must select 6 credits in any physics (PHYS) or mathematics (MATH) courses at the 3000/4000 level.

Department of Communication, Media, and the Arts

The Department of Communication, Media, and the Arts is an innovative, learner-centered department that delivers experiential, industry-driven programs. Students achieve academic excellence and professional distinction as artists, leaders, and communicators, and they share their talents with the community through production, performance, and research.

Majors

Applied Professional Studies Major

The applied professional studies (APS) major allows students to select a course of study that best fits their career plans. A student's prior learning and credits earned represent concentration I. Courses earned in the APS major comprise concentration II.

Admission Requirements

Applicants to the Applied Professional Studies major demonstrate successful completion of the 12-credits that comprise Concentration I.

Applied Professional Studies Major Learning Outcomes

A successful applied professional studies graduate is expected to:

1. Explain the integration of information from both concentrations.
2. Identify the fundamental theories and principles underlying concentration II.
3. Demonstrate a comprehensive understanding of the fundamental theories and principles underlying concentration II.

Applied Professional Studies Major Curriculum

Students may apply prior learning credits toward their applied professional studies degree; a minimum of 30 credits must be completed at NSU. Students majoring in applied professional studies may demonstrate learning competencies for one of their concentrations through NSU coursework, transfer courses from other institutions, prior learning, or testing (e.g., DANTES and CLEP). Specific requirements are:

1. General Education Framework: 30 credits
2. Major Requirements:

Core Courses (12 credits)

APRS 2901	Professional Planning (3 credits)
SPCH 3120	Speech Communication for the Professions (3 credits)
WRIT 3150	Business Writing (3 credits)
APRS 4901	Applied Professional Studies Portfolio (3 credits)

Concentrations

a. Concentration I (12 credits prior to entering the major)
b. Concentration II (number of credits depends on the concentration)

3. Open Electives 27-60 credits (depending on the concentration)

Total Degree Requirements: 120 credits

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the "General Education Program" section on page 97 of this catalog.

Applied Professional Studies Concentrations

Students choose one of the following four Concentrations II after consultation with their academic advisor.

Integrated Professional Studies Concentration

Option 1: Students may complete an existing minor.

Option 2: Students may complete 18 credits from the following:

a. Courses housed within the HCAS Department of Communication, Media, and the Arts.
b. Courses housed within the HCAS Department of Humanities and Politics and the Department of Conflict Resolution Studies.
c. Courses housed in the College of Computing and Engineering.
d. Courses housed in the H. Wayne Huizenga College of Business and Entrepreneurship.

Biological and Physical Sciences Concentration

Concentration Requirements (8 credits)

Select 8 credits from the following courses:

BIOL 1500	Biology I/Lab (4 credits)
BIOL 1510	Biology II/Lab (4 credits) *OR* BIOL 1510H Biology II/Lab Honors (4 credits)
CHEM 1300	General Chemistry I/Lab (4 credits) *OR* CHEM 1300H General Chemistry I/Lab Honors (4 credits)
CHEM 1310	General Chemistry II/Lab (4 credits) *OR* CHEM 1310H General Chemistry II/Lab Honors (4 credits)

Core Course (3 credits)

BIOL 4901	APS Capstone Course in Biological and Physical Sciences (3 credits)

Major Electives (24–28 credits)

Select seven 2000 or higher level courses. Three courses must be at the 3000-level or higher. At least three of the courses must be courses that include laboratory. This selection is from the following prefixes: BIOL, CHEM, PHYS, MBIO, ENVS, SCIE.

Psychological Studies Concentration

Concentration Prerequisites (or equivalents) (9 credits)

MATH 2020	Applied Statistics (3 credits) OR MATH 2020H Applied Statistics Honors (3 credits)
PSYC 1020	Introduction to Psychology (3 credits) *OR* PYSC 1020H Introduction to Psychology Honors (3 credits)
PSYC 2900	Quantitative Psychology (3 credits)

Core Courses (24 credits)

PSYC 2100	Biological Bases of Behavior (3 credits)
PSYC 2160	Social Psychology *OR* PSYC 2160H Social Psychology Honors (3 credits)
PSYC 2350	Life-Span Human Development *OR* PSYC 2350H Life-Span Human Development
PSYC 2600	Psychological Research Methods (3 credits)
PSYC 3210	Personality (3 credits) OR PSYC 3260 Abnormal Psychology (3 credits)
PSYC 3520	Principles of Learning (3 credits)
PSYC 4901	APS Capstone Course in Psychology/Substance Abuse Studies (3 credits)

One 3000/4000-level PSYC course, selected with assistance from academic advisor (3 credits)

Art and Design Major

The art and design major is designed to provide students with a dynamic and comprehensive instructional program in the visual arts. Students may earn a B.A. in Art and Design with concentrations in studio art or graphic design. The art and design degree program

prepares students for careers as freelance artists or for employment with public and private organizations in various industries.

Art and Design Major Learning Outcomes

The successful art and design graduate is expected to:

1. Effectively apply visual design and composition concepts to produce original art/design;
2. Examine major historical art/design movements and artists;
3. Demonstrate professionalism in the exhibition of works.

Admission to the Art and Design Major

Eligibility for the Art and Design Major

To be eligible for the art and design major, students must submit a portfolio of 10-15 original works for review.

Admission Portfolio Criteria for the Art and Design Major

The admission portfolio must include a one-page statement of intent and high quality images of 10-15 original works. The statement of intent should demonstrate the ability to draw from observation, elements and principles of design and/or spatial organization, surface, and form. Works should showcase an understanding of design, composition, and express unique and innovative visual approaches.

1. One-page statement of intent should address the following:
    a. Specific artistic interest(s);
    b. How these interests are reflected in the artwork submitted in the portfolio.
    c. Goals as an artist/designer.
2. Statement of intent should be no more than one page in length, double-spaced, 12pt.
3. Images should be no more than 3MB each.
4. Files should be identified with item number, student's name, medium/materials, and year executed (ex: 1_SmithJ_ DigitalPhoto_2015.jpg). File formats accepted: JPG, TFF, PDF.

The portfolio is submitted to the Department of Communication, Media, and the Arts for review by the art and design portfolio review committee.

Art and Design Major Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the "General Education Program" section on page 97 of this catalog.

Art and Design Major Requirements (46 credits)

Core Courses (22 credits)

ARTS 1200	Introduction to Drawing (3 credits)
ARTS 1700	Fundamentals of Color (3 credits)
ARTS 1800	Two-Dimensional Design (3 credits)
ARTS 2050	Global Perspectives in Art History I (3 credits)
ARTS 2200	Digital Photography (3 credits)
ARTS 3050	Global Perspective in Art History II (3 credits)
ARTS 4950	Internship in the Arts (3 credits)
ARTS 4995	Senior Project (1 credit)

Concentrations (21 credits)

Select one of the following concentrations:

Graphic Design Concentration (21 credits)

Required Courses (12 credits)

ARTS 2190	Introduction to Graphic Design (3 credits)
ARTS 3190	Idea Visualization for Graphic Design (3 credits)
ARTS 3650	Typography (3 credits)
ARTS 4190	Advanced Principles and Practices in Graphic Design (3 credits)

Select 9 credits from the following courses:

ARTS 3200	Digital Photographic Design (3 credits)
ARTS 3750	Printmaking (3 credits)
ARTS 4500	Professional Print Design (3 credits)
ARTS 4900	Special Topics in the Arts (3 credits)
COMM 3900	Web, Mobile and Interactive Design for Communication (3 credits)

Studio Art Concentration (21 credits)

Required Courses (12 credits)

ARTS 1250	Life Drawing (3 credits)
ARTS 2100	Painting I (3 credits)
ARTS 2900	Three-Dimensional Design/Sculpture (3 credits)
ARTS 3700	Methods and Materials (3 credits)

Select 9 credits from the following courses:

ARTS 2190	Introduction to Graphic Design (3 credits)
ARTS 3100	Painting II (3 credits)
ARTS 3550	Ceramics I (3 credits)
ARTS 3750	Printmaking (3 credits)
ARTS 4550	Ceramics II (3 credits)
ARTS 4900	Special Topics in the Arts (3 credits)

Major Electives (3 credits)

Select 3 credits from the following courses:

ARTS 2600	Introduction to Arts Administration (3 credits)
ARTS 3030	Art Lab (3 credits)
ARTS 3040	Museum Studies and Gallery Practices (3 credits)
ARTS 3250	Digital Photography II (3 credits)
MUSE 2000	Curatorial Activism (3 credits)

The Bachelor of Arts degree requires at least 24 credits of coursework from the following disciplines: ARTS, COMM, DANC, FILM, HIST, HUMN, LITR, MUSC, PHIL, POLS, and THEA, as well as an intermediate degree of competency in a foreign language (generally, a minimum of 6 credits or another demonstration of competency).

Communication Major

The communication major provides students with a blend of theory- and practice-oriented courses in journalism, digital media, and strategic communication. Students learn how to write and listen effectively, using various technologies and for diverse audiences, and they develop strong presentation skills, understand the role of communication in various settings, identify theories and models of communication, and are conversant in mass media concepts and practices including publicity and promotion. The communication major prepares students for a wide variety of internships and careers in such fields as journalism, television and radio broadcasting, education, public relations, and law.

Communication Major Learning Outcomes

A successful communication graduate is expected to:

1. Demonstrate the ability to create, design, and edit effective messages for diverse audiences using a variety of media
2. Articulate relevant professional standards in communication.
3. Identify, analyze, and articulate significant theories and models of communication.

4. Develop professional habits and skills through a variety of real-world experiences in practicums and internships.

Communication Major Curriculum

At least 18 credits in the major must be at the 3000/4000 level.

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the "General Education Program" section on page 97 of this catalog.

Communication Major Requirements (50 credits)

Core Courses (26 credits)

COMM 1100A	Communication Practicum A (1 credit)
COMM 1100B	Communication Practicum B (1 credit)
COMM 2100	Mass Media (3 credits)
COMM 2300	Intercultural Communication (3 credits)
COMM 3110	Communication Theory (3 credits)
COMM 3500	Media Regulation (3 credits)
COMM 3600	Persuasion (3 credits)
COMM 4950	Internship in Communication (3 credits)
SPCH 1010	Public Speaking (3 credits) *OR* SPCH 1010H Public Speaking Honors (3 credits)
SPCH 2000	Fundamentals of Human Communication (3 credits)

Concentrations (24 credits)

Select one of the following concentrations:

Digital Media Production Concentration (24 credits)

Select 24 credits from the following courses (9 credits must be at the 3000/4000 level):

ARTS 2190	Introduction to Graphic Design (3 credits)
ARTS 3190	Idea Visualization for Graphic Design (3 credits)
COMM 2520	The Art and Craft of Video Editing (3 credits)
COMM 2810	Introduction to Film and Television (3 credits)
COMM 3700	Documentary Filmmaking (3 credits)
COMM 3710	Audio/Radio Production (3 credits)
COMM 3810	Digital Video Production (3 credits)
COMM 3830	Digital Video Post-Production (3 credits)
COMM 3900	Web, Mobile, and Interactive Design for Communication (3 credits)
COMM 4510	Short Film Production and Distribution (3 credits)
COMM 4900	Special Topics in Communication (3 credits)

Journalism Concentration (24 credits)

Select 24 credits from the following courses (9 credits must be at the 3000/4000 level):

ARTS 2200	Digital Photography (3 credits)
COMM 2010	Introduction to Print Journalism (3 credits)
COMM 2200	Introduction to Broadcast Journalism (3 credits)
COMM 2810	Introduction to Film and Television (3 credits)
COMM 3300	Multimedia Writing (3 credits)
COMM 3810	Digital Video Production (3 credits)
COMM 3820	Sports Reporting and Writing (3 credits)
COMM 4100	Feature Writing (3 credits)
COMM 4900	Special Topics in Communication (3 credits)

Strategic Communication Concentration (24 credits)

Select 24 credits from the following courses (9 credits must be at the 3000/4000 level):

COMM 2040	Public Relations Writing (3 credits)
COMM 2400	Principles of Advertising (3 credits)
COMM 3200	Principles of Public Relations (3 credits)

COMM 3310	Organizational Communication (3 credits)
COMM 3400	Strategic Visual Communication (3 credits)
COMM 4100	Feature Writing (3 credits)
COMM 4200	Public Relations Campaigns (3 credits)
COMM 4300	Social Media Theory and Practice (3 credits)
COMM 4900	Special Topics in Communication (3 credits)
SPCH 3120	Speech Communication for the Professions (3 credits)

The Bachelor of Arts degree requires at least 24 credits of coursework from the following disciplines: ARTS, COMM, DANC, FILM, HIST, HUMN, LITR, MUSC, PHIL, POLS, and THEA, as well as an intermediate degree of competency in a foreign language (generally, a minimum of 6 credits or another demonstration of competency).

Dance Major

The dance major helps students develop in several areas: technical proficiency, historical and cultural perspectives, personal artistry, and production skills. The program also provides students with an understanding of how dance fits into a larger, global context. Students in the major learn the behind-the-scenes process of putting a show together and get the opportunity (in choreography and dance composition courses) to develop their unique voices as artists. The dance major prepares graduates for careers in dance performance, choreography, and dance education, as well as advanced study in graduate programs.

Dance Major Learning Outcomes

The successful dance graduate is expected to:

1. Exhibit proficiency in various dance techniques and styles.
2. Identify and evaluate historical, cultural and stylistic forms of dance.
3. Demonstrate personal artistry in the creation of dance performances.
4. Explain the movement of the body in relation to dance.

Admission to the Dance Major

Eligibility for the Dance Major

To be eligible for the dance major, students must audition.

Admission Audition Criteria for the Dance Major

The admission audition must be scheduled after successfully completing an NSU admissions application. Auditions include a Modern Dance class, an individual interview with faculty, and a 1-2 minute solo in a different style of the student's choice. Requisite dress code and additional audition information will be provided upon scheduling. To schedule an audition, please contact the dance program in the Department of Communication, Media, and the Arts.

Dance Major Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the "General Education Program" section on page 97 of this catalog.

Dance Major Requirements (53 credits)

Core Courses (50 credits)

DANC 2101	Dance Laboratory I (1 credit)
DANC 2102	Dance Laboratory II (1 credit)
DANC 2103	Dance Laboratory III (1 credit)
DANC 2104	Dance Laboratory IV (1 credit)
DANC 2201	Ballet II (3 credits)
DANC 2350	Dance of the Camera (3 credits)
DANC 2400	Jazz Dance II (3 credits)

DANC 2600	Modern Dance II (3 credits)
DANC 3100	Dance Improvisation (3 credits)
DANC 3200	Dance History (3 credits)
DANC 3201	Ballet III (3 credits)
DANC 3500	Global Dance Perspectives (3 credits)
DANC 3550	World Dance (3 credits)
DANC 3600	Modern Dance III (3 credits)
DANC 3700	Solo Dance Composition (3 credits)
DANC 3900	Advanced Studio Technique (3 credits)
DANC 4000	Dance Composition (3 credits)
DANC 4300	Dance Choreography (3 credits)
THEA 2060	Technical Theatre (3 credits)
THEA 4930	Senior Seminar (1 credit)

Major Electives (3 credits)

Select 3 credits from the following courses:

ARTS 2600	Introduction to Arts Administration (3 credits)
THEA 3050	Costuming and Makeup (3 credits)
THEA 3500	Stage and Production Management (3 credits)
DANC 4950	Internship in Dance (3 credits)

The Bachelor of Arts degree requires at least 24 credits of coursework from the following disciplines: ARTS, COMM, DANC, FILM, HIST, HUMN, LITR, MUSC, PHIL, POLS, and THEA, as well as an intermediate degree of competency in a foreign language (generally, a minimum of 6 credits or another demonstration of competency).

Music Major

The music major blends the technological and professional requirements of today's job market with a compact curriculum that builds fundamental skills in analytical thinking though theoretical study and a broad examination of music's sociological contexts. In the ensembles at NSU, music majors focus on the commercial aspects of producing music in a variety of musical genres and styles with an emphasis on problem solving, effective collaboration, and adaptability. Targeted, skill-based electives complement music studies to prepare graduates for careers in popular music, gaming, advertising/marketing, app development, podcasting, television/film industry and more.

Music Major Learning Outcomes

The successful music graduate is expected to:

1. Produce music which demonstrates critical thinking.
2. Evaluate music with a cultural understanding of style.
3. Apply concepts of music theory.

Music Major Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the "General Education Program" section on page 97 of this catalog.

Music Major Requirements (49 credits)

Core Courses (40 credits)

MUSC 1000 Music	Through History (3 credits)
MUSC 1250	Piano II (3 credits)
MUSC 1960	Commercial Music Theory (3 credits)
MUSC 2050	Beginning Applied Instruction (2 credits)
MUSC 2600	Music Production I (3 credits)

MUSC 2900	Introduction to the Music Industry (3 credits)
MUSC 2960	Creating Commercial Music (3 credits)
MUSC 3050	Intermediate Applied Instruction (2 credits)
MUSC 3301	Ensemble I (1 credit)
MUSC 3302	Ensemble II (1 credit)
MUSC 3303	Ensemble III (1 credit)
MUSC 3304	Ensemble IV (1 credit)
MUSC 3600	Music of World Cultures (3 credits)
MUSC 3900	Popular Music in Western Culture (3 credits)
MUSC 4050	Advanced Applied Instruction (2 credits)
MUSC 4100	Composition/MIDI (3 credits)
MUSC 4650	Advanced Music Production (3 credits)

Music Electives (Choose 9 credits)

ARTS 3190	Idea Visualization for Graphic Design (3 credits)
ARTS 4190	Advanced Principles and Practices in Graphic Design (3 credits)
COMM 2520	The Art and Craft of Video Editing (3 credits)
COMM 3500	Media Regulation (3 credits)
COMM 3710	Audio/Radio Production (3 credits)
COMM 3830	Digital Video Post-Production (3 credits)
COMM 3900	Web, Mobile, and Interactive Design for Communication (3 credits)
COMM 4200	Public Relations Campaigns (3 credits)
COMM 4300	Social Media Theory and Practice (3 credits)
MUSC 4900	Special Topics in Music (3 credits)
MUSC 4950	Internship in Music (3 credits)
MUSC 4990	Independent Study in Music (3 credits)

The Bachelor of Arts degree requires at least 24 credits of coursework from the following disciplines: ARTS, COMM, DANC, FILM, HIST, HUMN, LITR, MUSC, PHIL, POLS, and THEA, as well as an intermediate degree of competency in a foreign language (generally, a minimum of 6 credits or another demonstration of competency).

Theatre Major

The theatre major is a rigorous, ensemble-based degree program within a liberal arts setting. Students focus on all areas of theatre, including the following: acting for stage and screen, directing, design, dramaturgy, musical theatre, and technical theatre. The program promotes creativity, innovation, critical thinking, entrepreneurship, and community engagement through theatre performance and production. Students learn how to communicate effectively; identify the historical periods and styles of theatre; demonstrate knowledge of and skill in aspects of technical theatre, such as costuming, lighting, set design, and construction; demonstrate skill in public performance; direct theatrical scenes or productions; and understand the role of drama in culture. The theatre major prepares students for graduate school; jobs in the arts and entertainment industry; and a variety of careers that employ experienced critical thinkers, communicators, and innovative collaborators.

Theatre Major Learning Outcomes

A successful theatre graduate is expected to:

1. Apply theatre/dramatic theory to practice.
2. Demonstrate an understanding of the cultural context of theatre history.
3. Identify theatre/dramatic industry practices.

Theatre Major Curriculum

At least 18 credits in the major must be at the 3000/4000 level.

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the "General Education Program" section on page 97 of this catalog.

Theatre Major Requirements (55 credits)

Core Courses (37 credits)

ARTS 2600	Introduction to Arts Administration (3 credits)
THEA 2020	Acting I (3 credits)
THEA 2030	Play Analysis (3 credits)
THEA 2060	Technical Theatre (3 credits)
THEA 2101	Theatre Laboratory I (1 credit)
THEA 2102	Theatre Laboratory II (1 credit)
THEA 2103	Theatre Laboratory III (1 credit)
THEA 2104	Theatre Laboratory IV (1 credit)
THEA 2103	Theatre Laboratory V (1 credit)
THEA 2104	Theatre Laboratory VI (1 credit)
THEA 3275	American Musical Theatre (3 credits)
THEA 3050	Costume and Makeup (3 credits)
THEA 3200	Theatre History I (3 credits)
THEA 3250	Theatre History II (3 credits)
THEA 3500	Production and Stage Management (3 credits)
THEA 4100	Directing for the Stage (3 credits)
THEA 4930	Senior Seminar (1 credit)

Concentrations (18 credits)

Select one of the following concentrations:

Acting for Stage and Screen Concentration (18 credits)

Required Courses (9 credits)

THEA 2000	Voice and Movement (3 credits)
THEA 3020	Acting II (3 credits)
THEA 3040	Lighting Design (3 credits) *OR* THEA 3060 Scene Design (3 credits)

Select 9 credits from the following courses:

THEA 1000	The Theatre Arts (3 credits))
THEA 1500	Comedy and Improvisation (3 credits)
THEA 2025	Performance for Film and Television (3 credits)
THEA 3025	Audition Techniques (3 credits)
THEA 4900	Special Topics in Theatre (3 credits)

Design and Technical Production Concentration (18 credits)

Required Courses (12 credits)

THEA 1000	The Theatre Arts (3 credits)
THEA 3040	Lighting Design (3 credits)
THEA 3060	Scene Design (3 credits)
THEA 3080	Sound Design (3 credits)

Select 6 credits from the following courses:

ARTS 1200	Introduction to Drawing (3 credits)
MUSC 2600	Music Production I (3 credits)
THEA 4900	Special Topics in Theatre (3 credits)
THEA 4950	Internship in Theatre (3 credits)

Musical Theatre Concentration (18 credits)

DANC 2101	Dance Laboratory (1 credit)

Choose any additional DANC Course (3 credits)

THEA 2000	Voice and Movement (3 credits)

THEA 2401	Singing Technique (2 credits)
THEA 2402	Singing Musicianship (2 credits)
THEA 3020	Acting II (3 credits)
THEA 4101	Singing Artistry (2 credits)
THEA 4102	Singing Mastery (2 credits)

The Bachelor of Arts degree requires at least 24 credits of coursework from the following disciplines: ARTS, COMM, DANC, FILM, HIST, HUMN, LITR, MUSC, PHIL, POLS, and THEA, as well as an intermediate degree of competency in a foreign language (generally, a minimum of 6 credits or another demonstration of competency).

Minors

Arts Administration Minor

The arts administration minor is designed to help prepare students for management in the arts industry. It gives students an overview of the application of specific administrative issues to the arts: communication, public relations, writing, development, policy, education, planning, outreach, and management for arts organizations. This minor can be combined with any major and minor.

Arts Administration Minor Requirements (18 credits)

Courses Required First

ARTS 1000	Art and Society (3 credits)
ARTS 2600	Introduction to Arts Administration (3 credits)

Choose one of the following:

ARTS 3040	Museum Studies and Gallery Practices (3 credits) OR
MUSC 2900	Introduction to the Music Industry (3 credits) OR
THEA 3500	Production and Stage Management (3 credits)

Courses required to complete the minor

COMM 2040	Public Relations Writing (3 credits)
WRIT 3150	Business Writing (3 credits)

Any 3000/4000-level ARTS, DANC, MUSC, or THEA course (3 credits)

Communication Minor

The communication minor enables students to learn how to write and listen effectively, as well as acquire skills in presentation, understand the role of communication in various settings, identify theories and models of communication, and be conversant in mass media concepts and practices.

This minor can be combined with any major and minor except the communication major. A minimum of 9 credits must be exclusive to the minor and cannot be counted toward any other major/minors/certificate programs.

Communication Minor Requirements (15 credits)

Students must complete 15 credits from the following courses, 9 credits of which must be at the 3000/4000 level:

COMM 2100	Mass Media (3 credits)
COMM 2300	Intercultural Communication (3 credits)
COMM 3110	Communication Theory (3 credits)
COMM 3500	Media Regulation (3 credits)
COMM 3600	Persuasion (3 credits)
SPCH 1010	Public Speaking (3 credits)
SPCH 2000	Fundamentals of Human Communication (3 credits)
SPCH 3120	Speech Communication for the Professions (3 credits)

Dance Minor

The dance minor provides students with both technical dance skills and general knowledge of dance as an art form. Through studio practice in technique and creative-based classes, students gain a foundation in dance training and an appreciation for dance as an art form. Core courses provide the student with an increased understanding of the development of dance in a larger global context. This minor can be combined with any major and minor except the dance major.

Dance Minor Learning Outcomes

A successful dance minor is expected to:

1. Identify historical and cultural forms of dance.
2. Demonstrate knowledge of dance concepts through performance.
3. Evaluate dance as an art form.

Dance Minor Requirements (18 credits)

Students must complete 18 credits from the following courses, 9 credits of which must be at the 3000/4000 level.

Core Courses (6 credits)

DANC 3200	Dance History (3 credits)
DANC 3500	Global Dance Perspectives (3 credits)

Minor Electives (12 credits)

Select 12 credits from the following courses:

DANC 1200	Ballet I (3 credits)
DANC 1400	Jazz Dance I (3 credits)
DANC 1500	Contemporary Dance Techniques (3 credits)
DANC 1600	Modern Dance I (3 credits)
DANC 2101	Dance Laboratory I (1 credit)
DANC 2102	Dance Laboratory II (1 credit)
DANC 2103	Dance Laboratory III (1 credit)
DANC 2104	Dance Laboratory IV (1 credit)
DANC 2350	Dance for the Camera (3 credits)
DANC 2400	Jazz Dance II (3 credits)
DANC 2600	Modern Dance II (3 credits)
DANC 3100	Dance Improvisation (3 credits)
DANC 3550	World Dance (3 credits)
DANC 3600	Modern Dance III (3 credits)
DANC 3900	Advanced Studio Technique (3 credits)
DANC 4000	Dance Composition (3 credits)
DANC 4300	Dance Choreography (3 credits)
THEA 2060	Technical Theatre (3 credits)

Digital Media Production Minor

The digital media production minor focuses on developing a wide array of production skills. The courses are directly related to technology—including web, desktop, video, and audio.

This minor can be combined with any major and minor, including the communication major. A minimum of 9 credits must be exclusive to the minor and cannot be counted toward any other majors/minors/certificate programs.

Digital Media Production Minor Requirements (15 credits)

Students must complete 15 credits from the following courses, at least 9 credits of which must be at the 3000/4000 level:

ARTS 2190	Introduction to Graphic Design (3 credits)
ARTS 3190	Idea Visualization for Graphic Design (3 credits)
COMM 2520	The Art and Craft of Video Editing (3 credits)

COMM 2810	Introduction to Film and Television (3 credits)
COMM 3700	Documentary Filmmaking (3 credits)
COMM 3710	Audio/Radio Production (3 credits)
COMM 3830	Digital Video Production (3 credits)
COMM 3820	Digital Video Post-Production (3 credits)
COMM 3900	Web, Mobile, and Interactive Design for Communication (3 credits)
COMM 4510	Short Film Production and Distribution (3 credits)

Graphic Design Minor

The graphic design minor combines historical knowledge of the design discipline with contemporary problem-solving technical skills. Students gain in-depth experience using industry-standard computer software while acquiring an understanding of graphic design principles and formats. The graphic design minor serves as an excellent complement to many majors, including marketing, business administration, and communication studies. This minor better prepares students for their future careers by offering them marketable skills, enabling them to become more viable in today's competitive job market. This minor can be combined with any major and minor.

Graphic Design Minor Requirements (18 credits)

Core Courses (12 credits)

ARTS 1800	Two-Dimensional Design (3 credits)
ARTS 2190	Introduction to Graphic Design (3 credits)
ARTS 3190	Idea Visualization for Graphic Design (3 credits)
ARTS 3650	Typography (3 credits)

Select 6 credits from the following courses:

ARTS 3200	Digital Photographic Design (3 credits)
ARTS 3750	Printmaking (3 credits)
ARTS 4190	Advanced Principles and Practices in Graphic Design (3 credits)
ARTS 4500	Professional Print Design (3 credits)
ARTS 4900	Special Topics in the Arts (3 credits)
COMM 3900	Web, Mobile, and Interactive Design for Communication (3 credits)

Journalism Minor

In this minor, students will gain experience with various mediums, including print, broadcast, and multimedia. These courses focus heavily on experiential-learning opportunities that develop students' writing and editing skills. This minor is geared toward student-portfolio development.

This minor can be combined with any major and minor, including the communication major. A minimum of 9 credits must be exclusive to the minor and cannot be counted toward any other majors/minors/certificate programs.

Journalism Minor Requirements (15 credits)

Students must complete 15 credits from the following courses, 9 credits of which must be at the 3000/4000 level:

ARTS 2200	Digital Photography (3 credits)
COMM 2010	Introduction to Print Journalism (3 credits)
COMM 2200	Introduction to Broadcast Journalism (3 credits)
COMM 2810	Introduction to Film and Television Production (3 credits)
COMM 3300	Multimedia Writing (3 credits)
COMM 3810	Digital Video Production (3 credits)
COMM 3820	Sports Reporting and Writing (3 credits)
COMM 4100	Feature Writing (3 credits)

Music Minor

Through an introduction to music theory and musicology, the music minor offers students a rewarding method of expanding their

musical knowledge. The skill acquired in the music minor are a professional asset for many careers in business, healthcare, and education and students are able to specialize the minor with effective choices. This minor can be combined with any major and minor except the music major.

Music Minor Requirements (18 credits)

Students must complete 18 credits from the following courses, 9 credits of which must be at the 3000/4000 level.

Core Courses (9 credits)

MUSC 1960	Commercial Music Theory (3 credits)
MUSC 3600	Music of World Cultures (3 credits)
MUSC 3900	Popular Music in Western Culture (3 credits)

Minor Electives (9 credits)

Select 9 credits from the following courses:

Any MUSC courses

Strategic Communication Minor

The strategic communication minor focuses on advertising and public relations. The minor provides both a theoretical framework and the practical skills needed to work in these fields.

This minor can be combined with any major and minor, including the communication major. A minimum of 9 credits must be exclusive to the minor and cannot be counted toward any other majors/minors/certificates programs.

Strategic Communication Minor Requirements (15 credits)

Students must complete 15 credits from the following courses, 9 credits of which must be at the 3000/4000 level:

COMM 2040	Public Relations Writing (3 credits)
COMM 2400	Principles of Advertising (3 credits)
COMM 3120	Speech Communication for the Professions (3 credits)
COMM 3200	Principles of Public Relations (3 credits)
COMM 3310	Organizational Communication (3 credits)
COMM 3400	Strategic Visual Communication (3 credits)
COMM 4100	Feature Writing (3 credits)
COMM 4200	Public Relations Campaigns (3 credits)
COMM 4300	Social Media Theory and Practice (3 credits)

Studio Art Minor

The studio art minor provides the opportunity to explore various artistic media, techniques, and processes in a studio setting. The program allows students to integrate creative and artistic practice with other academic or research pursuits, as this minor complements a variety of majors including those in the disciplines of theatre, science, arts administration, and education. This minor encourages the development of creative thinking, conceptualization, and visual literacy skills, enabling students to become versatile, valued prospects for future research or academic endeavors.

Studio Art Minor Requirements (18 credits)

Select 18 credits from the following courses, 9 credits of which must be at the 3000/4000 level:

Core Courses (6 credits)

ARTS 1200	Introduction to Drawing (3 credits)
ARTS 1700	Fundamentals of Color (3 credits) *OR* ARTS 1800 Two-Dimensional Design (3 credits)

Minor Electives (12 credits)

Select 12 credits from the following courses, 9 credits of which must be at the 3000/4000 level:

ARTS 1250	Life Drawing (3 credits)
ARTS 2100	Painting I (3 credits)

ARTS 2200	Digital Photography (3 credits)
ARTS 2900	Three-Dimensional Design/Sculpture (3 credits)
ARTS 3040	Museum Studies and Gallery Practices (3 credits)
ARTS 3100	Painting II (3 credits)
ARTS 3250	Digital Photography II (3 credits)
ARTS 3550	Ceramics I (3 credits)
ARTS 3700	Methods and Materials (3 credits)
ARTS 4550	Ceramics II (3 credits)
ARTS 4900	Special Topics in the Arts (3 credits)

Theatre Minor

The theatre minor offers students an opportunity to experience the tradition and experience of the theatre. It serves as an excellent complement to many majors, including English, communication studies, psychology, and humanities. This minor allows students to branch out from their subject of study and not only learn the tradition and techniques of the theatre, but also be better equipped to participate confidently in one or more of the co-curricular and extra-curricular experiences that will be generated by the theatre program. This minor can be combined with any major and minor except the theatre major.

Theatre Minor Requirements (18 credits)

Students must complete 18 credits from the following courses, 9 credits of which must be at the 3000/4000 level.

Core Courses (9 credits)

THEA 2060	Technical Theatre (3 credits)
THEA 3275	American Musical Theatre (3 credits)
THEA 3200	Theatre History I (3 credits) OR THEA 3250 Theatre History II (3 credits)

Select 9 credits from the following courses:

THEA 1500	Comedy and Improvisation (3 credits)
THEA 2000	Voice and Movement (3 credits)
THEA 2020	Acting I (3 credits)
THEA 2025	Performance for Film and Television (3 credits)
THEA 2030	Play Analysis (3 credits)
THEA 2101	Theatre Laboratory I (1 credit)
THEA 2102	Theatre Laboratory II (1 credit)
THEA 2103	Theatre Laboratory III (1 credit)
THEA 2104	Theatre Laboratory IV (1 credit)
THEA 2500	Healthcare Theatre (3 credits)
THEA 3020	Acting II (3 credits)
THEA 3025	Audition Techniques (3 credits)
THEA 3040	Lighting Design (3 credits
THEA 3050	Costuming and Makeup (3 credits)
THEA 3060	Scene Design (3 credits)
THEA 3080	Sound Design (3 credits)
THEA 3500	Production and Stage Management (3 credits)
THEA 4100	Directing for the Stage (3 credits)
THEA 4900	Special Topics in Theatre (3 credits)

Writing Minor

The writing minor provides a broad overview of various types of writing and reinforces techniques of analysis and expression. Students learn how to write in various genres by reading models of published authors and participating in writing course workshops. This minor focuses on analytical and professional writing skills, as well as creative writing. This minor can be combined with any major and minor. A minimum of 9 credits must be exclusive to the minor and cannot be counted toward any other majors/minors/certificate programs.

Writing Minor Requirements (15 credits)

Students must complete 15 credits in any writing (WRIT) course, 9 credits of which must be at the 3000/4000 level.

Department of Conflict Resolution Studies

The Department of Conflict Resolution Studies (DCRS) is committed to academic excellence, cultural diversity, social responsibility, and reflective practice in the fields of sociology, anthropology, and conflict resolution. Through both undergraduate and graduate programs, we focus on the study of human behavior in societies, what social theories and research reveal about individuals, groups, institutions, and nations, and how parties achieve constructive agreements based on the principles of nonviolence, equity, dignity, and appreciation for human diversity. The department explores how people group themselves and behave in groups, and provides a learner-centered approach to practice and research to support improved social relations among individuals, groups, organizations, and nations. The academic environment in the department is multi-disciplinary, dynamic, and innovative, utilizing faculty expertise, student experience, learning technologies, and practitioners who are knowledgeable in peace-building skills and techniques.

Major

Sociology Major

The sociology major focuses on the study of human behavior in social contexts. It examines the interactive dynamics of social institutions, organizations, and everyday life and studies how people group themselves (families, social groups, formal organizations, societies); how they behave in groups (collective action, social change, crime and delinquency); and how characteristics such as age, race, social class, and gender affect relationships with others and with organizations and institutions. The major combines humanistic and scientific perspectives to study urban and rural life, family patterns, social change, health care and illness, crime and violence, social class, technology and communications, social movements, and many other social issues and problems.

Sociology Major Learning Outcomes

The successful sociology graduate has the competencies and fluency:

1. Demonstrate an understanding of the major theories and concepts that underlie the following core areas of sociology:
    a. Socialization and Social Interaction.
    b. Groups, Organizations, and Social Institutions.
    c. Stratification and Social Inequality.
    d. Global Cultural Perspectives.
    e. Qualitative and/or Quantitative Research Measurement, Design, and Methodology.
2. Describe and analyze the three major sociological approaches: Structural Functional, Social Conflict, and Symbolic Interaction;
3. Integrate and apply the major theories, principles, and concepts of sociology to address research and/or applied issues in the field of sociology using critical thinking skills, skeptical inquiry, and the sociological perspective.
4. Present written sociological information in a clear, concise manner that is consistent with professional standards.

Sociology Major Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the "General Education Program" section on page 97 of this catalog.

Sociology Major Requirements (45 credits)

Required Courses (24 credits)

ANTH 1020 Introduction to Anthropology (3 credits)

MATH 2020	Applied Statistics (3 credits) *OR* MATH 2020H Applied Statistics Honors (3 credits)
SOCL 1020	Introduction to Sociology (3 credits)
SOCL 2510	Social Problems (3 credits)
SOCL 3000	Research Methods in the Social Sciences (3 credits)
SOCL 3250	Social Theory (3 credits)
SOCL 4880	Senior Seminar (3 credits)

Ethical/Moral Issues

Select 3 credits from the following courses:

PHIL 2000	Moral Issues (3 credits)
PHIL 3010	Ethical Issues in Communication (3 credits)
PHIL 3180	Biomedical Ethics (3 credits) *OR* PHIL 3180H Biomedical Ethics Honors (3 credits)
PHIL 3200	Ethics and Sport (3 credits)
PHIL 3360	Environmental Ethics (3 credits)

Major Electives (21 credits)

Select 21 credits from any non-core SOCL courses. At least 12 of these credits must be at the 3000/4000 level.

Minors

Anthropology Minor

The anthropology minor is intended to acquaint students with the cross-cultural study of people and cultures through the diverse discipline of anthropology. The anthropology minor includes an overview of anthropological theory and research methods, of interdisciplinary approaches and cultural studies, as well as an examination of the four sub-fields of anthropology. This minor can be combined with any major and minor. A minimum of 9 credits must be exclusive to the minor and cannot be counted toward any other majors/minors/certificate programs.

Anthropology Minor Requirements (18 credits)

Core Courses (12 credits)

ANTH 1020	Introduction to Anthropology (3 credits)
ANTH 2300	Cultural Anthropology (3 credits)
SOCL 1020	Introduction to Sociology (3 credits)
SOCL 3000	Research Methods in the Social Sciences (3 credits)

Minor Electives (6 credits)

Select 3 credits from the following courses:

SOCL 3500	Race and Ethnicity in the U.S. (3 credits)
SOCL 3600	Environmental Sociology (3 credits)

Select 3 credits from the following courses:

ANTH 3100	Biological Anthropology (3 credits)
HIST 2130	Formation of Latin America (3 credits)
HIST 2300	Caribbean History (3 credits)
HIST 2400	African History (3 credits)
INST 1500	Global Issues (3 credits) *OR* INST 1500H Global Issues Honors (3 credits)

Sociology Minor

The sociology minor is intended to provide students with an overview of sociology. It encompasses social processes and change in a variety of arenas, including families, work, gender, and communities. This minor can be combined with any major and minor except the sociology major.

Sociology Minor Requirements (18 credits)

Core Courses (9 credits)

SOCL 1020	Introduction to Sociology (3 credits)
SOCL 2130	Family Relationships (3 credits)
SOCL 2510	Social Problems (3 credits)

Minor Electives (9 credits)

Students must select 9 credits in any sociology (SOCL) courses at the 3000/4000 level.

Department of Humanities and Politics

The Department of Humanities and Politics in the Halmos College of Arts and Science and the Guy Harvey Oceanographic Center aims to engage students in our diverse, dynamic, and globalized world, and to encourage understanding and exploration of our humanity. Steeped in the liberal arts tradition, the department offers innovative and diverse interdisciplinary programs that emphasize critical thinking, reading, and writing. Courses explore areas of study such as English, history, philosophy, legal studies, international studies, modern languages, national security, and political science and are offered in the traditional classroom setting as well as online. Included among courses offered by the department are independent studies, internships, and study abroad programs.

Majors

English Major

The English major is designed to provide students with a background in British, American, and world literatures, literary criticism and theory, and popular culture. Students in this major develop critical thinking, close reading, and analytical and creative writing skills. The English major prepares students for a wide variety of careers in such fields as education, publishing, law, business, and government.

English Major Learning Outcomes

A successful English graduate is expected to:

1. Produce written arguments about literary texts;
2. Identify literary periods, authors, and genres;
3. Analyze literary texts as creative expressions, and historical and cultural artifacts.

English Major Curriculum

At least 18 credits in the major must be at the 3000/4000 level.

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the "General Education Program" section on page 97 of this catalog.

English Major Requirements (45 credits)

Literature Core Courses (27 credits)

LITR 2010	British Literature I (3 credits)
LITR 2011	British Literature II (3 credits)
LITR 2020	American Literature I (3 credits) *OR* LITR 2020H American Literature I Honors (3 credits)
LITR 2021	American Literature II (3 credits) *OR* LITR 2021H American Literature II Honors (3 credits)
LITR 2030	World Literature I (3 credits) *OR* LITR 2030H World Literature I Honors (3 credits)
LITR 2031	World Literature II (3 credits) *OR* LITR 2031H World Literature II Honors (3 credits)
LITR 3060	History and Structure of the English Language (3 credits)
LITR 4050	Literary Criticism and Theory (3 credits)
LITR 4760	Major Authors (3 credits)

Any "Popular Literature and Culture" course (3 credits)

LITR 2110	Detective Fiction (3 credits)
LITR 2120	Science Fiction and Fantasy Literature (3 credits)
LITR 2130	Contemporary Memoir (3 credits)
LITR 2140	Latino Identities (3 credits)

Any "Interdisciplinary Studies" course (3 credits)

LITR 3040	Women in Literature (3 credits)

LITR 3400 Literature and Science (3 credits)
LITR 4060 Critical Theories and Gender (3 credits)
FILM 3050 Literature and Film (3 credits)

Any two "Literary Area Studies" courses (6 credits)
LITR 3510 Irish Literature (3 credits)
LITR 3520 African-American Literature (3 credits)
LITR 3530 Caribbean Literature (3 credits)
LITR 3540 Latin American Literature (3 credits)

Any two "Literary Genres" courses (6 credits) LITR 3620 Studies in Poetry (3 credits)
LITR 3630 Studies in the Novel (3 credits)
LITR 3640 Studies in Drama (3 credits)
LITR 3660 Young Adult Literature (3 credits)

Major Elective (3 credits)

Any 3000/4000 level LITR/FILM course (3 credits)

OR

Any of the following courses:

HUMN 3300 Native American Myth and Storytelling
HUMN 3610 The Harlem Renaissance
HUMN 4310 The Vampire

The Bachelor of Arts degree requires at least 24 credits of coursework from the following disciplines: ARTS, COMM, DANC, FILM, HIST, HUMN, LITR, MUSC, PHIL, POLS, and THEA, as well as an intermediate degree of competency in a foreign language (generally, a minimum of 6 credits or another demonstration of competency).

History Major

The History major is designed to provide the broad content along with the analytical and interpretative skills necessary for understanding the world and the United States in historical context. Graduates of the program will have studied one of the most interesting subjects available in a college curriculum: the human past. The program prepares student to be proficient in research, writing, debate, analysis, and interpretation of a myriad of historical events and patterns that cross boundaries of time and geography and to draw vital connections between the past and the present.

History Major Learning Outcomes

A successful history graduate is expected to:

1. Evaluate historical arguments.
2. Analyze complex historical texts and materials.
3. Demonstrate the ability to connect different social, economic, and political factors to explain and understand historical change.
4. Identify and explain the cultural forces and influences associated with historical events.

History Major Curriculum

At least 18 credits in the major must be at the 3000/4000 level.

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the "General Education Program" section on page 97 of this catalog.

History Major Requirements (39 credits)

Core Courses (12 credits)

HIPS 2900	Research Methods in History and Political Science (3 credits)
HIPS 4900	Senior Seminar Capstone (3 credits)
HIST 1050	The United States: From Settlement to Superpower (3 credits)
HIST 1120	The West: Patricians, Serfs, and Citizens (3 credits) *OR*
HIST 1170	The World: From Gatherers to Globalization (3 credits)

General Electives (21 credits)

Select 21 credits from the following:

HIST 2150	Latin American and Caribbean History (3 credits)
HIST 2400	African History (3 credits)
HIST 2500	Topics in Asian History (3 credits)
HIST 3010	Constitutional History I (3 credits)
HIST 3020	Constitutional History II (3 credits)
HIST 3130	Vietnam (3 credits)
HIST 3140	The Holocaust (3 credits)
HIST 3240	Irish History (3 credits)
HIST 3400	U.S. Foreign Policy (3 credits)
HIST 3550	America Transformed: Slavery, Populism, and Empire (3 credits)
HIST 3650	America Remade: From the Great Migration to 9/11 (3 credits)
PHIL 3530	Gods and Chariots (3 credits)
PHIL 3540	Revolution and Ideology (3 credits)
POLS 4100	European Union (3 credits)

Applied Electives (6 credits)

HIPS 4500	Special Topics in History and Politics (3 credits)
HIST 3850	The Civil Rights Trail (travel study) (3 credits)
HIST 4700	Genocide in the 20th Century and Beyond (3 credits) Travel Study
HIST 4950	Internship in History (3 credits)

The Bachelor of Arts degree requires at least 24 credits of coursework from the following disciplines: ARTS, COMM, DANC, FILM, HIST, HUMN, LITR, MUSC, PHIL, POLS, and THEA, as well as an intermediate degree of competency in a foreign language (generally, a minimum of 6 credits or another demonstration of competency).

Interdisciplinary Studies Major

The interdisciplinary studies major allows students to maximize their educational experience by customizing their study around their individual areas of interest. The major affords students the opportunity to engage in substantial study in different curricular domains. The major is rooted in the core humanities and it allows students to choose any minor in the arts, humanities, or social sciences for an elective concentration. There is an optional track for students considering post-graduate studies in medicine.

Interdisciplinary Studies Major Learning Outcomes:

1. Articulate the rationale behind the choice of concentrations comprising the major.
2. Analyze complex theories in self-identified areas of concentration.
3. Synthesize the theories and principles from disciplines in the areas of concentration in the major into a unified, coherent project.

Interdisciplinary Studies Major Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the “General Education Program” section on page 97 of this catalog.

Interdisciplinary Major Requirements (34-37 credits or up to 54 credits if student chooses pre-med concentration)

Core Courses (13 credits)

INDS 2901	Interdisciplinary Readings Seminar (1 credit)
INST 1500	Global Issues (3 credits)
SPCH 1010	Public Speaking (3 credits)
HIPS 4900	Senior Seminar Capstone (3 credits)

One of the following courses: (3 credits)

PHIL 3010	Ethical Issues in Communication
PHIL 3180	Biomedical Ethics OR PHIL 3180H Biomedical Ethics Honors
PHIL 3200	Ethics and Sport
PHIL 3360	Environmental Ethics
PHIL 3300	Ethics of War and Peace

Concentrations (21-41 credits)

Students may choose EITHER Concentration I or Concentration II.

Concentration I: An Arts, Humanities or Social Sciences Minor (21-24 credits)

Any LITR or HIST at 2000 level or higher (3 credits)
Any LITR or HIST at 2000 level or higher (3 credits)

AND

Any arts, humanities, and social sciences minor (15-18 credits)

Concentration II: Pre-Medical Track (41 credits)

Complete two courses of any LITR or HIST course at the 2000-level or higher (6 credits)
Complete two semesters of Biology with lab (or equivalent) (8 credits)
Complete two semesters of Chemistry with lab (or equivalent) (8 credits)
Complete two semesters of Organic Chemistry with lab (or equivalent) (8 credits)
Complete two semesters of Physics with lab (or equivalent) (8 credits)
Complete one semester of Mathematics (college level). Calculus is not required. Statistics is acceptable (3 credits)

International Studies Major

The international studies major is designed for students who wish to pursue an interdisciplinary approach to the global environment and who wish to gain a deeper understanding of a particular region outside of the United States. Courses highlighting the art, culture, history, law, literature, and government of various regions will be offered. Students in this major develop critical thinking, close reading, and analytical writing skills. The international studies major prepares students for a wide variety of careers in such fields as politics, law, business, journalism, education, public relations, research, and government.

International Studies Major Learning Outcomes

The successful international studies graduate is expected to:

1. Analyze material relating to international history, culture, and politics.
2. Synthesize subject matter from international history, culture, and politics.
3. Apply principles, theories, and methodology from appropriate disciplines.

International Studies Major Curriculum

At least 18 credits must be at the 3000/4000 level.

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the "General Education Program" section on page 97 of this catalog.

International Studies Major Requirements (45–57 credits, depending on foreign language)

Core Courses (18 credits)

HIPS 2900	Research Methods in History and Politics (3 credits)
HIST 1170	The World: From Gatherers to Globalization (3 credits)

HUMN 1200	Introduction to World Religions (3 credits)
INST 1500	Global Issues (3 credits) *OR* INST 1500H Global Issues Honors (3 credits)
INST 2000	International Political Economy (3 credits)

Select 3 credits from the following courses:

LITR 2030	World Literature I (3 credits) *OR* LITR 2030H World Literature I Honors (3 credits)
LITR 2031	World Literature II (3 credits) *OR* LITR 2031H World Literature II Honors (3 credits)

Subject Areas (18 credits)

Select two tracks, taking 9 credits from each track:

Culture and the Arts

Track 1: Culture and the Arts

ANTH 2300	Cultural Anthropology (3 credits)
HUMN 2300	Introduction to World Mythology (3 credits)
HUMN 2350	Introduction to Folklore (3 credits)
HUMN 4200	Asian Thought (3 credits)
LITR 3510	Irish Literature (3 credits)
LITR 3530	Caribbean Literature (3 credits)
LITR 3540	Latin American Literature (3 credits)
MUSC 3600	Music of World Cultures (3 credits)
SPAN 3240	Introduction to Spanish Literature (3 credits)
SPAN 3250	Introduction to Latin American Literature (3 credits)
SPAN 4900	Special Topics in Spanish (3 credits)

Track 2: Global Health

BHS 4006	Fundamentals of Chinese Medicine (3 credits)
BHS 4011	Bioterrorism: Healthcare Readiness and Response (3 credits)
BHS 4013	Global Issues in Human Trafficking (3 credits)
ENVS 3201	Environment, Culture, Ethnicity, and Health (3 credits)
HUMN 2200	Introduction to Medical Humanities (3 credits)
HUMN 4100	Death and Dying (3 credits)
BPH 3030	Intro to Global Health (3 credits)
BPH 3970	Disparities in Health: Examining the Impact of Culture and Ethnicity (3 credits)
LGST 3350	Environmental Law and Policy (3 credits)
LITR 3500	Literature and Medicine (3 credits)
PHIL 3180	Biomedical Ethics (3 credits) OR PHIL 3180H Biomedical Ethics Honors (3 credits)
PHIL 3360	Environmental Ethics (3 credits)
SPAN 3300	Spanish for Health Professionals (3 credits)

Track 3: International History and Politics

HIST 2150	Latin American and Caribbean History (3 credits)
HIST 2400	African History (3 credits)
HIST 2500	Topics in Asian History (3 credits)
HIST 3240	Irish History (3 credits)
PHIL 3530	Gods and Chariots (3 credits)
PHIL 3540	Revolution and Ideology (3 credits)
POLS 2010	Comparative Government (3 credits)
POLS 2300	International Relations (3 credits)
POLS 3500	Global Politics (3 credits)
POLS 4100	European Union (3 credits)
POLS 4200	Latin American Politics (3 credits)
POLS 4300	Middle Eastern Politics (3 credits)

Track 4: Security, Peace, and Conflict

COMM 2300	Intercultural Communication (3 credits)
HIST 3140	The Holocaust (3 credits)
HIST 3130	Vietnam (3 credits)

HIST 3400	U.S. Foreign Relations (3 credits)
HIST 4700	Genocide in the 20th Century and Beyond (3 credits)
LGST 3400	Comparative Legal Systems (3 credits)
LGST 4410	International Law (3 credits)
LGST 4420	War Crimes (3 credits)
PHIL 3670	Social and Political Philosophy (3 credits)
PHIL 3300	Ethics of Peace and Conflict (3 credits)

Foreign Language Requirement (12 credits)

Students must complete a requirement involving a language relevant to their area of concentration and interest. The minimum acceptable proficiency level must be equivalent to two years of college or university basic language instruction. This requirement can be met in a number of ways, not exclusive of the following:

1. Complete the equivalent of at least 12 foreign language credits at NSU.
2. Complete the equivalent of at least two years of college-level foreign language courses at a regionally accredited college or university prior to transfer to NSU.
3. Achieve a successful score on a pre-approved language proficiency exam.

International Travel Study Requirement (6 credits)

Students must complete a pre-approved international travel study experience equivalent to at least 6 credits (whether through an NSU-sponsored program or otherwise). This requirement can be met by using more than one study abroad experience.

Capstone Experience Requirement (3 credits)

HIPS 4900	Senior Seminar Capstone (3 credits)

The Bachelor of Arts degree requires at least 24 credits of coursework from the following disciplines: ARTS, COMM, DANC, FILM, HIST, HUMN, LITR, MUSC, PHIL, POLS, and THEA, as well as an intermediate degree of competency in a foreign language (generally, a minimum of 6 credits or another demonstration of competency).

Legal Studies Major

The legal studies major is designed for students interested in preparing for law school or other graduate study and for those who want to pursue a humanities major with a legal perspective. The courses in the major assist students in developing analytical and communication skills and an understanding of economic, political, and social contexts within which legal issues arise.

Legal Studies Major Learning Outcomes

A successful legal studies graduate is expected to:

1. Evaluate the elements of oral and written argument relevant to legal issues.
2. Explain the historical development of legal systems.
3. Analyze the economic, political and social contexts of legal decisions and legal systems.
4. Explain the philosophical issues that arise in law.

Legal Studies Major Curriculum

At least 18 credits in the major must be at the 3000/4000 level.

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the “General Education Program” section on page 97 of this catalog.

Legal Studies Major Requirements (48 credits)

Core Courses (33 credits)

HIST 1050	The United States: From Settlement to Superpower (3 credits)
HIST 1120	The West: Patricians, Serfs, and Citizens (3 credits) *OR*

	HIST 1170 The World: From Gatherers to Globalization (3 credits)
HIST 3010	Constitutional History I (3 credits)
HIST 3020	Constitutional History II (3 credits)
LGST 2500	Introduction to Legal Studies (3 credits)
LGST 3400	Comparative Legal Systems (3 credits)
LGST 4000	Legal Research and Trial Advocacy (3 credits)
LGST 4410	International Law (3 credits)
POLS 1010	American Government and Politics (3 credits)
POLS 2010	Comparative Government (3 credits)
SPCH 2020	Argument and Debate (3 credits)

Philosophy Menu (9 credits)

Philosophy: Logic

Select 3 credits from the following courses:

PHIL 1400	Introduction to Logic (3 credits)
PHIL 2400	Symbolic Logic (3 credits)

Philosophy: Value Inquiry

Select 3 credits from the following courses:

PHIL 3010	Ethical Issues in Communication (3 credits)
PHIL 3180	Biomedical Ethics (3 credits) *OR* PHIL 3180H Biomedical Ethics Honors (3 credits)
PHIL 3200	Ethics and Sport (3 credits)
PHIL 3360	Environmental Ethics (3 credits)
PHIL 3660	Philosophy of Law (3 credits)
PHIL 3670	Social and Political Philosophy (3 credits)

Philosophy: Systematic Area of Philosophy

Select 3 credits from the following courses:

PHIL 3220	Philosophy of Science (3 credits)
PHIL 3530	Gods and Chariots (3 credits)
PHIL 3540	Revolution and Ideology (3 credits)
PHIL 4300	Capstone: Knowledge and Reality (3 credits)

Advanced Major Electives (6 credits)

Select 6 credits from the following courses:

LGST 2800	Mock Trial (3 credits)
LGST 3350	Environmental Law and Policy (3 credits)
LGST 4100	The First Amendment (3 credits)
LGST 4200	Crime and the Constitution (3 credits)
LGST 4270	Judicial Politics and Process (3 credits)
LGST 4350	Gender and the Law (3 credits)
LGST 4420	War Crimes (3 credits)
LGST 4400	Special Topics in Legal Studies (3 credits)
LGST 4500	Chinese Law and Society (3 credits)
LGST 4950	Internship in Legal Studies (3 credits)

Philosophy Major

The philosophy major is designed to provide students with a background in the history and problems of philosophy. Students in this major develop critical thinking, close reading, and analytical writing skills. A philosophy major prepares students for graduate study in philosophy and a wide variety of careers in such fields as education, law, business, and government.

Philosophy Major Learning Outcomes

A philosophy graduate is expected to:

1. Distinguish philosophical from non-philosophical forms of inquiry.
2. Explain important debates in the history of philosophy.
3. Critically evaluate arguments for philosophical positions.

Philosophy Major Curriculum

At least 18 credits in the major must be at the 3000/4000 level.

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the "General Education Program" section on page 97 of this catalog.

Philosophy Major Requirements (36 credits)

Core Courses (24 credits)

PHIL 1010	Introduction to Philosophy (3 credits)
PHIL 1400	Introduction to Logic (3 credits) OR PHIL 2400 Symbolic Logic (3 credits)
PHIL 3220	Philosophy of Science (3 credits)
PHIL 3530	Gods and Chariots (3 credits)
PHIL 3540	Revolution and Ideology (3 credits)
PHIL 3660	Philosophy of Law (3 credits) *OR* PHIL 3670 Social and Political Philosophy (3 credits)
PHIL 4300	Capstone: Knowledge and Reality (3 credits)

Select one of the following courses:

PHIL 3010	Media Ethics (3 credits)
PHIL 3180	Biomedical Ethics (3 credits)
PHIL 3180H	Biomedical Ethics Honors (3 credits)
PHIL 3200	Ethics and Sport (3 credits)
PHIL 3300	Ethics of Peace and War (3 credits)
PHIL 3360	Environmental Ethics (3 credits)

Major Electives (12 credits)

Select 12 credits from the following courses that are not used as required courses:

PHIL 2000	Moral Issues (3 credits)
PHIL 4900	Special Topics in Philosophy (3 credits)

Any Philosophy course not listed above.

The Bachelor of Arts degree requires at least 24 credits of coursework from the following disciplines: ARTS, COMM, DANC, FILM, HIST, HUMN, LITR, MUSC, PHIL, POLS, and THEA, as well as an intermediate degree of competency in a foreign language (generally, a minimum of 6 credits or another demonstration of competency).

Political Science Major

The political science major is designed to provide students with an understanding of political concepts and the organization and functioning of political systems. The curriculum focuses on the nature of both the American political system (the context within which it operates, the forces that seek to influence it, and the consequences for our nation) and international political systems (global perspectives on political issues, the dynamics of international relations, and the functioning of global institutions and international alliances). Students in the major will develop critical thinking, close reading, and analytical research and writing skills.

Political Science Major Learning Outcomes

A political science graduate is expected to:

1. Explain the processes of the American political system, including the functions of and interactions among the different branches of the federal government.
2. Explain the processes of political systems outside the U.S., including variation in the structure and role of governments of different nations and the role of international relations.

3. Apply political philosophy and theory to issues of U.S. and international politics.
4. Utilize appropriate political science research methods in preparing written arguments about political issues.

Political Science Major Curriculum

At least 18 credits in the major must be at the 3000/4000 level.

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the "General Education Program" section on page 97 of this catalog.

Political Science Major Requirements (42 credits)

Core Courses (24 credits)

HIPS 2900	Research Methods in History and Political Science (3 credits)
HIPS 4900	Senior Seminar Capstone (3 credits)
POLS 1010	American Government and Politics (3 credits)
POLS 1200	Introduction to Political Science (3 credits)
POLS 2010	Comparative Government (3 credits)
POLS 2100	State and Local Government (3 credits)
POLS 2300	International Relations (3 credits)
POLS 3100	Political Theory (3 credits) *OR* PHIL 3670 Social and Political Philosophy (3 credits)

American Government and Politics Electives (6 credits)

Select 6 credits from the following courses:

LGST 4270	Judicial Politics and Process (3 credits)
POLS 3200	The Congress (3 credits)
POLS 3400	The Presidency (3 credits)
POLS 3600	Voting and Elections (3 credits)

International Government and Politics Major Electives (6 credits)

Select 6 credits from the following courses:

LGST 3400	Comparative Legal Systems (3 credits)
LGST 4420	War Crimes (3 credits)
POLS 3500	Global Politics (3 credits)
POLS 4100	European Union (3 credits)

Major Electives (6 credits)

Select 6 credits from the following courses:

HIPS 4500	Special Topics in History and Politics (3 credits)
HIST 3010	Constitutional History I (3 credits)
HIST 3020	Constitutional History II (3 credits)
HIST 3400	U.S. Foreign Relations (3 credits)
LGST 4100	The First Amendment (3 credits)
LGST 4310	Individual Rights and the Law (3 credits)
POLS 2400	Model United Nations (3 credits)
POLS 3011	Quantitative Research Methods in Political Science (3 credits)
POLS 4200	Latin American Politics (3 credits)
POLS 4300	Middle Eastern Politics (3 credits)
POLS 4400	Applied Quantitative Analysis (3 credits)

The Bachelor of Arts degree requires at least 24 credits of coursework from the following disciplines: ARTS, COMM, DANC, FILM, HIST, HUMN, LITR, MUSC, PHIL, POLS, and THEA, as well as an intermediate degree of competency in a foreign language (generally, a minimum of 6 credits or another demonstration of competency).

Minors

African Diaspora Studies Minor

The African Diaspora studies minor is an interdisciplinary program of study focusing on the history, literature, societies, and cultures of peoples in the African Diaspora, including Diaspora cultures in the United States of America, the Caribbean, Europe, and Africa. This minor can be combined with any major and minor. A minimum of 9 credits must be exclusive to the minor and cannot be counted toward any other majors/minors/certificate programs.

African Diaspora Studies Minor Requirements (15–16 credits)

Core Course (3 credits)

HIST 2400	African History (3 credits)

Select 12 credits from the following courses, 9 credits of which must be at the 3000/4000 level:

DANC 3550	World Dance (3 credits)
HIST 2150	Latin American and Caribbean History (3 credits)
HIST 3850	The Civil Rights Trail (3 credits
FILM 3100	Black Cinema (3 credits)
HIST 2300	Caribbean History (3 credits)
HUMN 3610	The Harlem Renaissance (3 credits)
LITR 3520	African-American Literature (3 credits)
LITR 3530	Caribbean Literature (3 credits)

English Minor

The English minor provides a broad overview of American, British, and world literatures and reinforces effective writing and analytical skills. Combined with any major program of study, the English minor offers students an opportunity to improve their critical thinking and writing, a plus for any profession, and also widens students' perspectives about literary texts of the world from antiquity to the present. This minor can be combined with any major and minor except the English major. A minimum of 9 credits must be exclusive to the minor and cannot be counted toward any other majors/minors/certificate programs.

English Minor Requirements (15 credits)

Students must complete 15 credits in any literature (LITR) courses, 9 credits of which must be at the 3000/4000 level.

Film Studies Minor

The film studies minor provides a broad overview of the study of film, focusing on genre, history, and aesthetics. Students learn how to analyze the elements of film, to recognize historical trends in film, and to comprehend the social contexts of film. This minor can be combined with any major and minor. A minimum of 9 credits must be exclusive to the minor and cannot be counted toward any other majors/minors/certificate programs.

Film Studies Minor Requirements (15 credits)

Students must complete 15 credits in any film (FILM) courses, 9 credits of which must be at the 3000/4000 level.

Folklore and Mythology Minor

The folklore and mythology minor provides students with an overview of the ways that various artistic features of a culture tell the story of where it has been and where it is going. The folklore and mythology minor deepens students' understanding of how a culture's storytelling contributes to its evolution. This minor can be combined with any major and minor. A minimum of 9 credits must be exclusive to the minor and cannot be counted toward any other majors/minors/certificate programs.

Folklore and Mythology Minor Requirements (15 credits)

Students must complete 15 credits from the following courses, 9 credits of which must be at the 3000/4000 level:

Select 3 credits from the following courses:

HUMN 2300	Introduction to World Mythology (3 credits)
HUMN 2350	Introduction to Folklore (3 credits)

Select 12 credits from the following courses:

COMM 2060	Media and Gendered Images (3 credits)
HUMN 1200	Introduction to World Religions (3 credits)
HUMN 2300	Introduction to World Mythology (3 credits)
HUMN 2350	Introduction to Folklore (3 credits)
HUMN 3300	Native American Myth and Storytelling (3 credits)
HUMN 4100	Death and Dying (3 credits)
HUMN 4200	Asian Thought (3 credits)
HUMN 4310	The Vampire (3 credits)
LITR 4510	King Arthur (3 credits)

Gender Studies Minor

The gender studies minor examines the relationship between biological differences and social inequality, explores the construction of sexual identity, and analyzes the variations in gender systems that have occurred across cultures over time. Students explore the methods and concepts of gender studies in a variety of academic disciplines including film studies, law, literature, philosophy, and sociology. This minor can be combined with any major and minor. A minimum of 9 credits must be exclusive to the minor and cannot be counted toward any other majors/minors/certificate programs.

Gender Studies Minor Requirements (15 credits)

At least 9 credits in the minor must be at the 3000/4000 level.

Core Course (3 credits)

GEST 2050	Introduction to Gender Studies (3 credits)

Minor Electives (12 credits)

Select 12 credits from the following courses:

ARTS 3020	Women in the Arts (3 credits)
COMM 2060	Media and Gendered Images (3 credits)
GEST 4900	Special Topics in Gender Studies (3 credits)
HONR 2000N	The “F” Word: Feminism and Culture (3 credits)
HONR 2010W	War Stories: Gender and Soldiering in Contemporary America (3 credits)
LITR 3040	Women and Literature (3 credits)
LITR 4060	Critical Theories and Gender (3 credits)
SOCL 4010	Lesbian, Gay, Bisexual, and Transgender Cultures (3 credits)

History Minor

The history minor provides a broad overview of U.S., European, Latin American, and world history and reinforces effective writing and analytical skills. Combined with any major program of study, the history minor offers students an opportunity to improve their critical thinking and writing, a plus for any profession, and also widens students’ perspectives about historical events of the world from antiquity to the present. This minor can be combined with any major and minor except the history major. A minimum of 9 credits must be exclusive to the minor and cannot be counted toward any other majors/minors/certificate programs.

History Minor Requirements (15 credits)

Students must complete 15 credits in any history (HIST) courses, 9 credits of which must be at the 3000/4000 level.

Humanities Minor

The humanities minor provides intellectual challenge and personal development for students who are intrigued by artistic, social, and ethical questions and who wish to study the relationships among liberal arts disciplines. Combined with a major in a specialized field,

the humanities minor prepares individuals to meet the challenges of the contemporary world. This minor can be combined with any major and minor except the humanities major. A minimum of 9 credits must be exclusive to the minor and cannot be counted toward any other majors/minors/certificate programs.

Humanities Minor Requirements (15 credits)

Students must complete 15 credits in any humanities (HUMN) courses, 9 credits of which must be at the 3000/4000 level.

International Law Minor

The international law minor is designed for those students who seek a broad understanding of the relationships between the legal systems of different nations as well as regulations, agreements, and treaties maintained between specific nations or by international organizations. This minor can be combined with any major and minor except the legal studies major. A minimum of 9 credits must be exclusive to the minor and cannot be counted toward any other majors/minors/certificate programs.

International Law Minor Requirements (15 credits)

INST 1500	Global Issues (3 credits) *OR* INST 1500H Global Issues Honors (3 credits)
LGST 3400	Comparative Legal Systems (3 credits)
LGST 4410	International Law (3 credits)
POLS 2010	Comparative Government (3 credits)
Any 3000/4000-level LGST course (3 credits)	

International Studies Minor

The international studies minor provides a broad international perspective for students who plan careers in business, government, medical and psychological services, the legal profession, or education. The courses in this minor allow students to expand their concept of social and ecological responsibility in the global arena. This minor can be combined with any major and minor except the international studies major. A minimum of 12 credits must be exclusive to the minor and cannot be counted toward any other majors/minors/certificate programs.

International Studies Minor Requirements (18 credits)

Students must complete 18 credits from the following areas. Nine (9) credits must be at the 3000/4000 level, and a minimum of 6 credits must be in non-Western courses.

Core Courses (3 credits)

Select 3 credits from the following courses:

HUMN 1200	Introduction to World Religions (3 credits)
INST 1500	Global Issues (3 credits) *OR* INST 1500H Global Issues Honors (3 credits)

Subject Areas (15 credits)

Select 9 credits from either the Arts, Literature, and Culture subject area or from the History, Law, and Government subject area, and select 6 credits from the other subject area:

Arts, Literature, and Culture Subject Area

HUMN 2300	Introduction to World Mythology (3 credits)
HUMN 2350	Introduction to Folklore (3 credits)
HUMN 4200	Asian Thought* (3 credits)
LITR 2030	World Literature I (3 credits) *OR* World Literature I Honors (3 credits)
LITR 2031	World Literature II (3 credits) *OR* World Literature II Honors (3 credits)
LITR 3510	Irish Literature (3 credits)
LITR 3530	Caribbean Literature (3 credits)
LITR 3540	Latin American Literature* (3 credits)
LITR 4510	King Arthur (3 credits)
SPAN 3240	Introduction to Spanish Literature (3 credits)
SPAN 3250	Introduction to Latin American Literature* (3 credits)
SPAN 4900	Special Topics in Spanish Literature (3 credits)

History, Law, and Government Subject Area

HIST 1120	The West: Patricians, Serfs, and Citizens (3 credits)
HIST 1170	The World: From Gatherers to Globalization (3 credits)
HIST 2150	Latin American and Caribbean History (3 credits)
HIST 2400	African History* (3 credits)
HIST 2500	Topics in Asian History* (3 credits)
HIST 3140	The Holocaust (3 credits)
HIST 3240	Irish History (3 credits)
HIST 3400	U.S. Foreign Relations (3 credits)
LGST 3400	Comparative Legal Systems (3 credits)
LGST 4410	International Law (3 credits)
LGST 4500	Chinese Law and Society (3 credits)
PHIL 3670	Social and Political Philosophy (3 credits)
POLS 2010	Comparative Government (3 credits)

* Non-Western courses

Latin American and Caribbean Studies Minor

The Latin American and Caribbean minor provides a broad interdisciplinary base for students planning careers involving Latin American and Caribbean peoples. Students can complete the minor as a means of enhancing their ability to work and live in an increasingly interdependent, multicultural hemisphere. A minimum of 9 credits must be exclusive to the minor and cannot be counted toward any other majors/minors/certificate programs.

Latin American and Caribbean Studies Minor Requirements (15 credits)

Core Courses (3 credits)

HIST 2150	Latin American and Caribbean History (3 credits)

Minor Electives (12 credits)

Select 12 credits from the following courses:

LITR 2140	Latino Identities (3 credits)
LITR 3530	Caribbean Literature (3 credits)
LITR 3540	Latin American Literature (3 credits)
POLS 4200	Latin American Politics (3 credits)
SPAN 3250	Introduction to Latin American Literature (3 credits)
SPAN 3750	Latin American Culture (3 credits)

Legal Studies Minor

The legal studies minor is designed to prepare students in any major for law school. The minor emphasizes skills required for admission into law school and success once there. This minor can be combined with any major and minor except the legal studies major. A minimum of 9 credits must be exclusive to the minor and cannot be counted toward any other majors/minors/certificate programs.

Legal Studies Minor Requirements (15 credits)

HIST 3010	Constitutional History I (3 credits)
HIST 3020	Constitutional History II (3 credits)
LGST 4000	Legal Research and Trial Advocacy (3 credits)
PHIL 1400	Introduction to Logic (3 credits) *OR* PHIL 2400 Symbolic Logic (3 credits)
POLS 1010	American Government and Politics (3 credits)

Medical Humanities Minor

The medical humanities minor is designed to give students an overview of the ways that the medical arts and sciences intersect and interact with various disciplines in the humanities, in such ways as art and medicine, bioethics, the history of medicine, literature and medicine, music and medicine, medicine in the performing arts, medicine and philosophy, and medicine and law. This minor can be

combined with any major and minor. A minimum of 9 credits must be exclusive to the minor and cannot be counted toward any other majors/minors/certificate programs.

Medical Humanities Minor Requirements (15 credits)

Students must complete 15 credits from the following courses, 9 credits of which must be at the 3000/4000 level:

Core Course (3 credits)

HUMN 2200	Introduction to Medical Humanities (3 credits)

Minor Electives (12 credits, six credits must be at 3000-4000)

Select 12 credits from the following courses:

HONR 1010B	The Healthy Women: Mothers to Cyborgs (3 credits)
HONR 1000N	Genetics and Genealogy (3 credits)
HONR 2000U	The Idea of the Hospital (3 credits)
HONR 2000W	The Pathography: Patients' Stories of Illness (3 credits)
HUMN 4100	Death and Dying (3 credits)
PHIL 3180	Biomedical Ethics (3 credits) *OR* PHIL 3180H Biomedical Ethics Honors (3 credits)
LITR 3400	Literature and Science (3 credits)
PHIL 3220	Philosophy of Science (3 credits)
SOCL 2030	Medical Sociology (3 credits)
SPAN 3300	Spanish for Health Professions (3 credits)
THEA 2500	Healthcare Theatre (3 credits)

Philosophy Minor

The philosophy minor provides students with a broad overview of philosophical issues and problems, as well as reinforcing effective writing and analytical skills. This minor can be combined with any major and minor except the philosophy major. A minimum of 9 credits must be exclusive to the minor and cannot be counted toward any other majors/minors/certificate programs.

Philosophy Minor Requirements (15 credits)

Students must complete 15 credits in any philosophy (PHIL) courses, at least 9 credits of which must be at the 3000/4000 level and no more than one of the following:

PHIL 2000/3010/3180/3200/3360

Political Science Minor

The political science minor is designed to provide students with an understanding of political concepts and the organization and functioning of political systems. The curriculum focuses on the nature of both the American political system (the context within which it operates, the forces that seek to influence it, and the consequences for our nation) and international political systems.

Political Science Minor Requirements (18 credits)

Core Courses (12 Credits)

POLS 1010	American Government and Politics (3 credits)
POLS 1200	Introduction to Political Science (3 credits)
POLS 2010	Comparative Government (3 credits)
POLS 2300	International Relations (3 credits)

Select 3 credits from the following:

POLS 3100	Political Theory (3 credits)
PHIL 3670	Social and Political Philosophy (3 credits)

Select 3 credits from the following:

POLS 4200	Latin American Politics (3 credits)
POLS 4300	Middle Eastern Politics (3 credits)

Spanish Minor

The Spanish minor provides students with focused study in Spanish language and literature, as well as focused study of culture in Spanish-speaking countries around the world. This minor can be combined with any major and minor. A minimum of 9 credits must be exclusive to the minor and cannot be counted toward any other majors/minors/certificate programs.

Spanish Minor Requirements (15 credits)

Students must complete 15 credits in any Spanish (SPAN) courses, 9 credits of which must be at the 3000/4000 level.

Department of Marine and Environmental Sciences

The Department of Marine and Environmental Sciences focuses on issues in the Life and Earth Sciences that concern the ocean, atmosphere, and the land. Opportunities exist at the undergraduate and graduate levels with bachelor's degrees and master's degrees in Marine Biology and Environmental Science. We pride ourselves on our Ph.D. in Oceanography. Coursework includes a wide array of topics from general marine biology, ecology, and geology to molecular biology, genomics, and more. In addition to teaching, the Department is committed to excellence in research and service providing a wide variety of opportunities and connections for current students and graduates. Our graduates have become academic or professional scientists; working in industry, government, non-governmental organizations, or academia as biologists, geologists, physicists, professors, and teachers.

Majors

Environmental Science Major

The environmental science major provides comprehensive knowledge of Earth's physical, chemical, and biotic systems. The program emphasizes the practical application of science, sociology, and ethics to solve problems created by the impact of human activity on the environment. This major incorporates the following areas of study: wetlands ecology, ecotourism, geographic spatial analysis, sustainability issues, general biology, chemistry, mathematics, and marine biology. The program is designed so students will share a common set of courses in their freshman year to ensure that all students gain an overview of the subject. Upon entering their sophomore year, students are required to select major electives. The program is designed to be completed within a four-year period. An internship is required of all students in this program.

Environmental Science Major Learning Outcomes

A successful environmental sciences/studies graduate is expected to:

1. Demonstrate a working knowledge of the scientific method so as to identify, evaluate, and recommend solutions to environmental problems.
2. Communicate concisely and clearly through public speaking, the publishing of written articles, the construction and maintenance of a website, and photographic documentation either through photography or videography.
3. Formulate strategies to maximize the responsible use of technology as it applies to issues within environmental science;
4. Identify legal issues relating to environmental science.
5. Apply concepts of environmental science to lifetime vocational aspirations.
6. Demonstrate a behavior of environmental awareness and interest in environmental issues of South Florida.
7. Apply knowledge from the fields of biology, botany, and physical sciences to environmental science.
8. Identify the principles of environmental ethics.
9. Identify concepts relating to the future of environmentalism.

Environmental Science Major Curriculum

General Education Requirements (33 credits)

Students are required to complete 33 credit hours as part of the General Education Program. For specific course requirements, refer to the "General Education Program" section on page 97 of this catalog.

Environmental Science Major Requirements (87 credits)

Core Courses (56 credits)

BIOL 1500	Biology I/Lab (4 credits)
BIOL 1510	Biology II/Lab (4 credits)

BIOL 3200	General Ecology/Lab (4 credits)
CHEM 1300	General Chemistry I/Lab *OR* CHEM 1300H General Chemistry I/Lab Honors (4 credits)
CHEM 1310	General Chemistry II/Lab *OR* CHEM 1310H General Chemistry II/Lab Honors (4 credits)
ENVS 1200	Environmental Science (3 credits)
ENVS 1500	Natural History of South Florida (4 credits)
ENVS 2200	Introduction to Geology (4 credits)
ENVS 2100	Environmental Science Lab (3 credits)
ENVS 3000	Environmental Geology/Lab (4 credits)
ENVS 3170	Everglades Ecology and Conservation (3 credits)
ENVS 4950	Internship in Environmental Sciences (3 credits)
GEOG 3000	Geography of Ecotourism (3 credits)
LGST 3350	Environmental Law and Policy (3 credits)
MATH 2020	Applied Statistics (3 credits)
PHIL 3360	Environmental Ethics (3 credits)

Major Electives (22 credits)

Select at least 22 credits from the following courses:

BIOL 1400	Introductory Cell Biology (3 credits)
BIOL 3311	Vertebrate Zoology/Lab (4 credits)
BIOL 3400	Microbiology/Lab (4 credits)
BIOL 3600	Genetics/Lab (4 credits)
BIOL 4010	Evolution (3 credits)
BIOL 4340	Cellular and Molecular Biology (3 credits)
CHEM 2400	Organic Chemistry I/Lab (4 credits)
CHEM 2410	Organic Chemistry II/Lab (4 credits)
CHEM 3150	Environmental Chemistry (3 credits)
CHEM 3650	Biochemistry/Lab (4 credits)
ENVS 2000	Biodiversity of Alaskan Ecosystems (3 credits) *AND* ENVS 2001 Biodiversity of Alaskan Ecosystems Field Course (1 credit)
ENVS 3100	Environmental Issues (3 credits)
ENVS 3200	Ocean and Earth Cycles (3 credits)
ENVS 3300	Introduction to Global Climate Change (3 credits)
ENVS 3400	Symbiosis (3 credits)
ENVS 4900	Special Topics in Environmental Science (3 credits)
ENVS 4990	Independent Study in Environmental Science (1–3 credits)
GEOG 2050	Survey of Geography (3 credits)
GEOG 2075	Geographical Information Systems (3 credits)
GEOG 2260	Geography of Natural Resources (3 credits)
MATH 2100	Calculus I (4 credits)
MATH 2200	Calculus II (4 credits)
MBIO 2410	Marine Biology/Lab (4 credits)
MBIO 2500	Oceanography/Lab (4 credits)
MBIO 3450	Survey of Marine Mammals (3 credits)
MBIO 3500	Food Web Dynamics (3 credits)
MBIO 3600	Plankton Ecology (3 credits)
MBIO 3700	Biology of Fishes/Lab (4 credits)
MBIO 4260	Ecology of the Galapagos Islands (3 credits) *AND* MBIO 4261 Ecology of the Galapagos Islands Field Trip (1 credit)
Any MBIO 4900 or ENVS 4900 Special Topics Course (3 credits)	
PHYS 2350	General Physics I/Lab (4 credits)
SCIE 3210	History of Science (3 credits)
SCIE 4490	Research Methods (3 credits)
SOCL 3600	Environmental Sociology (3 credits)

Open Electives (9 credits)

Select 9 credits from any courses offered at NSU.

Marine Biology Major

The marine biology major is designed to prepare students for a career or further graduate study. The curriculum consists of a set of core courses in the biological and physical sciences, leading to a degree that is designed as a solid basis for entering the field of marine biology, as well as preparation for further graduate study in this area.

Marine Biology Major Learning Outcomes

A successful marine biology graduate is expected to:

1. Demonstrate a working knowledge of the scientific method.
2. Demonstrate essential knowledge of the marine sciences.
3. Use mathematics to solve scientific problems and evaluate research data.
4. Use standard laboratory and research techniques to collect, assess, and present data.
5. Synthesize and integrate marine biological principles with contemporary issues.

Marine Biology Major Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the "General Education Program" section on page 97 of this catalog.

Marine Biology Major Requirements (87 credits)

Core Courses (61 credits)

BIOL 1500	Biology I/Lab (4 credits)
BIOL 1510	Biology II/Lab (4 credits)
BIOL 3200	General Ecology/Lab (4 credits)
BIOL 3300	Invertebrate Zoology/Lab (4 credits)
BIOL 3600	Genetics/Lab (4 credits)
CHEM 1300	General Chemistry I/Lab *OR* CHEM1300H General Chemistry I/Lab Honors (4 credits)
CHEM 1310	General Chemistry II/Lab *OR* CHEM 1310H General Chemistry II/Lab Honors (4 credits)
CHEM 2400	Organic Chemistry I/Lab *OR* CHEM 2400H Organic Chemistry I/Lab Honors (4 credits)
CHEM 2410	Organic Chemistry II/Lab *OR* CHEM 2410H Organic Chemistry II/Lab Honors (4 credits)
MATH 2020	Applied Statistics (3 credits) *OR* MATH 2020H Applied Statistics Honors (3 credits)
MATH 2100	Calculus I *OR* MATH 2100H Calculus I Honors (4 credits)
MBIO 1400	Explorations in Marine Sciences (2 credits)
MBIO 2410	Marine Biology/Lab (4 credits)
MBIO 2500	Oceanography/Lab (4 credits)
PHYS 2350	General Physics I/Lab (4 credits) *OR* PHYS 2350H General Physics I/Lab Honors (4 credits)
PHYS 2360	General Physics II/Lab (4 credits) *OR* PHYS 2360H General Physics II/Lab Honors (4 credits)

Major Grouped Electives (17 credits)

Group I: Science foundation electives (12–13 credits)

Select at least 12 or more credits from the following courses:

Any MBIO 3000- or 4000- level course. Among those, but not limited to:

MBIO 3200	Functional Biology of Marine Animals (3 credits)
MBIO 3400	Marine Community Ecology (3 credits)
MBIO 3300	Deep Sea Ecology (3 credits)
MBIO 3500	Food Web Dynamics (3 credits)
MBIO 3600	Plankton Ecology (3 credits)
MBIO 3700	Biology of Fishes/Lab (4 credits)
MBIO 3750	Coral Reefs and Coral Communities (3 credits)
MBIO 3910	Sharks and Their Relatives (3 credits)
MBIO 4900	Special Topics in Marine Biology (1–3 credits)

OR

BIOL 3311	Vertebrate Zoology/Lab (4 credits)
BIOL 4010	Evolution (3 credits)
CHEM 3650	Biochemistry/Lab (4 credits)
ENVS 3000	Environmental Geology/Lab (4 credits)
MATH 2200	Calculus II (4 credits) *OR* MATH 2200H Calculus II Honors (4 credits)
SCIE 3210	History of Science (3 credits)
SCIE 4490	Research Methods (3 credits)

Group II: Lab or field-based electives (5 credits)

Select at least 5 or more credits from the following courses:

ENVS 1500	Natural History of South Florida (4 credits)
ENVS 3170	Everglades Ecology and Conservation (3 credits)
MBIO 2350	Advanced Diving Techniques (3 credits)
MBIO 3450	Survey of Marine Mammals (3 credits)
MBIO 3800	Island Biogeography (3 credits) *AND* MBIO 3801 Island Biogeography Field Course (1 credit)
MBIO 4260	Ecology of the Galapagos Islands (3 credits) *AND* MBIO 4261 Ecology of the Galapagos Islands Field Trip (1 credit)
MBIO 4990	Independent Study in Marine Biology (1–3 credits)

Open Electives (9 credits)

Select 9 credits from any courses offered at NSU.

Minors

Geographic Information Science Minor

Geographic information science has become an essential foundation for numerous disciplines that require location-based analysis. This minor provides an understanding of geographic tools, software and hardware, techniques, and spatial methodologies for use in the natural, social, and behavioral sciences, as well as in business and economics. This minor is designed for students from diverse disciplines interested in using geospatial technology in their studies, research, and careers. It is appropriate for students majoring in natural and behavioral science, computer and information science, urban planning, business, and public health.

Geographic Information Science Minor Requirements (18 or 19 credits)

CSIS 2101	Fundamentals of Computer Programming (4 credits) *OR* TECH 1500 Programming for Everyone (3 credits)
CSIS 4530	Database Management (3 credits)
GEOG 2075	Geographical Information Systems (3 credits)
GEOG 3050	Applied Geographic Information Systems (3 credits)
GEOG 3075	Geospatial Field Methods (3 credits)
GEOG 4050	Space-Borne and Aerial Image Processing (3 credits)

Marine Biology Minor

The marine biology minor focuses on the life processes of marine organisms and is intended for students interested in the field as a complement to their major curriculum. Biology majors can take the marine biology minor with no additional prerequisites outside of those required for the biology major. Students in other majors who have taken the appropriate prerequisites may also pursue this minor. This minor can be combined with any major and minor except the marine biology major and marine ecology minor.

Marine Biology Minor Requirements (17 credits)

Core Courses (8 credits)

MBIO 2410	Marine Biology/Lab (4 credits)
MBIO 2500	Oceanography/Lab (4 credits)

Minor Electives (9 credits)

Select 9 credits from the following courses:

Any MBIO 3000- or 4000-level course. Among those, but not limited to:

BIOL 3200	General Ecology/Lab (4 credits)
BIOL 3300	Invertebrate Zoology/Lab (4 credits)
BIOL 3311	Vertebrate Zoology/Lab (4 credits)
MBIO 3450	Survey of Marine Mammals (3 credits)
MBIO 3500	Food Web Dynamics (3 credits)
MBIO 3600	Plankton Ecology (3 credits)
MBIO 3700	Biology of Fishes/Lab (4 credits)
MBIO 3750	Coral Reefs and Coral Communities (3 credits)
MBIO 3800	Island Biogeography (3 credits) *AND* MBIO 3801 Island Biogeography Field Course (1 credit)
MBIO 3910	Sharks and Their Relatives (3 credits)
MBIO 4260	Ecology of the Galapagos Islands (3 credits) *AND* MBIO 4261 Ecology of the Galapagos Islands Field Trip (1 credit)
MBIO 4900	Special Topics in Marine Biology (1–3 credits)
SCIE 4490	Research Methods (3 credits)

Marine Ecology Minor

The marine ecology minor focuses on the interactions among marine organisms and the relationships between these organisms and their environment. This minor is intended for marine biology majors who want more specific training in marine ecological science. Students in other majors who meet the prerequisites may also pursue this minor. This minor can be combined with any major and minor except the marine biology minor. When combining with the marine biology major, a minimum of 6 credits must be exclusive to the minor and cannot be counted toward the major.

Marine Ecology Minor Requirements (18 credits)

Selected MBIO 3000- or 4000-level course, as determined with advising and program office. Among those, but not limited to:

ENVS 1500	Natural History of South Florida (4 credits)
ENVS 2000	Biodiversity of Alaskan Ecosystems (3 credits) *AND* ENVS 2001 Biodiversity of Alaskan Ecosystems Field Course (1 credit)
ENVS 3170	Everglades Ecology and Conservations (3 credits)
MBIO 3450	Survey of Marine Mammals (3 credits)
MBIO 3500	Food Web Dynamics (3 credits)
MBIO 3600	Plankton Ecology (3 credits)
MBIO 3700	Biology of Fishes/Lab (4 credits)
MBIO 3750	Coral Reefs and Coral Communities (3 credits)
MBIO 3800	Island Biogeography (3 credits) *AND* MBIO 3801 Island Biogeography Field Course (1 credit)
MBIO 3910	Sharks and Their Relatives (3 credits)
MBIO 4260	Ecology of the Galapagos Islands (3 credits) *AND* MBIO 4261 Ecology of the Galapagos Islands Field Trip (1 credit)
MBIO 4990	Independent Study in Marine Biology (1–3 credits)
SCIE 4490	Research Methods (3 credits)

Scientific Diving Minor

The Scientific Diving Minor focuses on the combination of practical and theoretical aspects of scientific research underwater. It will give students practical diving skills that directly complement the materials learned in the classroom/lab for their major. This minor will provide students with the knowledge to design practical field surveys and experiments using SCUBA. The minor qualifies students as American Academy of Underwater Sciences (AAUS) Divers-in-Training. Marine Biology and Biology majors can take the scientific diving minor with no additional prerequisites outside those required for their major. Students in other majors who have taken the appropriate prerequisites may also pursue this minor.

Scientific Diving Minor Requirements (17 credits)

Core Courses (8 credits)

MBIO 2410	Marine Biology/Lab (4 credits)

MBIO 2500 Oceanography/Lab (4 credits)

Minor Electives (9 credits)

9 credits from the following courses:

MBIO 2350 Advanced Diving Technology and Techniques (3 credits)
MBIO 3350 Scientific Diving and Underwater Research Techniques (3 credits)
MBIO 4350 Advanced Scientific Diving and Underwater Research Techniques (3 credits)

Participate voluntarily in not-for-credit workshop MBIO 2360: Small vessel handling and safety.

Department of Mathematics

The Department of Mathematics provides a core curriculum in pure mathematics, applied mathematics, and analytical sciences. As a department, we are committed to the highest quality teaching and research. Through the mathematics major, mathematics minor, and applied statistics minor, our course work provides students the skills to formulate, abstract, analyze, and solve complex problems. Our coursework is enhanced by co-curricular activities including a department colloquium series and faculty mentorship of undergraduate student research projects. Graduates of our programs will be prepared to enter graduate study in the mathematical sciences or pursue careers in a variety of fields including science, medicine, industry, and business.

Major

Mathematics Major

The mathematics major provides a core of applied mathematics, pure mathematics, and analytical sciences. This major provides students with the mathematical skills to formulate, abstract, analyze and solve problems typically encountered by mathematicians, educators, government officials, scientists, engineers, and other professionals. Graduates of this program will be prepared to enter graduate study in mathematics and pursue careers in science, industry, and business.

Mathematics Major Learning Outcomes

A successful mathematics graduate is expected to:

1. Apply analytical, critical thinking, and abstract reasoning skills.
2. Analyze and formulate Mathematical proofs and critique for correctness.
3. Apply general mathematical techniques, theories, and abstract reasoning to find solutions to concrete problems.

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the "General Education Program" section on page 97 of this catalog.

Mathematics Major Requirements (53 or 54 credits)

Core Courses (27 or 28 credits)

MATH 2100	Calculus I (4 credits) *OR* MATH 2100H Calculus I Honors (4 credits)
MATH 2200	Calculus II (4 credits) *OR* MATH 2200H Calculus II Honors (4 credits)
MATH 2500	Introduction to Advanced Mathematics (3 credits) *OR* CSIS 2050 Discrete Mathematics (4 credits)
MATH 3200	Calculus III (4 credits)
MATH 3300	Introductory Linear Algebra (3 credits)
MATH 3400	Ordinary Differential Equations (3 credits)
MATH 4050	Advanced Calculus I (3 credits) * *OR* MATH 4350 Abstract Algebra I (3 credits) *
MATH 4060	Advanced Calculus II (3 credits) * *OR* MATH 4360 Abstract Algebra II (3 credits) *

*Can be counted only once, either as a core course requirement or a major elective requirement

Note: Six (6) credits of MATH may fulfill the General Education requirements.

Laboratory Science (8 credits)

Select 8 credits from the following courses:

CHEM 1300	General Chemistry I/Lab (4 credits) *OR* CHEM 1300H General Chemistry I/Lab Honors (4 credits)
CHEM 1310	General Chemistry II/Lab (4 credits) *OR* CHEM 1310H General Chemistry II/Lab Honors (4 credits)
CSIS 2101	Fundamentals of Computer Programming (4 credits)
CSIS 3101	Advanced Computer Programming (4 credits)
PHYS 2350	General Physics I/Lab (4 credits) *OR* PHYS 2350H General Physics I/Lab Honors (4 credits) *OR* PHYS 2400 Physics I/Lab (4 Credits)

PHYS 2360 General Physics II/Lab (4 credits) *OR* PHYS 2360H General Physics II/Lab Honors (4 credits) *OR* PHYS 2500 Physics II/Lab (4 Credits)

Note: Six (6) credits of CHEM/PHYS may fulfill the General Education requirements.

Major Electives (18 credits)

Select 18 credits from the following courses:

MATH 3050	Mathematics and Biology (3 credits)
MATH 3260	Combinatorics (3 credits)
MATH 3270	Logic (3 credits)
MATH 3340	Linear Algebra II (3 credits)
MATH 3350	Number Theory (3 credits)
MATH 3450	Elementary Differential Geometry (3 credits)
MATH 3900	History of Mathematics (3 credits)
MATH 3990	Competitive Mathematics Seminar (1 credit)
MATH 4050	Advanced Calculus I (3 credits) *
MATH 4060	Advanced Calculus II (3 credits) *
MATH 4100	Introduction to Topology (3 credits)
MATH 4200	Complex Variables (3 credits)
MATH 4300	Numerical Methods (3 credits)
MATH 4350	Abstract Algebra I (3 credits)*
MATH 4360	Abstract Algebra II (3 credits)*
MATH 4400	Partial Differential Equations (3 credits)
MATH 4450	Basic Probability (3 credits)
MATH 4500	Probability and Statistics (3 credits)
MATH 4600	Introduction to Applied Mathematics (3 credits)
MATH 4700	Applied Cryptography (3 credits)
MATH 4900	Special Topics in Mathematics (3 credits)
MATH 4950	Internship in Mathematics (1–12 credits)
MATH 4990	Independent Study in Mathematics (1–3 credits)

*Can be counted only once, either as a core course requirement or a major elective requirement

The following courses are excluded for credit toward the mathematics major:

MATH 3030	Applied Statistics II (3 credits)
MATH 4020	Applied Regression Analysis (3 credits)
MATH 4040	Applied Multivariate Statistical Analysis (3 credits)
MATH 4080	Introduction to Statistical Computations (3 credits)

Minors

Applied Statistics Minor

Statistical methods are widely used in science, social and behavioral sciences, business, health professions, and industry. The applied statistics minor is appropriate for all NSU students with interests in experimental design, data analysis, or statistical modeling. The minor is designed to enable a student to properly design studies and analyze the resulting data, and to evaluate statistical methods used in marketing research, biological models, social studies, or their field of study.

Applied Statistics Minor Requirements (15 credits)

The applied statistics minor requires the successful completion of 15 credit hours of statistics courses with a MATH prefix at the 3000 or higher level.

Select 15 credits from the following courses:

MATH 3030	Applied Statistics II (3 credits)

MATH 3260	Combinatorics (3 credits)
MATH 3300	Introductory Linear Algebra (3 credits)
MATH 4020	Applied Regression Analysis (3 credits)
MATH 4040	Applied Multivariate Statistical Analysis (3 credits)
MATH 4080	Introduction to Statistical Computations (3 credits)
MATH 4450	Basic Probability (3 credits)
MATH 4500	Probability and Statistics (3 credits)
MATH 4900	Special Topics in Mathematics (3 credits)
MATH 4990	Independent Study in Mathematics (1–3 credits)

Mathematics Minor

Mathematics is extensively used throughout the disciplines, including the sciences, engineering, finance, and social sciences. For those already engaging in disciplines with higher mathematics courses, the mathematics minor provides an opportunity to deepen their understanding into their own fields and develop professional tools that may not be commonly available to their peers. The minor in mathematics is appropriate for all NSU students looking to broaden their mathematical horizons.

Mathematics Minor Requirements (17 credits)

Select 17 credits of MATH courses at the 2000 level or higher including at least 9 of these credits at the 3000 level or higher. The courses eligible for this minor include (but are not limited to) the following:

MATH 2100	Calculus I (4 credits) *OR* MATH 2100H Calculus I Honors (4 credits)
MATH 2200	Calculus II (4 credits) *OR* MATH 2200H Calculus II Honors (4 credits)
MATH 3050	Mathematics and Biology (3 credits)
MATH 3200	Calculus III (4 credits)
MATH 3300	Introductory Linear Algebra (3 credits)
MATH 3350	Number Theory (3 credits)
MATH 3400	Ordinary Differential Equations (3 credits)
MATH 4500	Probability and Statistics (3 credits)
MATH 4900	Special Topics in Mathematics (3 credits)
MATH 4990	Independent Study in Mathematics (1–3 credits)

The following courses are excluded for credit toward the mathematics minor:

MATH 2020	Applied Statistics (3 credits) *OR* MATH 2020H Applied Statistics Honors (3 credits)
MATH 2080	Applied Calculus (3 credits)
MATH 3030	Applied Statistics II (3 credits)
MATH 4020	Applied Regression Analysis (3 credits)
MATH 4040	Applied Multivariate Statistical Analysis (3 credits)
MATH 4080	Introduction to Statistical Computations (3 credits)

Mathematical Finance Minor

Housed in the H. Wayne Huizenga College of Business and Entrepreneurship. This minor is taught in conjunction with the Halmos College of Arts and Sciences and is designed for students who may or may not be math majors. This minor will prepare students for careers in financial analysis, actuarial science, and related fields.

Mathematical Finance Minor Requirements (23 credits)

Ron and Kathy Assaf College of Nursing

Ron and Kathy Assaf College of Nursing

Dean's Message

Welcome to Nova Southeastern University's (NSU) Ron and Kathy Assaf College of Nursing (ACON). Since before the time of Florence Nightingale, nurses have served in highly respected, pivotal roles in transforming health care and improving health outcomes. Over the program's years, the nurse has evolved and today nurses can be found providing care for individuals, families, and communities and working in a variety of healthcare settings. NSU has educational programs to meet the aspirations of students seeking to enter the nursing profession or to build on previously completed education and grow to an advanced practice role including advanced practice registered nurse (APRN), nurse educator, executive nurse leader, nurse informaticist, or advanced population health nurse. Post-graduate certificate education is available for students who have completed a master's degree in nursing and wish to expand or change their scope of practice. Doctoral-level nursing education for the doctor of nursing practice or the PhD degree is available.

ACON is proud to report that the baccalaureate degree program in nursing, master's degree program in nursing, doctor of nursing practice program, and post-graduate APRN certificate program at NSU are accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org). The strength of our nursing programs lies in the dedicated faculty. Faculty represent a wide range of nursing expertise and have come to academia because they enjoy working with students. All students are assigned a faculty advisor who helps guide them through the nursing program and directs them to NSU resources to support successful program completion.

Students entering ACON programs have a very high likelihood of completing and graduating. Bachelor's degree graduates are eligible to take the National Council of State Boards of Nursing exam for licensure as a registered nurse; graduates from the APRN program are eligible to take the certification exam in the areas of specialization for which they have trained: family nurse practitioner, adult-gerontology acute care nurse practitioner, or psychiatric-mental health nurse practitioner. NSU graduates are in great demand; the graduate employment rate approximates 100%.

There has never been a time with a greater need for nurses, so it is a great time to start that nursing career you have dreamed of or to prepare for an advanced nursing role. Whether you are a prospective student or a current student, please take a moment to browse the website to learn about our excellent nursing educational pathways and consider which best meets your own educational and career goals.

Stefanie La Manna

Stefanie La Manna PhD, MPH, APRN, FNP-C, AGACNP-BC
Interim Dean, Ron and Kathy Assaf College of Nursing

Health Professions Division Board of Governors

Barry J. Silverman, M.D., *Chairman*
Anthony N. Ottaviani, D.O., M.P.H., MACOI, FCCP, *Vice Chairman*
Jay M. Tischenkel, B.Sc., R.Ph., Treasurer/Secretary
George L. Hanbury II, Ph.D., *NSU President and Chief Executive Officer*
Charles Palmer Chair, NSU Board of Trustees
Frederick Lippman, R.Ph., Ed.D., *Chancellor Emeritus, HPD*
Dana Altschul Haimos, PA-C
Ronald Assaf
Robert Barron, J.D.
Howard Braverman, O.D.
Jerome S. Chermak, Ed.D., *Retired Head, NSU University School*
David Glassman, D.D.S.
Jeffrey S. Grove, D.O.
Claude L. Jones, D.O.
Mel Krohn, D.M.D., P.A.
Lloyd Moriber, M.D., FACS, Royal Society of Surgeons, London
Beny Rub, M.D.
Joel Rush, D.O.
Sandra L. Schwemmer, D.O.
Phillip L. Shettle, D.O.
Kenneth Tate
Joel Wilentz, M.D.
Howard Neer, D.O*.

*Deceased

Note: As of May 17, 2022

Health Professions Division (HPD) Mission Statement

The mission of Nova Southeastern University Health Professions Division is to train primary care health practitioners in a multidisciplinary setting, with an emphasis on medically underserved areas.

The institutional premise is that health professionals should be trained in a multidisciplinary setting and, whenever possible, with integrated education. The university trains students in concert with other health profession students so that the various disciplines will learn to work together as a team for the good of the public's health. During their didactic work, students share campus facilities and, in some cases, have combined classes. In their clinical experiences, they work together in facilities operated by the university.

Furthermore, the division aims to educate health care practitioners who will eventually increase the availability of health care in areas of Florida that suffer from health care shortages. The division aims to alleviate some of these shortages by exposing the entire student body to the needs, challenges, and rewards of rural, underserved urban, and geriatric care. Existing curricula require all students to attend ambulatory care clerkships in rural or urban areas, or both, making Nova Southeastern University strongly oriented toward a pattern of training its students in areas geographically removed from the health center itself, and to the care of indigent and multicultural population groups.

In doing this, it developed training programs that address the primary care needs of the region's most medically underserved populations.

Ron and Kathy Assaf College of Nursing Vision Statement

NSU Ron and Kathy Assaf College of Nursing will be nationally and internationally recognized for preparing transformational leaders in health care who are valued for excellence in nursing practice, education, and research.

Ron and Kathy Assaf College of Nursing Mission Statement

The Ron and Kathy Assaf College of Nursing (ACON) provides quality undergraduate and graduate educational programs within an atmosphere of scholarly inquiry, professional values, inter-professional collaboration, and community service.

Core Values

- Integrity is the quality of consistently adhering to a code of honesty, accountability and being ethically moral.
- Creativity is the ability to transcend traditional ideas, patterns, and rules, as well as having the capacity to construct meaningful new ideas, methods, and interpretations.
- Courage is the aptitude to uphold one's convictions and demonstrate confidence to speak and act in accordance with one's beliefs and responsibilities.
- Stewardship is advocating and protecting resources entrusted to one's care.
- Compassion is an active desire to alleviate another's distress through caring, empathy, supporting and helping others.
- Competence is having the expertise, knowledge, and skills to successfully and efficiently perform the roles of their profession.

Introduction to the College

The Ron and Kathy Assaf College of Nursing is committed to providing the highest quality education to its students. The college offers two options for a Bachelor of Science in Nursing degree.

Option 1: The Transfer Nursing Program for students who have their general education requirements and pre-requisites completed. Students complete this B.S.N. program in 5 terms. B.S.N. programs are offered on the Fort Lauderdale campus, the Miami campus and the Fort Myers campus.

Option 2: Accelerated Bachelor of Science in Nursing

Students with a bachelor's degree in another field may apply to the accelerated Bachelor of Science in nursing (ABSN) program. Students in this track complete B.S.N. course work in five semesters of didactic education and clinical hours after general education and prerequisites courses have been completed. This program is offered on the Fort Myers and the Miami campuses.

Notice on Professional Examinations

Credits and degrees earned from colleges within the state of Florida that are licensed by the State Board of Independent Colleges and Universities do not automatically qualify the individual to participate in professional examinations in Florida. The established procedure requires the appropriate state professional board to review and recognize the colleges granting the degrees prior to scheduling examinations. Additional information regarding Nova Southeastern University Health Professions Division and its Colleges of Osteopathic Medicine, Pharmacy, Optometry, Health Care Sciences, Nursing, Medical Sciences, and Dental Medicine may be obtained by contacting the State Board of Independent Colleges and Universities, Department of Education, Tallahassee, Florida. Any student interested in practicing a regulated profession in Florida should contact the Department of Business and Professional Regulation, 2009 Apalachee Parkway, Tallahassee, Florida 32301.

Martin and Gail Press HPD Library

Service Units Learning Resources

The Martin and Gail Press Health Professions Division Library (Press HPD Library) is located on the first floor at the north end of the Terry Building Complex in the Library/Lab Building. The Press HPD Library consists of a large collaboration area for group study, a designated quiet study area, and 50 study rooms. There are a variety of seating options available, from large tables to individual carrels and informal seating. Study rooms, located in the library as well as the adjacent Assembly I and Assembly II Buildings, may be checked out for three hours and renewed based on availability. A paging system is offered for students waiting for an available study room. Additionally, one study room is equipped with a Mediascape collaboration unit with double monitor displays for collaborative group work and a small teaching lab may be reserved for group instruction.

Hours of operation for the Martin and Gail Press HPD Library and study rooms in Assembly I and Assembly II buildings:

Monday-Thursday	7:00 a.m. - midnight
Friday	7:00 a.m. – 9:00 p.m.
Saturday and Sunday	10:00 a.m. - midnight

From September through May, the study rooms in the Assembly II building are open 24/5 (Sunday-Thursday).

The Press HPD Library print collection consists of 11,500 monograph titles, 715 archived print journal titles, and 88 active print journal subscriptions. The Press HPD Library provides all HPD students with remote access to online resources including over 17,000 health related full-text eJournals, 2,000 biomedical eBooks, and over 200 health- and medicine-specific databases. These resources may be accessed 24/7 through the Press HPD Library website (*nsufl.libguides.com/hpdlibrary*).

Professional reference services are available to students in-person as well as by phone, email, and online via screensharing software. Eight professional librarians are available to assist students with library resources and research-specific assignments. Each HPD college/program is assigned a subject specialist liaison librarian who works closely with faculty and provides instructional sessions for specific class assignments.

The Press HPD Library also provides these free services to enhance student learning and study:

- Interlibrary Loan/Document Delivery service obtains journal articles, books, and items not available in the NSU collection
- Notary service
- Binding, faxing, and scanning services
- Wireless printing stations
- On-site technology assistance
- I.D.E.A. Labs:
  - 3D Printing & Scanning: 3-D scanning and printing services for students involved in curricular and faculty projects.
  - Virtual Reality: Students can experience virtual anatomy, simulation & medical-related apps via immersive virtual reality headsets.
  - The Studio: Digital production room/studio for video recording and editing, along with cameras and other production equipment which can be checked out of the library.

Additional resources at the circulation desk (limited checkout times):

- Laptop computers
- iPads loaded with medical and production apps
- Medical/anatomy apps for checkout on personal Apple devices
- Print editions of required textbooks on reserve (for in-library use)
- Anatomy models and skeletons (for in-library use)
- Individual, small whiteboards and markers
- Chargers and extension cords
- Earplugs and school supplies (for purchase)
- Self-service Keurig coffee machine

For more information, please call (954) 262-3106.

See the university Libraries section of the NSU Student Handbook for information about NSU's Alvin Sherman Library, Research, and Information Technology Center. Visit *nova.edu/student-handbook* for more information.

HPD Policies and Procedures

Acceptance of Professional Fees

The activities of students are not to be construed as the practice of medicine, optometry, pharmacy, audiology, occupational therapy, physical therapy, physician assistant, anesthesiologist assistant, cardiovascular sonography, medical sonography, respiratory therapy, nursing, dentistry, public health, nutrition/dietician, athletic training, or speech-language therapists. It is a violation of the law and

contrary to the policy of this university for any unlicensed person to attempt to engage in the professional practice of health care. Students who are appropriately licensed in a profession may engage in that professional work to the extent provided by law.

Communicable Disease Policy

See Communicable Disease section in the *NSU Student Handbook* at *nova.edu/student-handbook.*

Background Checks

Accepted applicants and students are required to authorize the NSU Health Professions Division to obtain background check (s) as per adopted policy of March 2011. If the background check (s) reveal information of concern, which the NSU Health Professions Division may deem unfavorable, HPD will request that the individual provide a detailed written explanation of the information contained in this report, along with appropriate documentation (e.g., police reports). Students may also be required to authorize clinical training facilities that they are assigned to by the Health Professions Division to obtain a background check with the results reported to the clinical training facility.

Offers of admission will not be considered final until the completion of the background check(s), with results deemed favorable by the NSU Health Professions Division, and, where appropriate, by the clinical training facilities. If information received indicates that the student has provided false or misleading statements, has omitted required information, or in any way is unable to meet the requirements for completion of the program, then the admission may be denied or rescinded, the student may be disciplined or dismissed, or their enrollment terminated.

Acceptance to an NSU Health Professions Division program does not guarantee that a student with information of a concern will be accepted by clinical training facilities to which they may be assigned.

Students have the continuing obligation to disclose to the college any arrest or conviction, other than a minor traffic violation (those where no criminal conviction occurs and no first offender/pretrial diversion program was required).

Additionally, a Level 2 background check may be required of students completing certain rotations.

Background Checks: The college pays for the first background check per student. Additional background checks will be funded by the student.

Certificate of Physical Examination

Students must have a certificate of physical examination completed by their physician. Forms will be provided to each matriculant as part of the admissions package or can be downloaded.

Students may request that the University Health Service perform this examination. The University Health Service will make appointments in as timely a manner as possible. The appointments, once made, become an obligation of the student and must be kept.

These certificates (whether done privately or by the university) will be placed in the appropriate site.

- A Nova Southeastern University Health Form will be included with acceptance materials. The completed, signed form must be presented according to the admissions department guidelines.
- Basic Life Support (BLS) certification must be valid prior to each term for the duration of the term.
- The student should carry a copy of their health/hospitalization insurance card with them to the clinical agency, as well as their BLS card.

A student who experiences a health problem that may interfere with the ability to provide client care (e.g., surgery, fracture) must provide a release from their health care provider indicating the ability to participate fully in client care situations. “Light duty” is not permissible.

Core Performance Standards for Admission and Progress

The Nova Southeaster University's Health Professions Division Ron and Kathy Assaf College of Nursing is pledged to the admission and matriculation of qualified students and wishes to acknowledge awareness of laws that prohibit discrimination against anyone on the

basis of race, color, religion or creed, sex, pregnancy status, national or ethnic origin, non-disqualifying disability, age, ancestry, marital status, sexual orientation, unfavorable discharge from the military, veteran status, or political beliefs or affiliations.

Regarding those students with verifiable disabilities, the university will not discriminate against such individuals who are otherwise qualified, but will expect applicants and students to meet certain minimal technical standards (core performance standards) as set forth herein with or without reasonable accommodation. In adopting these standards, the university believes it must keep in mind the ultimate safety of the patients whom its graduates will eventually serve. The standards reflect what the university believes are reasonable expectations required of health professions students and personnel in performing common functions. Any exceptions to such standards must be approved by the dean of the student's particular college based upon appropriate circumstances.

The holders of health care degrees must have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care. In order to carry out the activities described below, candidates for Health Professions Division degrees must be able to integrate consistently, quickly, and accurately all information received, and they must have the ability to learn, integrate, analyze, and synthesize data.

Honor and integrity of the health professions student and health care professional is essential and depends on the exemplary behavior of the individual health care provider in his/her relations with patients, faculty members, and colleagues. This includes accountability to oneself and to relationships with fellow students, future colleagues, faculty members, and patients who come under the student's care or contribute to his/her training and growth, as well as members of the general public. This applies to personal conduct that reflects on the student's honesty and integrity in both academic and non-academic settings, whether or not involving an NSU-sponsored activity. All students must have the capacity to manage their lives and anticipate their own needs. Upon accepting admission to NSU, each student subscribes to and pledges complete observance to NSU's Student Code of Conduct Policies. A violation of these standards is an abuse of the trust placed in every student and could lead to suspension or dismissal.

Candidates for degrees offered by the Health Professions Division Ron and Kathy Assaf College of Nursing must have, with or without reasonable accommodation, multiple abilities and skills including intellectual, conceptual, integrative, and quantitative abilities; interpersonal communication; mobility and strength; motor skills; hearing, visual, tactile, behavioral, and social attributes. Candidates for admission and progression must be able to perform these abilities and skills in a reasonably independent manner.

Intellectual, Conceptual, Integrative, and Qualitative Abilities

These abilities include measurement, calculation, reasoning, analysis, and synthesis. Problem solving—a critical skill—requires all of these intellectual abilities. Candidates and students must have critical thinking ability sufficient for good clinical judgment. This is necessary to identify cause-effect relationships in clinical situations and to develop plans of care. In addition, candidates and students should be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures. An individual is expected to be able to perform multiple tasks in a diverse, dynamic, highly competitive, and challenging learning environment. All individuals are expected to meet their program requirements on a satisfactory level as determined by HPD administration or the applicable college/program administration.

Interpersonal Communication

Candidates and students must be able to interact and communicate effectively with respect to policies, protocols, and process, with faculty, students, staff, patients, patient surrogates, and administration during the student's educational program. They must be able to communicate effectively and sensitively with patients. Communication includes not only speech, but also reading and writing. Candidates and students must also be able to communicate effectively and efficiently in all written forms with all members of the health care team. They must have interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds.

A student must have sufficient proficiency with English to retrieve information from texts and lectures and communicate concepts on written exams and patient charts; elicit patient backgrounds; describe patient changes in moods, activity, and posture; and coordinate patient care with all members of the health care team. A student must be able to communicate or provide communication in lay language so that patients and their families can understand the patient's conditions, treatment options, and instructions. The student must be able to accurately enter information in the patient's electronic health record, according to their program's requirements.

Motor Skills

Candidates and students should have sufficient motor function to execute movements reasonably required to provide general care and emergency treatment to patients. Examples of emergency treatment reasonably required to some health care professionals are cardiopulmonary resuscitation, administration of intravenous medication, the application of pressure to stop bleeding, the opening of obstructed airways, and the ability to calibrate and use various pieces of equipment. Such actions require coordination of both gross and fine muscular movements, equilibrium and functional use of the senses of touch and vision.

Strength and Mobility

Candidates and students must have sufficient mobility to attend to emergency codes and to perform such maneuvers as CPR when required. They must have the physical ability to move sufficiently from room to room and to maneuver in small places. Ron and Kathy Assaf College of Nursing students must have the ability to position and move patients.

Hearing

Candidates and students should have sufficient auditory ability to monitor and assess health needs. They must be able to hear information given by the patient in answer to inquiries; to hear cries for help; to hear features in an examination, such as the auscultatory sounds; and to be able to monitor equipment.

Vision

Candidates and students must have visual ability sufficient for observation and assessment necessary in patient care. It must be consistent in many cases with being able to assess asymmetry, range of motion, and tissue changes. Ron and Kathy Assaf College of Nursing students must have adequate visual capabilities for proper evaluation and treatment integration. Students must be able to observe the patient and the patient's responses including body language and features of the examination and treatment as well as interpret prescriptions and medical orders.

Tactile/Sensory

Students must have sufficient tactile ability for physical assessment. They must be able to perform palpation, functions of physical examination, and/or those related to therapeutic intervention, including medication administration.

Behavioral and Social Attributes

Students must possess the emotional health required for full use of their intellectual abilities; the exercise of good judgment; the ability to take responsibility for their own actions with respect to policies, protocols, and processes, with faculty, students, staff, patients, patient surrogates, and administration during the student's educational program; the prompt completion of all responsibilities attendant to the diagnosis and care of patients; and the development of mature, sensitive, and effective relationships with the patients. Students must be able to physically tolerate taxing workloads, adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, interest, and motivation are all personal qualities that will be assessed during the education process.

Dress Code

Students must maintain a neat and clean appearance befitting those attending professional school. Therefore, attire should convey a professional appearance whenever the student is on the division campus and in classes or laboratory or on an experiential rotation or program. The dress code is to be maintained at all times on any NSU campus and all areas involved in providing patient care. The dress code is applicable Monday through Friday from 8:00 a.m. until 5:00 p.m. and for any clinical, laboratory, externship, or research experience that may fall outside of the aforementioned time frame. Those failing to comply with the dress code may be dismissed from the classroom, campus, and/or clinical setting. A written warning describing the infraction will be entered into the student's file. The dress code is to be observed at all times including during midterms, examination periods, and during advisement. Students are assigned to various clinical facilities for clinical rotations as an ACON student. Compliance with individual dress codes as specified by policies of the clinical site is required.

The following is professional attire from 8:00 a.m. to 5:00 p.m.

- Students must visibly wear NSU ID badges while on campus, at all clinicals, practicums, immersions, or any other NSU-ACON affiliated experience.
- The nursing clinical uniform consists of teal scrubs with the student's name and NSU embroidered on the left side of the scrub top and white clinical jackets.
- Tattoos: All tattoos must be covered at all times when the student is on campus, while in uniform, or at the clinical setting.
- Nails: Fingernails must be short, clean, and unpolished. Artificial nails are not allowed.
- Eyelashes: Artificial eyelashes are not permitted.
- Piercing: one piercing, only in the lobe of the ear with a small stud, is allowed. No dangling earrings are allowed.
- Hair must be neatly groomed and professional in appearance. Hair must be tied back and off the collar while participating in clinical rotations and while in the simulation laboratory. Facial hair should be closely trimmed.
- White clinical jackets should be worn by all ACON students participating in classroom, clinical, laboratory, externship, or

research experiences.

- Students must wear scrubs and white clinical jackets OR teal polo shirts and khaki bottoms to clinical experiences in psychiatric-mental health nursing and community health nursing.
- Professional business dress for non-clinical classes is preferred and includes: slacks/skirts, dresses, appropriate shoes and white clinical jackets.
- Shoes: If wearing scrub sets, students must wear white shoes. If wearing khaki slacks/skirts and teal polo shirt or business attire, students must wear brown/black shoes.
- Additional attire may include long-sleeved white or gray T-shirts under the scrubs.

No institutional scrubs may be worn by any Ron and Kathy Assaf College of Nursing student at any time while on campus. Institutional scrubs are those that have the identification symbols or lettering from the institution that owns or issues them. Those scrubs are marked in locations that are easy to identify as being part of the inventory of that institution.

The following attire is never appropriate while the student is on campus: jeans, capris, leggings (or tight fitting clothing), shorts or cutoffs, miniskirts (higher than mid-thigh), see-through clothing or halter tops, flip-flops, jogging or exercise clothing, hats or caps (unless for a religious reason), or inappropriately mismatched garments. Students will wear the prescribed uniform during designated clinical experiences and be neatly groomed. The specified uniform is worn when the student is in the hospital, nursing lab, or health care agency under the supervision of a professor.

When on campus, students may wear professional business casual attire or their NSU scrubs. If the student elects to wear the NSU scrubs to class, they must be laundered in time for the next clinical experience. The scrubs and shirts are to be ordered and purchased through the NSU Bookstore or the approved vendor. No other uniform is acceptable. The HPD Section of the handbook outlines the dress code for NSU health professions students and serves as the foundation for the ACON's dress code. Students must adhere to the HPD dress code and the ACON's detailed dress code as outlined. The dress code is to be observed at all times including midterms, examination periods, and during advisement.

Students are expected to consult their specific program handbooks for compliance with any program-specific and clinical rotation site-supplemental dress code policies.

Identification Badges

Students must wear identification badges at all times while on campus. ID badges are not transferable. ID badges are issued at the Division Badge Room. These badges are given to the students at no charge except for replacement.

Background Checks: The college pays for the first background check per student. Additional background checks will be funded by the student.

Identification Requirements and Fieldwork Prerequisites

An affiliated clinical/ fieldwork teaching facility may also require a student to pass a state of Florida Department of Health screening before rotation. Other requirements, which may be held by the affiliated facility include, but are not limited to, fingerprinting, criminal background check, urinalysis for drugs and alcohol, and proof of immunization. If a student does not meet all requirements held by the affiliated facility on the date specified by the ACON, the student's placement will be canceled.

Immunization Requirements

Students must complete a mandatory immunization form, which must be signed by a licensed health care provider. The form can be found at *nova.edu/smc*.

Students in the Health Professions Division may be required to upload proof of immunizations to multiple online portals to satisfy the requirements of their programs and the training facilities where they are assigned.

The following immunizations/vaccinations are required of student at the Health Professions Division based on the current Centers for Disease Control (CDC) recommendations for Health Care Personnel:

Basic Immunizations

Every student is required to have had an immunization for, or show evidence of immunity to, the following diseases before matriculating at Nova Southeastern University:

Hepatitis B

- Both of the following are required: three vaccinations and a positive surface antibody titer. (Lab report is required.)
- If the series is in progress, evidence of at least one shot must be provided, and the renewal date will be set accordingly.
- If the titer is negative or equivocal, the student must repeat the series and provide repeat titer report.

Influenza Vaccination

Administered as required by clinical sites and as recommended by the CDC. (An annual, seasonal influenza vaccine is required by most clinical sites as well as a Covid vaccine.)

Measles, Mumps and Rubella (MMR)

One of the following is required: Proof of two vaccinations, or positive antibody titer for measles (rubeola), mumps, and rubella. (Lab report is required.)

PPD Skin Test (2 Step)

One of the following is required: negative two-step test or negative blood test (such as T-Spot Test) or if positive PPD results, provide a chest X-ray and/or prophylactic treatment information within the past 12 months.

Tetanus Toxoid, Diphtheria Toxoid, and Acellular Pertussis Vaccine (Tdap)

All students are required to have had a Tetanus Toxoid, Diphtheria Toxoid, and Acellular Pertussis Vaccine (Tdap) booster prior to matriculation and must maintain immunity by continuing to remain current according to the CDC recommendations for health care personnel during their program. Due to the increased risk of pertussis in a health care setting, the Advisory Committee on Immunization practices highly recommends health care workers receive a One-time Tdap (ask your health care provider). Tdap is required, without regard to interval of previous dose of Tetanus-Toxoid (Td).

Varicella (Chicken Pox)

One of the following is required: Proof of two vaccinations or positive antibody titer. (Lab report is required.)

Arrangements: Students may request that the Student Medical Center or the NSU Clinic Pharmacy administer these immunizations. The Student Medical Center will make appointments in as timely a manner as possible. Students may call (954) 262-1270 to make an appointment. Once made, the appointment becomes the student's obligation and must be kept. For students at other NSU campuses, appointments may be scheduled with the NSU designated physician for their area.

Failure to comply: The University is not required to provide alternative sites for clinical practicum or rotations should immunization be a requirement for placement. Therefore, failure to comply with this policy may result in a student's inability to satisfy the graduation requirements in their program.

Relative to clinical rotation site requirements, students are expected to consult their specific college/program handbooks for compliance with any college/program specific requirements.

Netiquette

In a traditional classroom, students are reminded that behavior that disrupts the class or interferes with other students and their ability to learn is unacceptable. Any person engaged in disruptive behavior receives a written warning from the instructor. Students who continue to engage in disruptive behavior after this warning may be administratively withdrawn from the course.

Similarly, in an online course, any electronic postings, emails, or electronic messages that disrupt the class or interfere with learning goals and objectives are unacceptable. Electronic communication must be civil, respectful, and cordial. Any posting that disrupts or interferes with learning will be removed, and the author of the posting will receive a written warning. A second disruptive posting will cause the author to be administratively withdrawn from the course.

Social Media

Media outlets are a great tool when used in a way that fosters learning and enhances the educational experience of its participants. The Ron and Kathy Assaf College of Nursing (ACON) prohibits the posting of messages or photos that incite lawless action, are an expression

of intent to inflict physical, emotional harm upon members of the college's students or faculty body, or that are a violation of any law prohibiting discrimination, defamation, or are otherwise unlawful.

Students are prohibited from uploading text, messages, chats, or photos of course and exam content, faculty-generated course content, simulation scenarios, or educational materials that are used exclusively for the educational purposes of courses offered at ACON. Students are also prohibited from posting videos/photos of patients, patient care areas, or any other patient care materials. Similarly, any videos or photos that capture students who are actively enrolled in the ACON, engaging in the aforementioned activities, especially while in college uniform, will be subject to sanctions delineated in the student handbook.

Urine Drug Screening

HPD students may be required to submit to urine drug screen testing. Students who test positive for illegal or illicit drugs, marijuana even if prescribed or certified by a physician, or for a controlled substance that they do not have a prescription for, will be referred to their college's appropriate committee. Certain colleges may have additional policies. Students are expected to check the college section of their student handbooks for those requirements.

Visits to Other Institutions

Students in the Ron and Kathy Assaf College of Nursing may not visit, in an official or presumably official capacity as a Ron and Kathy Assaf College of Nursing student, any health-related institution (hospital, pharmacy, practitioner's office, clinic, etc.) or any health school without express permission of the dean. Visits to relatives or friends who are hospitalized are permitted, outside of an official or presumably official capacity as a Ron and Kathy Assaf College or Nursing student, provided they are within visiting hours and all hospital rules are observed.

Eligibility for Florida R.N. Licensure and Required Disclosure

Applicants to the nursing program who meet all university and departmental requirements will be considered for admission. The final determination of eligibility to take the NCLEX-RN rests with the Florida Department of Professional Regulation and Board of Nursing. The licensure application requires disclosure of any criminal history and the disposition of all cases prior to board review. Entry into the nursing education program is the prospective student's decision based upon the knowledge that they may, or may not, be granted a nursing license. Applicants will notify the department chair of any arrest record prior to and during enrollment in the NSU Ron and Kathy Assaf College of Nursing and prior to application for licensure. The graduate is required to meet all reporting requirements of the Board of Nursing at the time of application to sit for the NCLEX-RN.

Florida Board of Nursing
4052 Bald Cypress Way
BIN CO2
Tallahassee, Florida 32399-3252
Phone: (850) 488-0595

Florida Nursing Students Association

The Florida Nursing Student Association (FNSA) is the professional organization for nursing students in the state of Florida. It serves to prepare nursing students to be a member of a professional organization and provides a voice for students at public, institutional and governmental bodies. The Nova Southeastern University Ron and Kathy Assaf College of Nursing has a district chapter of FNSA. All students are encouraged to become members. Participation in various local, district, state, and national activities is also encouraged.

Health Forms (Student Health Records)

The Ron and Kathy Assaf College of Nursing is required to submit to clinical sites satisfactory evidence that each program participant is free from contagious disease and does not otherwise present a health hazard to hospital clients, employees, volunteers, or guests prior to their participation in the program. Students will be required to follow the requirements of the Ron and Kathy Assaf College of

Nursing and the clinical agencies. Performance standards for all Ron and Kathy Assaf College of Nursing students are identified in Ron and Kathy Assaf College of Nursing Student Handbook. If students are unable to meet the performance standards, they will be asked to obtain clearance from a physician or nurse practitioner prior to returning to the program. A student who experiences a health problem that may interfere with the ability to provide client care (e.g., surgery, fracture) must provide documentation from their health care provider indicating the ability to participate fully in client care situations. Full release without restrictions is required. Partial restriction is not permissible. Each year students will provide updates to their health form, which can be completed at the Student Health Center.

Health Insurance

All Ron and Kathy Assaf College of Nursing students are required to carry health insurance to cover their health care and meet requirements of the health care facility and may not drop insurance while in the program. Proof of insurance must be provided.

Students must use this health insurance for any needs during clinical/class times. Any ACON student may be seen at the Student Health Center. Students must bring their school identification card and insurance card. At the end of their visit, they will receive a statement showing the services performed. Payment of all copayments and deductibles is expected at the time services are rendered. Students who do have private health insurance must apply for a waiver at *nova.edu/bursar/health-insurance*. Students are responsible for complying with this requirement each year by the NSU designated due date or they will be charged.

Some insurance policies require a primary care provider (PCP) designation. In such cases, students should designate an NSU provider prior to visiting the Health Care Center. For a list of providers and participating insurance carriers, please visit the Health Care Center website at *nova.edu/healthcare/clinics-services/medical*.

For additional information on the student health insurance, including purchasing insurance, please refer to the NSU Student Insurance website site at *nova.edu/bursar/health-insurance*.

Textbooks and Supplies

The textbooks and other related reading materials and supplies required for nursing are available for purchase at the Nova Southeastern University campus bookstore or online. Many of the textbooks purchased for nursing will be purchased during the first nursing course and used throughout the program. Unless advised otherwise, the Ron and Kathy Assaf College of Nursing recommends that students do not purchase textbooks required at other course levels until they are ready to enroll in these courses. This will enable students to have the most current required editions. The department also suggests that students put their names in all their textbooks. It is strongly recommended that students do not leave them unattended in the classroom or elsewhere.

Students should buy their books early. After the first few weeks of the semester, the bookstore returns all books that have not been purchased to the publishers. Books are expensive, but financial aid is available. Books may also be purchased online through the NSU bookstore. If students purchase online from another vendor they may be purchasing the incorrect edition.

In addition to the printed materials, students will also need the following supplies: a watch with a second hand and a stethoscope. These are available for purchase at any local uniform shop or via the Internet. All students will be measured for an NSU lab coat during the orientation.

Students must have access to a computer with Microsoft Office software.

Computer Requirements

Computer Literacy

Access to and ongoing use of a computer will be required for all students to successfully complete the online programs and courses in the Ron and Kathy Assaf College of Nursing. Each student is expected to acquire computer hardware and software appropriate to the program. All students need a webcam for any on-line activities or testing. Competency in the basic use of a computer and the ability to navigate and interact with the course and curriculum content is the responsibility of the student and necessary for graduation.

Computer Recommendations (minimum)

All students are REQUIRED to have ongoing access to a portable laptop computer with a webcam and an active account with an

Internet service provider. Detailed information on the minimum recommended specifications can be found in the Hardware Guidelines for Computing at NSU at this website: *https://nova.edu/publications/it-standards/*.

Nursing Programs

The Ron and Kathy Assaf College of Nursing offers a Bachelor of Science in Nursing (B.S.N.) and an Accelerated Bachelor of Science in Nursing (A.B.S.N.) program. These programs focus on developing nursing professionals to assume leadership roles in the complex health care environment.

Upon successful completion of the program, B.S.N. graduates may be eligible to apply for admission to continue their education in the MSN Traditional, Clinical MSN APRN program, or the BSN to DNP program. The Ron and Kathy Assaf College of Nursing also offers a Doctor of Nursing Practice (D.N.P.) program and a Philosophy of Science in Nursing Degree (Ph.D.) in Administrative Leadership or Nursing Education.

Registered nurses with a B.S.N. degree who wish to pursue a DNP degree, may apply to the B.S.N. to D.N.P. program and choose from the Traditional M.S.N. track or APRN track including the Family Nurse Practitioner, Adult Gerontology Acute Care Nurse Practitioner, or Psychiatric Mental Health Nurse Practitioner degrees. M.S.N. Traditional options include Executive Nurse Leadership, Nursing Informatics, Nursing Education or Advanced Population Health tracks.

Nursing Pathway Program

Nursing Pathway Curriculum

This unique curriculum is designed for candidates with a goal of pursuing a Bachelor of Science in Nursing degree at NSU. A grade of "C" (75%) or higher is required to remain in pre-nursing. The College of Nursing is a limited access college and uses selective criteria for the admission of students. If a student receives a grade of less than C in any two prerequisite courses while declared as Nursing Pathway, the student will be required to select another major at NSU. After one grade of below C, the student will be counseled by their advisor regarding alternative career pathways. Successful completion of general education and prerequisite courses does not guarantee admission to the B.S.N. program.

Qualifying students will be invited to take a standardized assessment test prior to admission to the College of Nursing. Admission prerequisites are subject to change at any time. Students must contact NSU's Ron and Kathy Assaf College of Nursing for the applicable B.S.N. program admission requirements.

Nursing Pathway Major General Education Requirements (41 credits)

UNIV 1000	First Year Experience (3 credits)
COMP 1500	College Writing (3 credits) OR COMP 1500H College Writing Honors (3 credits)
COMP 2000	Advanced College Writing (3 credits) OR COMP 2000H Advanced College Writing Honors (3 credits)
MATH 1040	Algebra for College Students (3 credits)
MATH 2020	Applied Statistics (3 credits) OR MATH 2020H Applied Statistics Honors (3 credits)
BIOL 2400	Applied Microbiology (3 credits)
CHEM 1100	Fundamentals of Chemistry (3 credits)
PSYC 1020	Introduction to Psychology (3 credits) *OR* PSYC 1020H Introduction to Psychology Honors (3 credits)
PSYC 2350	Life-Span Human Development (3 credits) *OR* PSYC 2350H Life-Span Human Development Honors
Two courses	Any ARTS, DANC, FILM, HIST, HUMN, LITR, MUSC, PHIL, SPAN, THEA, WRIT or foreign language (6 credits)

Nursing Pathway Major Prerequisite Courses (15 Credits)

BIOL 1500	Biology I/Lab (4 credits)
BIOL 2350	Human Nutrition (3 credits)
BIOL 3320	Anatomy and Physiology /Lab (4 credits)
BIOL 3330	Anatomy and Physiology II /Lab (4 credits)

Majors

Bachelor of Science in Nursing Learning Outcomes

The goal of the Nova Southeastern University Bachelor of Science in Nursing degree program is to graduate nurses prepared to:

- Integrate knowledge, theory, and evidence-based research into current nursing practice.
- Assume a leadership role as the registered professional nurse in health care systems and diverse community settings.
- Engage in activities for continued professional growth.

Program Outcomes

- Exhibit leadership that supports health care policies that promote safe quality nursing care within complex health care systems.
- Integrate evidence-based practices that support decision-making in the delivery of nursing care.
- Evaluate the effectiveness of patient and family centered nursing care based on nursing theories and evidence-based practice.
- Incorporate the concepts derived from liberal education to build an understanding of the human experience.
- Incorporate technology and information management to promote a safe practice environment.
- Engage in inter-professional collaboration to improve population health while considering fiscal and material resources in the delivery of safe nursing care.
- Integrate legal, ethical and professional values within generalist nursing practice.
- Collaborate with the inter-professional health community to provide culturally and spiritually competent patient and family centered care in health promotion and disease/injury prevention.

NSU's undergraduate Pre-Nursing Program is designed for students who wish to apply to NSU's Entry Nursing program (B.S.N.) and complete the general education and prerequisite program admission requirements at the university. These prerequisite courses are offered by NSU's Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center.

Bachelor of Science in Nursing—Entry and Accelerated B.S.N. Track

The Entry B.S.N. track is designed for students who are seeking initial licensure as a registered nurse. Upon completion of ACON credit requirements, the student is awarded a Bachelor of Science degree in Nursing (B.S.N.) and is eligible to make application to sit for the national licensure examination for registered nurses (NCLEX-RN®). Eligible students are reviewed for admission, following completion of a minimum of 56 credit hours (or equivalent quarter hours) of specific undergraduate coursework. This coursework may be completed at a community college or another university.

The remainder of the 64 credit hours are completed within five terms in the nursing program. Each term is a combination of didactic and clinical courses. The department requires matriculants to complete the entire program. Individual requests for advanced placement, transfer of credit, or credit for experiential learning will be reviewed in line with college requirements. The Accelerated B.S.N. program is offered on the Fort Myers campus and the Miami campus.

Entry and Accelerated B.S.N. Track Curriculum

Students in the Bachelor of Science in Nursing—Entry B.S.N. and Accelerated B.S.N. track are required to take 45 credit hours of general education coursework; 11-12 credit hours of prerequisites; and 64 credit hours of designated nursing courses, resulting in a total of 120-121 credit hours necessary for graduation.

General Education Requirements (45 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the "General Education Program" section on page 97 of this catalog. Students must complete the General Education Program requirements before matriculating into the Bachelor of Science in Nursing—in Nursing—Entry B.S.N. Program.

Prerequisite Requirements (11-12 credits)

In addition to completing 45 General Education Requirements, students must complete 11-12 credit hours of prerequisites coursework.

Bachelor of Science in Nursing—Entry B.S. in Nursing Major Requirements (64 credit hours)

Students must complete all pre- and co-requisite nursing courses prior to enrolling in NUR 4180.

NUR 3029	Foundations of Health Assessment (3 credits)
NUR 3032	Foundations of Pathophysiology (3 credits)
NUR 3099	Nursing Seminar (5 credits, 1 credit per semester)
NUR 3130	Foundations of Professional Nursing Practice (6 credits)
NUR 3160	Introduction to Professional Nursing (2 credits)
NUR 3161	Fundamentals of Pharmacology (3 credits)
NUR 3171	Adult Nursing I (6 credits)
NUR 3181	Adult Nursing II (6 credits)
NUR 4020	The Nurse as a Leader and Manager (3 credits)
NUR 4101	Theory and Research Foundations for Professional Nursing (3 credits)
NUR 4111	Adult Nursing III (6 credits)
NUR 4121	Psychiatric-Mental Health Nursing (3 credits)
NUR 4131	Women's Health and Newborn Nursing (3 credits)
NUR 4132	Pediatric Nursing (3 credits)
NUR 4152	Population Health Nursing (3 credits)
NUR 4180	Nursing Practicum (6 credits)

Shepard Broad College of Law

Shepard Broad College of Law

Dean's Message

Welcome to NSU's Shepard Broad College of Law. Founded in 1974, the College of Law has continuously offered the Juris Doctorate, a first-professional degree enabling our graduates to practice law throughout the United States. Over 130 judges have graduated from the college along with thousands of attorneys, business professionals, and leaders in many other disciplines across South Florida and across the nation.

In 2002, the College of Law added the Master of Science program for non-lawyers, educating professionals in education law, health law, employment law, and law and policy on the impact of law in various disciplines. Non-lawyers thus benefit from the legal expertise of the College's faculty and staff.

The College of Law expanded its education of non-lawyers in 2018, when we became one of a handful of U.S. law schools to offer an undergraduate education. Our first programs have focused on paralegal studies, enabling undergraduate students to earn a major, minor, or certificate in this field.

In 2022, the paralegal studies major became one of three concentrations in our new B.S. in Law program. B.S. in Law undergraduates can also select concentrations in health law or in law, science, and technology. The B.S. in Law program also offers a minor in law, science, and technology. The B.S. in Law classes, taught by law professors, offers undergraduates an opportunity to learn about the law while giving them skills to secure jobs upon graduation. Many B.S. in Law students value the exposure to the law as undergraduates because they plan to go on to law school. The College of Law undergraduate minor and major programs enable students to study in their fields of interest and learn how the law shapes and informs that field. The study of law includes strong interdisciplinary themes that reinforce and complement the University's offerings in business, science, arts, and humanities.

Most importantly, at the heart of any legal education is a twin focus on critical problem solving and justice. Students of the law seek to understand how to solve people's problems and provide fair, just, and equitable outcomes when resolving conflict. For undergraduates, our programs allow you an opportunity to immerse yourselves in these issues.

Many of our J.D. students began as dual-admission undergraduates, coming from every possible undergraduate discipline, and we are thrilled to offer these foundational and advanced courses to students from every corner of the University.

On behalf of our faculty and staff, I welcome you to learn more about the College of Law and how you can make it a part of your educational path.

José Roberto (Beto) Juárez, Jr.
Dean and Professor of Law, Shepard Broad College of Law

Shepard Broad College of Law Board of Governors

Kenyetta Alexander, '06 Osherow, PLLC
Catalina M. Avalos, '96 Tripp Scott
Mitchell W. Berger Berger Singerman
Sharon Berger Berger Singerman
Paul D. Bianco, J.D., Ph.D. FLEIT Intellectual Property Law
Lorna E. Brown-Burton, '87 Lubell | Rosen
The Honorable Robert F. Diaz, '84
The 17th Judicial Circuit of Broward County
The Honorable Kal Le Var Evans, '03
The 17th Judicial Circuit of Broward County
Paul Finizio, '83 Finizio & Finizio, P.A.
Julio Gonzalez, Jr. Broward Sheriff's Office
Gordon James III
Veresa Jones Adams, '04 ROIG Lawyers
Robert W. Kelley, '81 Kelley Uustal
Rick Latta Weston Financial Advisors
The Honorable Melanie G. May, '81
The Fourth District Court of Appeal
Douglas M. McIntosh, '81 (Chair)
Segal McCambridge Singer & Mahoney
James Fox Miller Boise Schiller & Flexner, LLP
Robin Sobo Moselle, '91 Robin Moselle, P.A.
Gerald (Jerry) M. Morris, '77
Marla Neufeld Greenspoon Marder
David W. Singer, '80 David W. Singer & Associates, P.A.
Gary M. Singer, '01 Law Firm of Gary M. Singer, P.A.
Alison F. Smith, '03 Weiss Serota Helfman Cole Bierman
Michelle K. Suarez, '13 Florida Entrepreneur Law, P.A.
Charles (Chuck) Tatelbaum Tripp Scott
George J. Taylor, '13 Brinkley Morgan
Sean F. Thompson, '04 Liberman Cabrera Thompson & Reitman, PLLC
Howard L. Wander, '87 Kelley Kronenberg
Eric M. Yesner, '16 Shutts & Bowen
Jay A. Ziskind, '83

Mission Statement

The mission of the College of Law is "To ensure that students develop the knowledge, skills, and values that are at the heart of becoming trusted, highly adept, professional lawyers who are respected for serving clients, their communities, and justice." NSU Law's values include:

- Respect for the law and the importance of lawyers in a free society
- Equitable access to education
- Diversity of background and viewpoint
- Excellence in teaching that serves the students and their learning needs
- High standards of ethics and professionalism
- Evolution of the competencies lawyers need in an ever-changing world
- Support of successful entry and advancement in the bar and other professions
- Assumption of leadership roles and service to the community

Introduction to the College

For more than 50 years, the Shepard Broad College of Law has been an innovator in legal education. The juris doctor (J.D.) program curriculum emphasizes highly practical curriculum and training so graduates are ready to serve clients immediately upon graduation. The online Master of Science program enables professionals to supplement their career by earning degrees in education law, employment law, health law, and law and policy with specialty concentrations in these fields and in cross-cutting areas such as cybersecurity law. The undergraduate program in paralegal studies offers students a marketable skill and a valuable complement to many other undergraduate majors. Undergraduates can choose a major, minor, or certificate so they can tailor the educational experience to their professional goals.

The Shepard Broad College of Law is at the forefront of clinical legal education, guaranteeing every J.D. student a live-client experience through in-house clinics. A wide array of field placements provides on-site placements with government agencies, nonprofit companies, and law firms. Every student can spend an entire semester in one of six full-semester clinics or field placements. Dispute Resolution Clinic, Children and Families Law Clinic, Criminal Justice Field Placement Clinic, the Adults with Intellectual and Developmental Disabilities Law Clinic, and the Sharon and Mitchell W. Berger Entrepreneur Law Clinic provide specialized practice training while the Civil Field Placement Clinic allows a student to participate in the legal field of her or his own choice.

The Shepard Broad College of Law takes pride in being among the most diverse law schools in the nation. A majority of NSU Law students

are women in the entering class of 2020. The diverse student body includes 36 percent Hispanic, 43 percent white or Caucasian, 8 percent black or African American, and 5 percent international students. Diversity also carries over in our range of affinity groups representing African American, Asian, Hispanic, Jewish, and LGBT law students along with interest groups such as those for business law, health law, transactional law, entertainment and sports law, and intellectual property. Special programs available at the College of Law include dual-degree programs with many of NSU's other 17 colleges; dual-degree programs abroad in Rome, Barcelona, or Prague; concentrations in Health or International Law; degree and semester-abroad programs; and much more.

The College of Law's faculty members, students, and staff members recognize the importance of law as an instrument of social justice, empowerment, and community engagement. Our program melds doctrine, skills, and ethical concerns to produce graduates who are both skilled and caring, and to produce scholarship that advances our understanding of the law.

Major

Law Major

The Bachelor of Science in Law prepares students with the foundational aspects of law essential for many professions involving aspects of the law, including providing support for lawyers, working for government agencies, policy making, human resource management, compliance specialists, and intellectual property, to name a few. The major also provides a strong foundation for those interested in pursuing a law degree (J.D.). Students can choose from three concentrations to prepare students for employment in a wide range of law-related careers: (1) paralegal studies, (2) law, science, and technology, and (3) health law.

The paralegal studies concentration in the Bachelor of Science in Law is approved by the American Bar Association. A paralegal, as defined by the American Bar Association, is "a person qualified by education, training, or work experience, who is employed or retained by a lawyer, law office, corporation, governmental agency or other entity, and who performs specifically delegated substantive legal work for which a lawyer is responsible." The program prepares students for entry-level paralegal positions in the common areas of law practice. Paralegals are non-lawyers, and therefore, are prohibited from the unauthorized practice of law. This program trains paralegals and is not a program for training lawyers or legal administrators. Students pursuing a Paralegal Studies concentration in the Bachelor of Science of Law degree in Paralegal Studies are required to submit a paralegal portfolio at an exit interview with the program coordinator prior to degree conferral.

Current NSU students pursuing a non-paralegal studies concentration in the undergraduate degree can concurrently register for the Post-Baccalaureate Certificate in Paralegal Studies.

Law Major Objectives

The objectives of the B.S. in Law are to:

1. Provide students with a broad-based education in both liberal arts and law related courses.
2. Provide law major courses that enable students to obtain substantive legal knowledge, develop analytical thinking, and stimulate critical thinking skills to identify, and adapt to legal issues.
3. Prepare students to understand and follow legal and ethical guidelines, to promote professionalism and civility in the community.
4. Familiarize students with law major concentrations and career opportunities available to them upon completion of the major.

Law Major Learning Outcomes

A successful B.S. in Law graduate is expected to:

1. Explain the legal doctrines, concepts, and associated principles of the United States legal system, with specific emphasis on constitutional law, administrative law, and business organizations.
2. Use legal research and reasoning skills to categorize, organize, prioritize, and evaluate complex legal issues.
3. Evaluate and explain legal issues addressing diversity, equity, inclusion, and belonging in law and policy making.

Law Major Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the "General Education Program" section on page 97 of this catalog.

Law Major Requirements (54 credits)

Core Courses (15 credits)

ULAW 1150	Introduction to Law and the Legal Profession (3 credits)
ULAW 2100	Legal Research Methods and Reasoning (3 credits)
ULAW 2500	Elements of Constitutional Law (3 credits)
ULAW 2600	Administrative Law (3 credits)
ULAW 3400	Business Relations and Organizations (3 credits)

Paralegal Concentration Courses (15 credits)

ULAW 3050	Criminal Law and Procedure (3 Credits)
ULAW 3260	Real Estate Practice and Procedure I (3 Credits)
ULAW 3300	Torts and Civil Litigation (3 Credits)
ULAW 3360	Wills, Trusts, and Estates I (3 Credits)
ULAW 4800	Advanced Practicum in Paralegal Studies (3 Credits)

Students in the paralegal concentration are required to submit a paralegal portfolio at an exit interview with the program chair prior to degree conferral. The American Bar Association requires that a minimum of 9 semester credits of coursework be taken in synchronous format.

Law, Science, and Technology Concentration Courses (15 credits)

ULAW 3600	Introduction to Intellectual Property (3 Credits)
ULAW 3601	Federal Privacy Law (3 Credits)
ULAW 3602	Social Values for Law, Science, and Technology (3 Credits)
ULAW 3603	Electronic Commerce and Digital Trade (3 Credits)
ULAW 3604	Cyber Law and Modern Mass Communications Policy (3 Credits)

Health Law Concentration Courses (15 credits)

ULAW 3700	Law of Patients' Rights and Health Care Ethics (3 credits)
ULAW 3750	Law of Medicare and Medicaid (3 credits)
ULAW 3800	Law of Accreditation and Licensing (3 credits)
ULAW 3850	Regulatory Compliance in the Health Care Industry (3 credits)
ULAW 3900	Disability Law (3 credits)

Major Electives within the College of Law (24 credits)

Paralegal concentration students must select 24 credits from the following courses, a maximum of 6 credits of which can be in Special Topics courses, and a maximum of 6 credits of which can be in Internship courses:

ULAW 3550	Family Law (3 credits)
ULAW 4050	Advanced Practices in Criminal Law (3 credits)
ULAW 4060	Debtor and Creditor Relations (3 credits)
ULAW 4110	Legal Research and Writing II (3 credits)
ULAW 4270	Real Estate Practice II (3 credits)
ULAW 4310	Advanced Litigation (3 credits)
ULAW 4370	Wills, Trusts, and Estates II (3 credits)
ULAW 4410	Corporate Regulation and Change (3 credits)
ULAW 4470	Emerging Technologies and the Legal Profession (3 credits)
ULAW 4560	Elder Law (3 credits)
ULAW 4600	Pleadings and the Courts (3 credits)
ULAW 4700	Immigration Law (3 credits)
ULAW 4900	Special Topics in Paralegal Studies (3 credits)
ULAW 4950	Internship in Paralegal Studies (3 credits)

Major Electives from Other Colleges for Law, Science, and Technology and Health Law concentrations (24 credits)

Paralegal concentration electives cannot be chosen from this list:

CRJU 2400	Court Systems and Procedures
CRJU 3100	Juvenile Delinquency
CRJU 3220	Policing
CRJU 3300	Corrections in America
CRJU 3400	Criminal Investigations
CRJU 3700	The CSI Effect: Media and Criminal Justice
HDFS 3200	Child Welfare, Law, and Social Policy
HONR 1010E	The US Supreme Court & the Cultural Revolution: Studying the Legacy of the Warren Court
HONR 2010B	Deciphering Diversity in the Law
HONR 2010P	Honors Seminar: Law and Literature
HONR 2020C	You Be the Judge
HS 3420	Advocating for Individuals with Special Needs
PADM 1000	Introduction to Public Administration
PSYC 2450	Forensic Psychology
PSYC 3270	The Psychology of Criminal Behavior
SPAN 3400	Spanish for the Legal Professions

Minors

Law, Science, and Technology Minor

The minor prepares students in non-legal majors to understand the rules and policies that govern creative work in the arts and industrial works in computer science, business, technology and health industries. The minor provides a strategic advantage for candidates entering into these professional fields. The minor develops the students' critical reasoning and communication skills while introducing the building blocks of the twenty-first century creative economy. This minor can be combined with any major and minor except the concentration in Law, Science, and Technology in the Bachelor of Science in Law degree and paralegal studies post-baccalaureate certificate.

Although this minor is offered by the College of Law, only the professional J.D. degree prepares students for the practice of law and only the concentration in Paralegal Studies in the Bachelor of Science in Law degree or the Paralegal Postbaccalaureate Certificate provide students the training to become a paralegal.

Law, Science, and Technology Minor Requirements (18 credits)

ULAW 1150	Introduction to Law and the Legal Profession (3 Credits)
ULAW 3600	Federal Privacy Law (3 Credits)
ULAW 3601	Introduction to Intellectual Property (3 Credits)
ULAW 3602	Social Values for Law, Science, and Technology (3 Credits)
ULAW 3603	Electronic Commerce and Digital Trade (3 Credits)
ULAW 3604	Cyber Law and Modern Mass Communications Policy (3 Credits)

Paralegal Studies Minor

The paralegal studies minor is designed to introduce students to the most common areas of law encountered in a legal and business context. The minor is not designed to encompass the entire range of skills needed in the paralegal profession. It is not a program for training paralegals and is not approved by the American Bar Association. The minor is an enhancement for those students pursuing other law-related careers or business careers and who desire to understand the federal and state legal systems to broaden their legal knowledge and skills. This minor can be combined with any major and minor except the concentration in paralegal studies in the Bachelor of Science in Law degree and paralegal studies post-baccalaureate certificate.

Paralegal Studies Minor Requirements (18 credits)

Core Courses (6 credits)

ULAW 1150	Introduction to Law and the Legal Profession (3 credits)
ULAW 2100	Legal Research Methods and Reasoning (3 credits)

Minor Electives (12 credits)

Select 12 credit from the following courses:

ULAW 3050	Criminal Law and Procedure (3 credits)
ULAW 3260	Real Estate Practice I (3 credits)
ULAW 3300	Torts and Civil Litigation (3 credits)
ULAW 3360	Wills, Trusts, and Estates I (3 credits)
ULAW 3400	Business Relations and Organizations (3 credits)
ULAW 3550	Family Law (3 credits)

Certificate Program

Post-Baccalaureate Certificate in Paralegal Studies

The Post-Baccalaureate Certificate in Paralegal Studies program is approved by the American Bar Association (ABA). A paralegal, as defined by the American Bar Association, is "a person, qualified by education, training or work experience, who is employed or retained by a lawyer, law office, corporation, governmental agency, or other entity, and who performs specifically delegated substantive legal work for which a lawyer is responsible." The goal of the program is to prepare students for entry-level paralegal positions in the common areas of law practice. Paralegals are nonlawyers and therefore are prohibited from the unauthorized practice of law. This program trains paralegals and is not a program for training lawyers or legal administrators.

Students in this post-baccalaureate certificate program in Paralegal Studies are required to submit a paralegal portfolio at an exit interview with the program chair prior to certificate conferral. The American Bar Association requires that a minimum of 9 semester credits of coursework be taken in synchronous format. This certificate can be pursued by non-paralegal concentration students either subsequent to or simultaneously with a non-paralegal undergraduate degree. The baccalaureate degree must be awarded prior to the award of the Post-Baccalaureate Certificate in Paralegal Studies.

Students admitted to the Post-Baccalaureate Certificate in Paralegal Studies program may transfer up to 12 credits of "legal specialty" courses taken at an American Bar Association approved program. A course considered for transfer must have been taken no longer than five years prior to entry into the Paralegal Studies Post-Baccalaureate Certificate program, must be substantially similar to an existing NSU paralegal studies course, must have been passed with a grade of "C" or higher, and must be approved by the paralegal studies program coordinator.

Current NSU students pursuing a non-paralegal studies concentration in the undergraduate degree can concurrently register for the Post-Baccalaureate Certificate in Paralegal Studies.

Paralegal Studies Post-Baccalaureate Certificate Learning Outcomes:

A successful paralegal studies post-baccalaureate certificate graduate is expected to:

1. Explain the basic theories, doctrines, concepts, and associated principles that comprise the knowledge base of law, with specific emphasis on torts, contracts, wills and trusts, civil procedure, litigation, family law, business organizations, real estate, and criminal law.
2. Demonstrate basic legal research and critical thinking skills used to categorize, organize, prioritize, and evaluate legal issues.
3. Prepare documents (e.g., memos, case briefs, correspondence, and pleadings) that meet professional legal standards.

Paralegal Studies Post-Baccalaureate Certificate Requirements (30 credits)

ULAW 1150	Introduction to Law and the Legal Profession (3 credits)
ULAW 2100	Legal Research Methods and Reasoning (3 credits)
ULAW 2200	Computer Applications for the Legal Profession (3 credits)
ULAW 3050	Criminal Law and Procedure (3 credits)
ULAW 3260	Real Estate Practice I (3 credits)

ULAW 3300 Torts and Civil Litigation (3 credits)
ULAW 3360 Wills, Trusts, and Estates I (3 credits)
ULAW 3400 Business Relations and Organizations (3 credits)
ULAW 3550 Family Law (3 credits)
Any 4000-level ULAW course (3 credits)

Federal Disclosures:

Visit *law.nova.edu/paralegal-certificate/* for details on this certificate program, including occupations the program prepares students to enter; on-time graduation rates; expected program lengths; tuition and fees; typical costs for books, supplies, room and board; post-completion job placement rate; and students' median loan debt.

Course Descriptions

Undergraduate Course Descriptions

This section lists courses offered at Nova Southeastern University. Refer to the appropriate college or school section for curriculum requirements. Course descriptions for graduate courses in the R.N. to M.S.N. program may be found in the Health Professions Division catalog.

ACT—Accounting

ACT 2020 Foundations of Accounting 1 (3 credits)
This course integrates the accounting decision making process with the planning, coordinating, and control functions of the organization. Topics include strategic, tactical, and operational planning and decision making, responsibility accounting, and performance control measures. *Prerequisites*: MATH 1030 or higher. *Frequency*: Every Fall and Winter

ACT 2021 Foundations of Managerial Accounting (3 credits)
This course integrates the accounting decision making process with the planning, coordinating, and control functions of the organization. Topics include strategic, tactical, and operational planning and decision making, responsibility accounting, and performance control measures. *Prerequisites*: MATH 1030 or higher. *Frequency*: Every Fall and Winter.

ACT 2030 Foundations of Accounting 2 (3 credits)
Provides a continuation of accounting foundations through financial accounting and its decision-making elements. Areas covered are the business activities captured through financial accounting, the financial statements, and financial analysis. *Frequency*: Every Fall and Winter

ACT 2031 Foundations of Financial Accounting (3 credits)
This course develops the principles and practices underlying the preparation of financial statements under U.S. Generally Accepted Accounting Principles. Students will learn how to analyze and record transactions, summarize and present them in the financial statements, and analyze the resulting financial statements in order to make informed business decisions. *Frequency*: Every Fall and Winter.

ACT 3030 Cost Management (3 credits)
Students learn cost measurement techniques in the manufacturing and service sectors. Using a strategic approach, the course examines the design and operation of cost accounting systems in both traditional and advanced manufacturing environments. *Prerequisite*: ACT 2020 (grade C or better) and ACT 2030 (grade C or better). *Frequency*: Every Winter.

ACT 3050 Intermediate Accounting I (3 credits)
Study the conceptual framework of accounting and the development of the balance sheet and income statement. Examine the concepts underlying the valuation of current and noncurrent assets and current liabilities. Cover the recognition and measurement of Income. *Prerequisite*: ACT 2030 (grade C or better). *Frequency*: Every Fall.

ACT 3060 Intermediate Accounting II (3 credits)
Continuation of Intermediate Accounting I. Study of inventory, long-term assets (plant, property, & equipment; intangible assets; investments), and current and long-term liabilities. *Prerequisite*: ACT 3050 (grade C or better). *Frequency*: Every Winter.

ACT 3070 Intermediate Accounting III (3 credits)
This course continues the analysis of the accounting principles used to generate financial statements. Topics covered include an investigation of stockholder's equity, earnings per share, the statement of cash flows, investments, derivatives, and accounting changes and error correction. *Prerequisite*: ACT 3060 (grade C or better). *Frequency*: Every Fall.

ACT 3150 Business Law for Accountants (3 credits)
A survey course focusing on the legal aspects of business decision-making, including torts, contracts, Uniform Commercial Code, and debtor/creditor law. The course provides students with an understanding of the role of legal rules and their impact on business. Students learn through assignments that teach them to analyze issues and appreciate the philosophy behind court decisions. The course focuses on those areas of business law that are necessary for successful completion and passing of the CPA exam. *Prerequisites*: MGT 2150, ACT 2020 (grade C or better), and ACT 3050 (grade C or better). *Frequency*: Every Winter.

ACT 3900 Accounting Internship (3 credits)
The Huizenga College internship fosters learning through the application of classroom theory in the workplace. During the course, the student also focuses on practical career skills and personal professional goals with individual guidance from the professor. The minimum work requirement is 180 hours during one semester (16 weeks). Contact Academic Advising for registration. ACADEMIC REQUIREMENTS: good academic standing, GPA of 2.5 or higher, and completion of at least 36 credit hours. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Fall and Winter.

ACT 3910 Special Topics in Accounting (3 credits)
Topics in accounting that are not included in a regular course offerings. *Prerequisites* may be required. Specific content and prerequisites are announced in the course schedule for the given term. *Frequency*: Upon request and see academic department chair.

ACT 4010 Advanced Accounting (3 credits)
Study of accounting principles and practices related to business combinations (accounting for mergers and acquisitions, constructing consolidated financial statements), foreign operations (recording foreign currency transactions and hedging exchange risk, currency translation of foreign subsidiary financial statements), and local governments. Examination of the cash flow statement and accounting changes. *Prerequisite*: ACT 3070 (grade C or better). *Frequency*: Every Winter.

ACT 4050 Accounting Information Systems (3 credits)
Examines the design, construction, and operation of accounting information systems. Information theory, database construction, computer hardware and software selection, and internal control are also covered. Corequisites: ACT 3070 (grade C or better). Experiential Education and Learning (ExEL): Successful completion of this course at Nova Southeastern University satisfies 1 ExEL unit. *Frequency*: Every Fall.

ACT 4210 Auditing I (3 credits)
Provides an overview of basic auditing concepts, auditing standards, and audit programs. Special emphasis is given to preparing the student for the auditing section of the CPA examination. *Prerequisite*: ACT 3060 (grade C or better). Corequisite: ACT 4050 (grade C or better). *Frequency*: Every Winter.

ACT 4920 Advanced Special Topics II (3 credits)

Examines advanced topics in accounting that are not included in regular course offerings. Specific content and prerequisites may vary. Students may re-enroll for special topics covering different content. *Frequency*: Upon request see academic Department Chair

ACT 4966 Travel Study in Accounting (3 credits)
This travel study course aims to provide students with a thorough understanding and firsthand look at a specific area of the world through the lenses of business, finance and accounting. Students will be introduced to the challenges organizations face when working In the specific country of travel. The course is taught using a combination of in-country and pre-arrival lectures, company visits, and presentations.

ACT 4990 Independent Study in Accounting (3 credits)
The student works independently under the guidance of a faculty member to learn more about a subject area for credit. Faculty supervision is provided on an individual basis. *Prerequisite*: To be determined by the faculty and department chair. *Frequency*: Upon request and see academic department chair.

ANTH—Anthropology

ANTH 1020 Introduction to Anthropology (3 credits)
This course is an interdisciplinary examination of the ways in which anthropologists study people and their ways of life across cultures and across time. The four major fields of anthropology will be introduced with an overview of each of the following perspectives: cultural anthropology, biological anthropology, archaeology, and linguistics. *Frequency*: Every Fall and Winter.

ANTH 2300 Cultural Anthropology (3 credits)
The course compares and contrast cultures, the ways people live, through an anthropological lens. It will include examination of how humans create and transmit culture and cultural artifacts. Analysis of how humans view cultures other than their own and the ways in which this impacts the study of anthropology will also be addressed. *Prerequisite*: ANTH 1020 *Frequency*: Even Year Winter.

ANTH 3100 Biological Anthropology (3 credits)
Biological anthropology is the study of evolution, ecology, and behavior of all primate populations (extant and extinct) including humans. The goal of this course is to explore the origins of humanity and breadth of primate diversity as demonstrated through genetic, bioarcheological, comparative anatomical, and primatological contexts. Throughout the semester this course will utilize classic and modern peer-reviewed publications, textbook readings, and digital media to reinforce the key concepts within the field of biological anthropology including an overview of its sub-disciplines which include paleoanthropology, paleopathology, biomedical anthropology, and forensics. This course does not include laboratory sessions. *Frequency*: Every Winter.

ANTH 4900A Special Topics in Anthropology A: Myth, Ritual, and Mysticism (3 credits)
This course will use selected case studies and readings to explore myths, rituals, mystical beliefs and frameworks that are held and observed by divergent ethnic and cultural groups over time. The course will explore how and why various cosmologies and worldviews are established, maintained, modified, and changed from anthropological perspectives. *Prerequisite*: ANTH 1020 or SOCL 1020

ANTH 4950B Internship in Anthropology B (1-3 credits)
This course is a 10-20 hour per week, paying or nonpaying work experience for 16 weeks (or more) in the student's major area of study. Consult academic division for specific details and requirements. *Prerequisites*: cumulative GPA of 2.5 or higher, completion of 36 or more credit hours, and permission of academic director. *Frequency*: Every Fall and Winter.

APRS—APRS-Appl Professional Studies

APRS 2901 Professional Planning (3 credits)
This course is designed to introduce students to the applied professional studies major. In this course students are introduced to the multidisciplinary of applied professional studies. The course assists students in developing a career plan and in creating a course plan that will comprise their major and will help them develop the rationale that links the concentrations into a coherent program. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisite*: COMP 1500 or COMP 1500H. *Frequency*: Every Fall and Winter.

APRS 4901 Applied Professional Studies Portfolio (3 credits)
This course serves as the capstone for the Applied Professional Studies major. Students will be required to complete a professional portfolio illustrative of their program focus under the guidance of the instructor. This capstone assists students in developing market-ready materials and industry-specific networks. *Prerequisites*: APRS 2901 and the completion of 27 credits in the major. *Frequency*: Every Fall and Winter.

ARAB—Arabic

ARAB 1210 Elementary Arabic I (3 credits)
Essentials of Arabic language with emphasis on grammar, vocabulary, writing, and oral skills. Introduction to Arab culture. Not open to native speakers. *Frequency*: Every Fall and Winter.

ARAB 1220 Elementary Arabic II (3 credits)
Continuation of the essentials of Arabic language with emphasis on grammar, vocabulary, writing, and oral skills. Introduction to Arab culture. Not open to native speakers. *Prerequisite*: ARAB 1210. *Frequency*: Every Winter.

ARTS—The Arts

ARTS 1000 Art and Society (3 credits)
This course examines the ways in which artists and the arts have influenced Western society from the Renaissance to the 20th century, focusing on arts disciplines which may include visual art, theatre, music, dance, and film. As a means of gaining a greater understanding of the arts, students will investigate, in person or virtually, museums and performing arts events. *Frequency*: Every Fall and Winter.

ARTS 1200 Introduction to Drawing (3 credits)
This course will emphasize the development of drawing and observational skills. Students will learn to effectively use various studio materials and drawing techniques while representing form and space on a two-dimensional plane. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Fall and Winter.

ARTS 1250 Life Drawing (3 credits)
This course will examine the anatomy, proportion, and movement of the living form using live and skeletal models. Beginning with skeletal and muscular studies, the students will develop detailed drawings exploring gesture, movement, and structure. Students will also learn historical and contemporary depiction of living forms. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL. *Prerequisite*: ARTS 1200. *Frequency*: Every Fall and Winter.

ARTS 1700 Fundamentals of Color (3 credits)
In this course, students develop the foundation to apply basic design principles to a variety of visual effects. Students will explore color theory, including additive and subtractive color. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL. *Frequency*: Every Fall and Winter.

ARTS 1800 Two-Dimensional Design (3 credits)
This course is an introduction to the visual organization of two-dimensional art and design. Students will practice making representational and non-objective designs and utilize design terminology, theory, and

studio materials. Emphasis will be placed on developing compositional skills. A historical and contemporary survey of visual art and design will be examined. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL. *Frequency*: Every Fall and Winter.

ARTS 2050 Global Perspectives in Art History I (3 credits)
This course introduces students to a global perspective of historical developments in artistic expression from the Prehistoric to Renaissance period. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisites*: COMP 2000 or COMP 2000H. *Frequency*: Every Fall.

ARTS 2100 Painting I (3 credits)
This course explores painting as a studio medium emphasizing the practice of painting and compositional skills. Students will represent form and space on a two-dimensional plane and utilize traditional and contemporary techniques while examining the history and aesthetics of various painters and styles. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisite*: ARTS 1200. *Frequency*: Winter.

ARTS 2190 Introduction to Graphic Design (3 credits)
This course provides an introduction to graphic design. The computer is introduced as a graphic design problem-solving tool. Students will use current industry-standard software and technology to create designs based on graphic design principles. Through various assignments, students will become familiar with the operation of the personal computer while exploring the visual language of text, image and digital design. The course will familiarize students with basic aesthetic, technical, historical and conceptual issues as they relate to design. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Fall and Winter.

ARTS 2200 Digital Photography (3 credits)
This course will explore the basic principles of photography and digital imaging. Camera operation, exposure, effect of the shutter and aperture, composition for impact, lens selection, and the qualities of light will be covered. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Fall and Winter.

ARTS 2600 Introduction to Arts Administration (3 credits)
This course introduces basic principles, theories, concepts, processes, and practices relating to organizations in the arts industry. Emphasis will be placed on the structure of the arts industry, leadership in the arts industry, staffing, volunteerism, fundraising, and intellectual property. *Prerequisite*: COMP 1500 or COMP 1500H. *Frequency*: Every Fall.

ARTS 2900 Three-Dimensional Design/ Sculpture (3 credits)
In this course, students will further develop their understanding of basic design principles in a three-dimensional form. Students will explore processes, materials, and sculpting techniques through the function of space, plane, scale, line, volume, and mass. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL. *Frequency*: Every Winter.

ARTS 3030 Art Lab (3 credits)
This course will emphasize the development of observational skills and hand building techniques to enhance scientific processes and analysis of living organisms. *Prerequisite*: any ARTS course. *Frequency*: Even Year Winter.

ARTS 3040 Museum Studies and Gallery Practices (3 credits)
This course offers an investigation of the many characteristics of museum and gallery management including practice-oriented participation in Gallery 217's ongoing productions. Students will gain experience with exhibition research, design, development, and management. Additionally, students will have a real-world application to the continued operations and/or programs of Gallery 217. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL. *Prerequisites*: COMP 2000 or COMP 2020 or COMP 2000H and any 1000 or 2000 level ARTS course. *Frequency*: Every Fall.

ARTS 3050 Global Perspectives in Art History II (3 credits)
This course introduces students to a global perspective of historical developments in artistic expression from the sixteenth century to the present. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisites*: ARTS 2050 and COMP 2000 or COMP 2000H. *Frequency*: Every Winter.

ARTS 3100 Painting II (3 credits)
This course will continue the study and practice of painting. Students will develop an individual creative direction working thematic projects in oils, acrylics, and mixed media. Students are expected to develop a command of both technical and conceptual components of painting related to both the studio practices and the history of painting. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL. *Prerequisite*: ARTS 2100. *Frequency*: Odd Year Fall.

ARTS 3190 Idea Visualization for Graphic Design (3 credits)
This course will focus on the understanding of the design process and developing effective graphic design concepts for a variety of formats, with an emphasis on form, content, and principles of design and layout composition. Students will further their knowledge of industry-standard computer software as applied to various formats of visual communication. *Prerequisite*: ARTS 2190. *Frequency*: Every Winter.

ARTS 3200 Digital Photographic Design (3 credits)
This course provides the skills and concepts required to develop professional-quality illustrations and photo manipulations. The focus of the course will be on both technical and aesthetic issues, and the relationship of image manipulation to different graphic design formats. *Prerequisite*: ARTS 2200. *Frequency*: Odd Year Fall.

ARTS 3250 Digital Photography II (3 credits)
This course develops advanced skills in photographic technology, digital photography camera work, and photographic techniques, including image capture and post-processing. Students will create their own vision and photographic style, informed by research on fine art and commercial photographers and demonstrated through technically demanding projects. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisite*: ARTS 2200. *Frequency*: Every Winter.

ARTS 3550 Ceramics I (3 credits)
Students will create pottery, using multiple techniques such as hand building as well as throwing on the potter's wheel. Students will apply ceramic glazes and firing procedures in order to produce finished ceramic ware. The course will also include some discussion of the historical development of the ceramic arts. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL. *Prerequisite*: Any 1000 or 2000 level ARTS course. *Frequency*: Even Year Fall.

ARTS 3600 Advanced Arts Administration (3 credits)
This course applies the basic principles, theories, concepts, processes, and practices of arts administration to the creation and management of various types of arts organizations. Particular emphasis will be placed on audience development, special event planning, program planning, financial planning, proposal writing, grant writing, and advocacy. *Prerequisites*: ARTS 2600 and COMP 2000 or COMP 2020 or COMP 2000H. *Frequency*: Even Year Winter.

ARTS 3650 Typography (3 credits)
This essential course explores the

fundamentals of typography including the history, theory, and practical employment of type. Through a variety of challenging and informative projects, the creative function of type as an illuminative graphic design element will be examined. *Prerequisite*: ARTS 2190 or ARTS 2410. *Frequency*: Every Fall.

ARTS 3700 Methods and Materials (3 credits)
Through a practical exploration of theoretical/conceptual issues, students will become aware of the complexity and interrelatedness of the elements of art. Students complete a series of studio projects emphasizing the awareness, creative use, and practical application of various materials as a formal means of visual communication and expression. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL. *Prerequisite*: ARTS 1200. *Frequency*: Even Year Winter.

ARTS 3750 Printmaking (3 credits)
In this course, students will learn a variety of printmaking techniques and gain an understanding of the distinctive nature of printmaking including: tools, inks, paper, plate preparation, registration, printing processes and qualities of prints (e.g., overlays, transparency, offset, and multiple images). Students will produce multiple images by hand printing and working on a press while exploring personal visual expression. Class sessions are comprised of independent and collaborative printing, lectures, demonstrations, discussions, and critique. Additionally, students will be introduced to the work of influential printers and the history/tradition of printmaking. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisite*: ARTS 1200 or ARTS 1800 or ARTS 2190 or ARTS 2410. *Frequency*: Even Year Fall.

ARTS 4190 Advanced Principles and Practices in Graphic Design (3 credits)
Students explore the underlying principles of grid theory, text and display typography, sequence, page layout, and type and image integration as they relate to a range of publication design applications. *Prerequisite*: ARTS 3650. *Frequency*: Even Year Winter.

ARTS 4400 Installation Art (3 credits)
This course explores site-specific and non-site-specific installation art. Through historical study, students may incorporate a variety of media including photographs, paintings, drawings, video performances, and sound and sculptural materials in works that expand the physical boundaries of art. Students are introduced to techniques for documenting the installation project. *Prerequisite*: ARTS 3700. *Frequency*: Upon request; contact academic department chair.

ARTS 4500 Professional Print Design (3 credits)
The focus of this course is on multiple page documents and extended design systems. Students will create professional print design projects that reflect the range of work designers encounter in the studio, agency, or corporate design environment. Print production techniques will be investigated. *Prerequisite*: ARTS 2450 or ARTS 3190. *Frequency*: Even Year Fall.

ARTS 4550 Ceramics II (3 credits)
Students will create pottery, using multiple techniques such as hand building as well as throwing on the potter's wheel. Students will apply ceramic glazes and firing procedures in order to produce finished ceramic ware. The course will also include some discussion of the historical development of the ceramic arts. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisite*: ARTS 3550. *Frequency*: Even Year Winter.

ARTS 4900 Special Topics in the Arts (3 credits)
This course is designed for students with an interest in a particular period or genre of art, specific artist, or topics not covered in other art courses. Specific focus to be announced. May be repeated once for credit if content changes and with permission of academic department chair. *Prerequisites*: One ARTS course and COMP 2000 or COMP 2020 or COMP 2000H. *Frequency*: Upon request; contact academic department chair.

ARTS 4900A Special Topics in the Arts: Handmade Books (3 credits)
This art studio course visually examines traditional and alternative book structures in relationship to narrative content. Lectures and demonstrations introduce students to creative processes involved in book making, including traditional and alternative book formats, adhesives and sewn binding structures, archival concerns, and methods for generating original images and text. *Prerequisites*: One ARTS course and COMP 2000 or COMP 2020 or COMP 2000H. *Frequency*: Upon request; contact academic department chair.

ARTS 4950 Internship in the Arts (3 credits)
Training and practice at a professional arts venue. Consult academic department chair for specific details and requirements. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisites*: Completion of 60 or more credit hours, and permission of academic department chair. *Frequency*: Every Fall and Winter.

ARTS 4990 Independent Study in the Arts (3 credits)
The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. Consult academic program for specific details and requirements. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisites*: Permission of academic program; one ARTS course; COMP 2000 or COMP 2020 or COMP 2000H. *Frequency*: Upon request; contact academic program.

ARTS 4990A Independent Study A (1-4 credits)
The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. Consult academic program for specific details and requirements. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisites*: Permission of academic program; one ARTS course; COMP 2000 or COMP 2020 or COMP 2000H. *Frequency*: Upon request; contact academic program.

ARTS 4995 Senior Project (1 credits)
In this course, students will prepare a portfolio of artwork for participation in a senior exhibition. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisites*: Completion of at least 90 credits, Art and Design major, and permission of academic program. *Frequency*: Every Winter.

BENG—Biomedical Engineering

BENG 2080 Foundations of Biomedical Engineering (3 credits)
Topics in this course include application of fundamental engineering skills to solve problems in medicine and biology. Introduces students to a wide range of state-of-the-art applications in biomedical engineering and promotes understanding of interdisciplinary nature of the field. *Prerequisite*: PHYS-2400. *Frequency*: Every Fall.

BENG 4030 Biomechanics and Materials (3 credits)
Topics in this course include concepts of statics, dynamics, mechanics of materials, and fluid mechanics applied to biological systems. Characterization of biological materials, including time-dependent properties. *Prerequisites*: GENG 2450 and GENG 3024 and GENG 3012. *Frequency*: Fall.

BENG 4040 Physiological Systems and Modeling for Engineering I (3 credits)
Topics in this course include quantitative approach to human physiology from the biomedical engineering perspective with emphasis on cellular, neural, endocrine and musculoskeletal systems. Introduction to numerical simulation of physiologic processes and simple control/feedback systems. *Prerequisite*: BENG 2080. *Frequency*: Every

Winter.

BENG 4050 Physiological Systems and Modeling for Engineering II (3 credits)
Topics in this course include quantitative approach to human physiology from the biomedical engineering perspective with emphasis on cardiovascular, pulmonary, renal and gastrointestinal systems. Applied numerical simulation of physiologic processes and control/feedback systems. *Prerequisite*: BENG 4040. *Frequency*: Every Fall.

BENG 4200 Biomedical Instrumentation (3 credits)
Topics in this course include instrumentation and techniques used in acquisition, processing, and presentation of biomedical signals: transducers, sensors, Fourier analysis, flow measurement, medical imaging, biosensors, amplifiers, bridge circuits, and measurement of physical parameters and electrophysiological signals. *Prerequisites*: BENG 2080 and GENG 3050. *Frequency*: Every Winter.

BHS—BHS-Bachelor of Health Science

BHS 3000 Improving of Healthcare through Interprofessional Collaboration (3 credits)
The purpose of this course is to inform students of the steps for advancing patient safety, quality of care while minimizing cost through interprofessional practice. The course will explore health care roles and relationships as they interact with other providers, patients and families within communities. *Frequency*: Every Fall and Winter.

BHS 3100 Current Issues in Health Care (3 credits)
This course discusses current issues and concepts regarding health care to prepare the student with the essential vocabulary and thought processes to understand and evaluate the legal, political and ethical challenges facing health care in the US. . *Frequency*: Every Winter and Every Summer I.

BHS 3101 History of the US Health System (3 credits)
This course will examine the origins and ongoing development of the US health system. Students will gain historical understanding of the origins and forces that have influenced change within the US health care system. *Frequency*: Every Fall and Summer I.

BHS 3110 Health Care Ethics (3 credits)
This course is designed to introduce ethical thinking and concepts regarding health care to prepare the student with the essential vocabulary and thought processes to understand, evaluate and participate in ethical decision making. Students will be introduced to the idea that ethical problems are largely a matter of reason and that progress toward solutions can be gained through an application of normative ethical (philosophical) theory. *Frequency*: Every Spring, Every Summer I, Every Fall and Every Winter.

BHS 3120 Introduction to Epidemiology (3 credits)
The purpose of this course is to introduce the history and development of epidemiology in relation to public health and disease. Communicable, epidemic and endemic as well as social diseases will be discussed. *Frequency*: Every Summer I, Every Fall and Every Winter.

BHS 3130 Research and Design for Health Care (3 credits)
This course is designed as an introduction to basic research methods in health care. The student should gain an understanding of current, ongoing research in the field of health services. Research design and program evaluation will be discussed with emphasis on practical applications in health care settings. Every Winter.

BHS 3140 Health Care Practice (3 credits)
This course will introduce students to health care practice issues at the organizational, professional, interprofessional, and patient care levels. Course topics include licensure, certification, and accreditation of professionals and health service providers, the importance of understanding rules of practice and standards of care, and the study of different legal and regulatory mechanisms designed to prevent or minimize the occurrence of adverse health events and liabilities in health care settings. Through the discussion of case examples, students will have the opportunity to apply the concepts learned to real-life situations. *Frequency*: Fall.

BHS 3145 Principle of Environmental Health (3 credits)
This course will introduce students to the principles of environmental health and their importance to human populations. Some of the topics covered include Environmental Quality, Occupational Health, Vector-borne and Pandemic Diseases, and Hazardous Materials Management, and the regulations promulgated to manage each. *Prerequisite*: COMP 1500. *Frequency*: Every Winter and Every Summer I

BHS 3150 Principle of Leadership (3 credits)
This course will provide an overview of numerous leadership theories to prepare the student for a leadership role in Health Care. The course will critically analyze the differences between leadership and management. *Frequency*: Every Summer I, Every Fall and Every Winter.

BHS 3151 Health Services Management (3 credits)
This course will provide an overview of health care and general management to prepare the student for a managerial role in Health Care administration. Course topics include human resource issues and policy, personnel planning, staffing, development, coaching and training of employees. *Frequency*: Every Summer I and Every Fall.

BHS 3155 Conflict Resolution in Health Care (3 credits)
The purpose of this course is to develop an understanding of conflict and effective conflict resolution strategies that increase personal achievement and create collaborative relationships in the workplace. A variety of health care disputes including employee-employee conflict, supervisor-subordinate conflict, patient-patient conflict, and patient/client-provider conflict are analyzed and problem-solving methods are applied that reduce stress, manage conflict, and create environments of positive growth, personal and organizational safety, and interpersonal and interpersonal satisfaction. *Frequency* Every Summer I, Every Fall and Every Winter.

BHS 3160 Health Policy (3 credits)
This course provides the student with a broad understanding of Health Policy, how health care is organized, and how the practitioner can better work in the system. The focus will be on policy issues of population health and its determinants, access to care, and its impact on health. Students receive an introduction to key features in the US health care system, and will examine issues of rising health care costs and the quality of the care given. (Because there are a number of changes forthcoming as a result of recent legislation, some of the material presented this semester may change radically!). *Frequency*: Every Summer I, Every Fall and Every Winter.

BHS 3161 Concepts in Health Care Finance (3 credits)
The course introduces the fundamental tools, concepts, and applications aimed at providing students an understanding of numerous financial theories and techniques utilized in health care financial management. The course materials are structured around emerging health care policies and the role finance and economics play in establishing policy. Cases studies are drawn from a variety of sources such as health maintenance organizations, home health agencies, nursing units, hospitals, and integrated health care systems. Some topics of discussion also include: concepts of capital financing for providers, budgeting, financial ethics, payment systems, provider costs, high cost of health care, and measuring costs. *Frequency*: Every Summer I, and Every Fall.

BHS 3162 Economics of Health Services (3 credits)
This course will teach the student to use

economic analysis to understand critical issues in health care and health policy. Issues to be studied include the demand for health care, health insurance markets, managed care, medical technology, government health care programs, national health reform, and the pharmaceutical industry. The course will focus on the US health care sector, but will also examine health care systems of other countries. *Frequency*: Every Winter and Every Summer I.

BHS 3170 Health Care Delivery Systems (3 credits)
The purpose of this course is to provide an overview and analysis of American health care delivery systems. An understanding of the economical, social, political and professional forces that shape the health care delivery system will be discussed as well as an examination of how the system is organized, how services are delivered, and the mechanisms by which health care services are financed. *Frequency*: Every Winter and Every Summer I.

BHS 3180 Interprofessional Collaboration (3 credits)
The purpose of this course is to explore interprofessional health care relationships and communication approaches for effective teamwork and collaboration. Looking at behaviors in teamwork and communication for collaboration to prevent gaps in communication during transitional points. Fundamentals of teamwork and communication using the Interprofessional Education Collaborative (IPEC) Core Competencies for Interprofessional Collaborative Practice. Pre-requisite or Co-requisite: BHS 3000 *Frequency*: Every Fall and Winter.

BHS 3190 Patient Education in Health Care (3 credits)
Patient education is an integral part of health care in every setting, from patient treatment, to health and wellness promotion, to injury and illness prevention. The focus of this course is to explore the many issues that impact patient education, from both a health care professional and management perspective. Adult education theory, patient/therapist interaction, communication barriers, strategies for success, web-based patient education, documentation, federal laws and initiatives and standards for patient education are some of the topics that will be examined. *Frequency*: Every Winter.

BHS 3195 Therapeutic Communications for Health Care Professionals (3 credits)
This course covers a variety of general concepts and contemporary discussions in the area of therapeutic communications. Attention is paid to self-awareness, basic communication skills, and therapeutic responses from all health care professionals. *Frequency*: Every Winter and Every Summer I.

BHS 4000 Cultural Competency in Health Care (3 credits)
The purpose of this course is to develop competency and better understanding when confronted with issues related to culture, diversity and ethnically based customs, rituals, alternative health care choices, folk medicine, cultural structure and viewpoints and the practitioner's delivery of health care. *Frequency*: Every Summer I, Every Fall and Every Winter.

BHS 4001 Individuals with Disabilities and Special Needs (3 credits)
With the continued graying of the American population and the extending life expectancy of individuals with disabilities there are a growing number of individuals facing chronic life challenges. These individuals are consumers of health care. It is incumbent on health care providers to understand how different challenges affect a person's abilities. Topics of discussion include: laws that impact services, the history of disability care, and specific disabilities and their impact on functioning. *Frequency*: Every Winter and Every Fall.

BHS 4002 Social Marketing and Healthcare (3 credits)
This course is designed to familiarize students with communication strategies for changing consumer health behavior. The course will examine how to structure, develop, and evaluate health communication interventions that can bring about population-level behavior change. It will begin with an overview of health communication and how it influences health behaviors and outcomes, both positively and negatively. Next, communication strategies for reducing health disparities for different vulnerable and at-risk populations will be explored with a primary focus on social marketing as an effective health communication strategy. Students will learn how to use formative research methods to gather consumer information required for program design and evaluate social marketing campaigns. Finally, this class will cover the role of interprofessional collaborations in developing, administering, and evaluating a social marketing campaign using a step-by-step format. *Frequency*: TBD.

BHS 4005 Alternative Medicine in Health Care (3 credits)
This course examines and analyzes alternative and complimentary medicine and their impact on the healthcare industry. The approach to the subject is to present selected alternative and complimentary medicine fields in an informative, non-judgmental format. Example topics include acupuncture, chiropractic, herbal medicine, homeopathy, massage and naturopathic medicine. *Frequency*: Every Winter, and Every Fall.

BHS 4006 Fundamentals of Chinese Medicine (3 credits)
This course will discuss and analyze the impact, origins and background of Chinese medicine. It is important to enter this class with an open mind, and understand that there are other forms of treatment for disease, different than those taught in westernized medicine programs. Critical analysis of the meridians and pathways and various signs and symptoms associated with disease will be covered. *Frequency*: Every Winter.

BHS 4009 Sports Medicine: Principles and Practice (3 credits)
This course will present a study of athletic injuries and the principle concepts and practices of Sports Medicine - including discussion of; prevention, diagnosis, treatment, and recovery. The major musculoskeletal portions of the body will be covered, major preventive measures will be studied, and the major sports injuries will be addressed. The course will identify the medical treatments associated with the major sports injuries. *Frequency*: Every Winter, and Every Fall.

BHS 4010 Health Promotion and Disease Prevention (3 credits)
This course develops the knowledge and skills needed to work with communities to improve health status of the community. Major topics will include health promotion and disease prevention. Special emphasis will be placed on the "Healthy People 2030" initiatives. *Frequency*: Based on Need.

BHS 4011 Bioterrorism: Health Care's Readiness & Response (3 credits)
This course uses a systems perspective to provide health professionals with an understanding of the prevention and response to the intentional release of armful biologic agents. Category A diseases will be reviewed including anthrax and smallpox. Risk assessment and reduction for health care facilities will be discussed. The structure of public disaster response agencies and the potential difficulties integrating with privately-held critical infrastructure will be evaluated. Tactics and structural components from the class can also be used in unintentional outbreaks to reduce their impact. *Frequency*: Every Fall

BHS 4012 Torture, Violence and Trauma Health Care's Healing Role (3 credits)
This course provides an overview of the physical and psychological effects of torture, violence, and trauma. It focuses on the relationship between health care professionals and victims of human rights violations. Discussion topics include the detection, treatment and documentation of victims of

these events. The course examines the role health care as it relates to incidents of torture, violence and trauma. *Frequency*: Every Winter and Every Fall.

BHS 4013 Global Issues in Human Trafficking (3 credits)
This undergraduate level course is designed to raise awareness and knowledge of the global, national and local issue of human trafficking and contemporary slavery. Students will acquire important terminology related to the issue, and recognize the various forms human trafficking can take domestically and globally. Physical and psychological impact of exploitation on the victims and traffickers recruitment methods will also be explored. Students will research the role that private citizens, professionals, government agencies, the media or faith-based organizations can play in addressing the issue. *Frequency*: Every Fall.

BHS 4020 Topics in Maternal Child Health (3 credits)
The purpose of this course is to provide an overview of Maternal and Child Health (MCH) issues and topic areas. One to two MCH topics will be discussed weekly. To adequately prepare for class discussion questions and course assignments, students are expected to complete the required readings for each session. This course is designated for individuals who have an interest in working in the area of maternal and child health, program development and intervention.. *Frequency*: Winter, Summer I and Every Fall.

BHS 4031 Statistics for Health Sciences (3 credits)
This course is designed to introduce the conceptual foundation of statistical analysis & statistical reasoning of health sciences data, and prepare the student to calculate, interpret and utilize appropriate software packages for basic statistical analysis. *Prerequisite*: math 1000 or Math 1030.. *Frequency*: Every Winter, and Every Summer II.

BHS 4050 Community Capacity Building: an interprofessional approach (3 credits)
This course provides students an overview of the role health care professionals can take to improve the health of communities by introducing them to strategies for capacity building. Strategies including facilitating linkages and teambuilding between sectors, consensus-building, developing skill base ad resources of communities, organizations, and individuals to improve health. Students will learn to identify relevant organizations and stakeholders within the community, who by working together, can delivery health outcomes within the community. *Frequency*: Winter and Fall.

BHS 4100 Academic and Professional Writing (3 credits)
The purpose of this course is to introduce students to the format, content and thought processes for successful academic and professional writing through utilization of APA form and style manual. An overview of proper sentence and paragraph structure, grammar, punctuation usage, formatting and bibliographic referencing will be discussed. Must be taken during first semester of enrollment in program. Must be taken during the first semester of taking course work within major. *Frequency*: Summer I, Every Fall and Every Winter.

BHS 4110 Health Care and Aging (3 credits)
This course examines the psychosocial and cultural variations associated with maturing and aging. Topics covered will be an overview of life choices, living wills, and treatment, as well as cultural implications of senior care. *Frequency*: Every Winter, Every Summer I and Every Summer II.

BHS 4130 Statistics for Health Sciences (3 credits)
This course is designed to introduce the conceptual foundation of statistical analysis & statistical reasoning of health sciences data, and prepare the student to calculate, interpret and utilize appropriate software packages for basic statistical analysis. *Prerequisite*: COMP 1500. *Frequency*: Every Winter, Every Summer II.

BHS 4140 Independent Capstone Health Science Studies (3 credits)
Students select an area of study in cooperation with the course advisor and/or program director. The project may include such items as work-related studies, conference attendance, grant proposals and or planning documents. A comprehensive paper will be developed and delivered according APA form and style manual. Students must receive departmental and advisor approval in order to be allowed to register for this course. Pre-requisites: COMP 1500 and COMP 2000 or COMP 2020 and Senior status. *Frequency*: Winter, Fall, Summer.

BHS 4150 The Science of Sound (3 credits)
This course is designed to introduce students to acoustics. Students will study production of sound waves in general, and more specifically the production of sound waves during speech. Students will also study the characteristics of sound waves, how sound waves are propagated through a medium, and the perception of sound.. *Frequency*: Every Fall.

BHS 4151 Linguistics & Psycholinguistic Variables of Normal Language Development (3 credits)
This course will provide an overview of speech and language development as it relates to the typically developing child from birth through adolescence. This course will include topic areas related to the dimensions of communication, neurological and anatomical basis of communication, models of speech and language development, and speech-language differences and diversity. *Frequency*: Every Winter.

BHS 4153 Speech and Language Disorders for Health Care Practitioners (3 credits)
Overview of speech and language delays and disorders, their etiology, and treatment. How health-care practitioners can identify persons with possible disorders and make appropriate referrals. Consideration of the communication needs within health-care system of persons with speech-language disorders. *Frequency*: Every Winter.

BHS 4160 Education for the Health Professions (3 credits)
This course will provide an opportunity to explore learning theories, learning styles, testing and assessment, education trends, and utilizing technology in instruction as it relates to the health professional and professions. *Frequency*: Every Winter and Every Fall.

BHS 4300 Interprofessional Education Seminar (3 credits)
This interprofessional education seminar focuses on preparing health sciences students with the foundational skills needed to work in teams to effectively collaborate and coordinate care in clinical and population health. This seminar provides learners with evidence-based knowledge and skills on selected health care topics through an interprofessional lens. Through lectures and presentations from leaders in Interprofessional Education and Collaboration, readings, case studies, and work groups, students will learn and practice competencies included in the four core competency domains of interprofessional collaborative practice, as well as leadership skills for team-based, community-oriented health care. Key themes include interprofessional communication, collaboration, leadership and professionalism will be integrate throughout the content. Pre-Requisite or Co-Requisite: BHS 3000. *Frequency*: Every Fall and Winter.

BHS 5105 Basic Life Support / CPR (1 credits)
An American Heart Association course that includes both didactic materials, including methods of reducing cardiovascular risk, and instruction in the psychomotor skills necessary for the initial resuscitation of the cardiac arrest patient.

BHS 5901 Telehealth (3 credits)
Access to healthcare can be a barrier for certain populations of individuals. The use of telemedicine can expand access and possibly improve the quality of healthcare that is provided to these individuals. This course

will explore the foundational concepts of telehealth within a healthcare environment, including a brief history of telemedicine, ethical issues, licensure and credentialing, clinical guidelines, technological guidelines, financial aspects, and team development. *Frequency*: Based on MHS schedule.

BIOL—Biology

BIOL 1000 Introduction to Biology Research I Lab (3 credits)
This course is a unique undergraduate research opportunity designed for freshman and/or sophomore-level students interested in a career in the sciences. Students will take ownership of their own research project by formulating a hypothesis and designing experiments to test their hypothesis, thus allowing students to experience what it is like to be a research scientist. Throughout the process, students will collect and analyze their data and then present their findings. This course is part of a two-course sequence with BIOL 1001 and students should take both courses. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Fall.

BIOL 1001 Introduction to Biology Research II Lab (3 credits)
Students who have successfully completed Introduction to Biology Research I Lab will continue and expand upon their previous research. Students will work on a manuscript of their research and prepare a formal presentation for a symposium or conference. *Prerequisite*: BIOL 1000. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Winter.

BIOL 1040 Environmental Studies (3 credits)
Overview of environmental science that integrates social, economic, technical, and political issues. Problems of ecological disruptions, growth of human populations, land use, energy, water supplies, food supplies, pesticides, and pollution are covered. *Frequency*: Every Fall and Winter.

BIOL 1060 Amoebas to Zebras: Life on Earth (3 credits)
Tiptoe through the tulips, tapeworms, toadstools, tiger sharks, and tarantulas. This course is an overview of the diversity of life on earth, introducing the major groups of living things, from bacteria to mammals, with introductions to basic concepts in ecology, evolution, and life processes. This course is not intended for biology majors. Biology majors may not register for this course without permission of the department chair. *Frequency*: Infrequent.

BIOL 1070 Basics of Human Heredity (3 credits)
This course examines basic concepts of genetics and their application to human heredity and diversity. Topics covered include structure and function of DNA, genes and chromosomes, the role of genes in heredity, tracing of genetic traits in family trees, and advances in genetic technologies as applied to human medicine. This course is not intended for biology majors. Biology majors may not register for this course without permission of the department chair. *Prerequisite*: MATH 1030. *Frequency*: Every Fall and Winter.

BIOL 1080 Human Biology (3 credits)
This course is an introduction to the basic principles of cell and molecular biology. It includes the study of atomic, molecular, cellular structure and function; biochemical processes and pathways; molecular and classical genetics. This course is not intended for biology majors. Biology majors may not register for this course without permission of the department chair. *Prerequisite*: MATH 1000 or higher. *Frequency*: Every Fall and Winter.

BIOL 1100 Concepts and Connections in Biology (3 credits)
All species are a product of evolution and humans are no exception. Nevertheless, the Darwinian revolution that transformed biology a long time ago is only now taking place for the study of humans. Virtually every human related subject (e.g., the social sciences, the health sciences, and the humanities) can be approached from an evolutionary perspective. Evolution is truly a passport for the study of all things animate and their productions, therefore all things human, in addition to other organisms. In this course you will learn about evolution as a subject that applies to all aspects of humanity in addition to the rest of life. This course is not intended for biology majors. Biology majors may not register for this course without permission of the department chair. *Prerequisite*: MATH 1000 or higher. *Frequency*: Fall and Winter.

BIOL 1400 Introductory Cell Biology (3 credits)
This course is an introduction to the basic principles of cell and molecular biology. It includes the study of atomic, molecular, cellular structure and function; biochemical processes and pathways; molecular and classical genetics. This course is not intended for biology majors. Biology majors may not register for this course without permission of the department chair. *Prerequisite*: MATH 1000 or higher. *Frequency*: Every Fall and Winter.

BIOL 1500 Biology I/Lab (4 credits)
An introduction to the biological sciences for students interested in pursuing a career in this area. Includes subcellular and cellular organization, structures/function, biochemistry, classical/molecular genetics, and population dynamics - all arranged around evolution as a major theme. Includes laboratory sessions. *Prerequisites*: MATH 1040 or higher and COMP 1000 or higher. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Fall and Winter.

BIOL 1510 Biology II/Lab (4 credits)
This course and related labs, the second part of a two-part sequence, introduces the basic principles of biological science at the level of the organism and above. It focuses on a survey of the five kingdoms and compares the structure and function of organ systems in plants and animals. It includes the study of evolution, phylogenetic relationships, species diversity and ecological interactions. *Prerequisites*: BIOL 1500 and MATH 1040 or higher and COMP 1000 or higher. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Fall and Winter.

BIOL 2350 Human Nutrition (3 credits)
This course explores the various nutrients, their sources, digestion, absorption, metabolism, interaction, storage, and excretion. Current research is presented against a background of basic nutritional concepts. Special emphasis is given to the role nutrition plays in individual health and the welfare of the population. *Prerequisites*: BIOL 1400 or BIOL 1500. *Frequency*: Every Fall and Winter.

BIOL 2400 Applied Microbiology (3 credits)
This course is an introduction to the basic principles of applied microbiology. It provides an overview of medical microbiology. It introduces the diversity and importance of microbes and their physiology. Aspects of pathogenicity and immunology are stressed. This course is not intended for biology majors. Biology majors may not register for this course without permission of the department chair. *Prerequisites*: BIOL 1400 or BIOL 1500; and MATH 1030 or higher. *Frequency*: Every Fall and Winter.

BIOL 2600 Medical Terminology (3 credits)
This course covers the basic structure of medical terms, including roots, prefixes, and suffixes. Emphasis will also be placed on the terminology of body systems. Medical terms related to anatomy, physiology, pathology, clinical procedures, laboratory tests, and medical abbreviations will be covered. Also, students will learn medical terminology related to specialized areas of medicine such as cancer medicines, nuclear medicines, radiology/radiotherapy, pharmacology, and psychiatry. *Prerequisites*: BIOL 1080, BIOL 1100, BIOL 1400, BIOL 1500, or BIOL 1510 or BIOL 1510H. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every

Fall and Winter.

BIOL 3100 Biological Anthropology (3 credits)
Biological anthropology is the study of evolution, ecology, and behavior of all primate populations (extant and extinct) including humans. The goal of this course is to explore the origins of humanity and breadth of primate diversity as demonstrated through genetic, bio archaeological, comparative anatomical, and primatological contexts. Throughout the semester this course will utilize classic and modern peer-reviewed publications, textbook readings, and digital media to reinforce the key concepts within the field of biological anthropology including an overview of its sub-disciplines which include paleoanthropology, paleopathology, biomedical anthropology, and forensics. This course does not include laboratory sessions. *Frequency*: Every Winter.

BIOL 3200 General Ecology/Lab (4 credits)
Basic principles governing the interaction of organisms and their environment including food webs, energy flow, biogeochemical cycles, factors controlling distribution and abundance, biological and species interaction, species diversity, ecosystem stability, ecological succession, and impact of man. Includes laboratory sessions. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisites*: BIOL 1500 and BIOL 1510 or BIOL 1510H. *Frequency*: Every Winter.

BIOL 3220 Animal Behavior (3 credits)
This course focuses on the behavior of animals. Topics covered include foraging, mating, parental care, and conflict and cooperation. These behaviors are evaluated using the major theoretical models in the field, including game theory, optimal foraging, and multilevel selection. Through a combination of lectures and readings from classical and contemporary literature, students are given a solid foundation in the study of animal behavior, and the extent to which it is shaped by social and environmental conditions. *Prerequisite*: BIOL 1510 or BIOL 1510H. *Frequency*: Every Fall.

BIOL 3300 Invertebrate Zoology/Lab (4 credits)
Basic invertebrate zoology including introductory anatomy, physiology, phylogeny, and ecology of major animal phyla from protozoa through echinoderms with emphasis on marine organisms. Includes laboratory sessions. *Prerequisites*: BIOL 1500 and BIOL 1510 or BIOL 1510H. *Frequency*: Every Fall.

BIOL 3311 Vertebrate Zoology/Lab (4 credits)
This course introduces students to the identification, systematics, life history, anatomy, and adaptive strategies of the vertebrates. The course also exposes students to methods of collecting, preserving, and identifying local vertebrates, as well as the common techniques used in vertebrate research. *Prerequisite*: BIOL 1510. *Frequency*: Odd Year Winter.

BIOL 3320 Anatomy and Physiology I/Lab (4 credits)
This is the first part of a two-part course that deals specifically with form and function of vertebrate organ systems. The lecture period stresses human physiology and the laboratory is mainly devoted to gross anatomy. However, the lecture and laboratory are presented in a unified fashion with the aim that each reinforces the other in presenting a complete picture of functional morphology. Although lower vertebrates are used for comparative purposes, mammalian systems receive major emphasis in both lecture and laboratory. *Prerequisite*: BIOL 1500 or equivalent. *Frequency*: Every Fall and Winter.

BIOL 3330 Anatomy and Physiology II/Lab (4 credits)
This is the second part of a two-part course that deals specifically with form and function of vertebrate organ systems. The lecture period stresses human physiology and the laboratory is devoted to histology and gross anatomy. The lecture and laboratory are presented in a unified fashion with the aim that each reinforces the other in presenting a complete picture of functional morphology. Although lower vertebrates are used for comparative purposes, human systems receive major emphasis in both lecture and laboratory. *Prerequisite*: BIOL 3320. *Frequency*: Every Fall and Winter.

BIOL 3400 Microbiology/Lab (4 credits)
Introduction to basics of morphology, metabolism, growth, genetics, enumeration, and control and public health aspects of bacteria and viruses, with emphasis on marine processes and types. Includes laboratory sessions. *Prerequisites*: BIOL 1500 and CHEM 1310 or CHEM 1310H. *Frequency*: Every Fall and Winter.

BIOL 3450 Introduction to Virology (3 credits)
This course focuses on the introduction to basics of virus structure, replication, overview of diseases caused by viruses, metabolism, growth, genetics, enumeration, and control and public health aspects of viruses. *Prerequisites*: BIOL 1500 and CHEM 1310 or CHEM 1310H. *Frequency*: Every Winter.

BIOL 3500 Histology/Lab (4 credits)
Histology is the study of tissues. It is the science of relating microscopic cell and tissue structure, to function. The lecture period is devoted to tissue structure and function. In the laboratory session, students will be taught a systematic process in identifying histological sections, and how structure directly relates to function. The lecture and laboratory sessions will complement each other to provide a complete understanding of microscopic anatomy and function. *Prerequisites*: BIOL 1500 and CHEM 1310 or CHEM 1310H. *Frequency*: Every Fall.

BIOL 3600 Genetics/Lab (4 credits)
Review of principles of Mendelian and quantitative inheritance considered at a morphological and molecular level, including a survey of population genetics, theories of natural selection, the study of amino acids, and nucleotide substitutions as "evolutionary clocks. *Prerequisites*: BIOL 1510, BIOL 1510H and CHEM 1310 or CHEM 1310H or CHEM 2310 or CHEM 2310H and, MATH 3020 or MATH 3020H or MATH 2020 or MATH 2020H. *Frequency*: Every Fall and Winter.

BIOL 3900 Introduction to Parasitology/Lab (4 credits)
Through lectures and the examination of prepared slides in the laboratory, this course will survey the diversity, morphology, life cycles, and pathology of major protist and metazoan parasites of humans and domesticated animals. Pre-requisite: BIOL 1510 or BIOL 1510H. *Frequency*: Every Fall.

BIOL 4010 Evolution (3 credits)
This course provides the fundamental principles of evolutionary biology. Coverage will include history of evolutionary thought, population and quantitative genetics, paleobiology and experimental evidence, adaptations and radiation, biodiversity, evolution and development (evo-devo), molecular evolution, the impact of neo-darwinian synthesis, genome evolution, phylogenetics, human evolution, macroevolution and coevolution. *Prerequisites*: BIOL 1500 and BIOL 1510 or BIOL 1510H. BIOL 3600 must be taken either as a prerequisite or concurrently with BIOL 4010. *Frequency*: Every Fall

BIOL 4100 Genomics / Lab (4 credits)
This course provides students with an overview of high throughput technologies in biology. It focuses primarily on the fundamental methodologies associated with the modern studies of genomes, transcriptomes and proteomes. The computer-based analysis of the massive data sets generated by these technologies will also be introduced. The rise of technologies, and their impact on general biological research, as well as applied medical and pharmaceutical field, will be discussed. This course also includes laboratory sessions. *Prerequisite*: BIOL 3600. *Frequency*: Every Fall and Winter.

BIOL 4200 Neurobiology (3 credits)
This course is an introductory survey that covers nerve function from the molecular level to behavior. The objective is to give the advanced student in the biological sciences

insight into fundamental mechanisms of nervous integration. The instructional format will consist of lectures, discussion groups, computer simulations, and guest lectures by practicing neuro-scientists. *Prerequisite*: BIOL 3312 or BIOL 3320 or NEUR 2500. *Frequency*: Every Winter.

BIOL 4300 Microbial Pathogenesis (3 credits)
An introduction into the molecular mechanisms used by various microbes (including bacteria and viruses) to infect and cause disease in their hosts. The course will cover microbial attachment, virulence factors, host-parasite interactions, treatment strategies, and mechanisms of drug resistance. *Prerequisites*: BIOL 3400 and BIOL 3600. *Frequency*: Every Fall.

BIOL 4340 Cellular and Molecular Biology (3 credits)
Molecular and biochemical basis of cell structure and function. Topics covered include modern methods for studying cells; cell architecture, growth and divisions; structure and expression of prokaryotic and eukaryotic genes; chromosome structure; development; immune system and cancer biology. This course does not include laboratory sessions. *Prerequisites*: BIOL 3600 or NEUR 3000 and CHEM 1310 or CHEM 1310H or CHEM 2310. *Frequency*: Every Fall and Winter.

BIOL 4360 Immunology (3 credits)
A survey of, and introduction to, immunology, which includes innate and specific immunity, recognition of antigens, antibodies, the complement system, cytokines, cancer and the immune system, and autoimmunity. *Prerequisite*: BIOL 3400. *Frequency*: Every Winter.

BIOL 4401 Human Embryology (3 credits)
This course will cover human embryonic and fetal development from fertilization to birth. The emphasis will be on the morphological changes that take place during development. Underlying molecular mechanisms will also be considered. Relevant congenital anomalies will be considered for each developing organ system. The first portion of the course will focus on the embryonic development that takes place during the first 8 weeks after fertilization. The second portion of the course will focus on the development of the individual organ systems and the fetal period through birth. *Prerequisites*: BIOL 3330 or BIOL 3312. *Frequency*: Fall.

BIOL 4600 Evolution, Adaptation, and Health (3 credits)
This course formally rounds traditional proximate investigations of health and disease in the proper biological context. Human health and diseases have both proximate (mechanistic) and ultimate (evolutionary) causes, yet the classical medical approach has largely focused on the proximate while ignoring ultimate causations. Therefore, while we may understand the physiological process of diseases, we know far less of why we get sick. This course focuses on the evolutionary causes of disease. *Prerequisites*: BIOL 1510 and BIOL 3600. *Frequency*: Every Winter.

BIOL 4700 Advanced Human Physiology (3 credits)
Physiology is the study of the function of the organ systems and how they relate to the human body. The course will begin with cellular physiology and use this as the basis for an integrated approach to organ system physiology. The relationship among the organ systems will be emphasized in order to demonstrate homeostasis. *Prerequisites*: BIOL 3330 with a C or better and CHEM 2400 or CHEM 2400H. *Frequency*: Every Winter.

BIOL 4900 Special Topics in Biology (1-3 credits)
Topics in advanced biology that are not included in a regular course offering. *Prerequisites* may be required. Specific content and prerequisites are announced in the course schedule for the given term. Students may re-enroll for Special Topics covering different content. *Prerequisite*: BIOL 1500. *Frequency*: Upon request and see academic department chair.

BIOL 4900E Special Topics in Biology – Electron Microscopy (3 credits)
This course introduces the basic principles, theory, and practical use of scanning and transmission electron microscopy. Topics to be covered include introduction to principles of electron microscopy: sources, detectors, beam materials interactions, techniques for image optimization, hi-res imaging, including nonconducting and delicate samples. This course combines study of physical and optical principles underlying EM, as well as hands-on training, operational procedures, basic troubleshooting. *Prerequisites*: BIOL 1500; BIOL 3400 and 3500 preferred. *Frequency*: Infrequent.

BIOL 4900F Special Topics in Biology - Cancer Biology (3 credits)
This course will focus on the cellular and molecular basis of cancer, with particular emphasis on the molecular pathways that convert normal cells into cancer cells and how knowledge of these pathways can be utilized to develop novel diagnostic and therapeutic tools against cancer. The class will utilize active learning experience-driven lectures and assignments from both the historical and current literature to examine selected topics in cancer biology. This course does not include laboratory sessions. Pre-Requisite: BIOL 4340. *Frequency*: Infrequent.

BIOL 4900G BIOL 4900G Special Topics in Biology – Fluorescent imaging techniques and data analysis (3 credits)
This is an intensive and comprehensive laboratory-oriented course focusing on applying fluoresce imaging techniques to bio-medical research. The objective of this imaging course is to gain exposure to modern imaging tools from the principles of optics to applications in basic research. The class will utilize active learning experience-driven lectures and laboratory sections. *Frequency*: Infrequent.

BIOL 4900J Special Topics in Biology - Golden Age of Science Seminar Series (3 credits)
Learn about big discovers in science from those who made them. In this special topics course students will attend and analyze a seminar series consisting of comprehensive research presentations that review topics across 120 years of science advances and adventures with a special emphasis on how they affect medicine, science, and society at large. Hosted through the Halmos College of Arts and Sciences, Department of Biological Sciences, National Academy of Sciences and College faculty member, Dr. Stephen O'Brien will share scientific advancements explained by those who discovered them. Students will gain an inside appreciation and understanding of the Golden Age of Science through an interdisciplinary lens. Seminars are open to NSU-Florida faculty, students, the public, and community members. *Frequency*: Infrequent.

BIOL 4901 APS Capstone Course in Biological and Physical Sciences (3 credits)
This course is reserved for students who are enrolled in the Applied Professional Studies Program. Through a series of written assignments, this course provides students with an opportunity to integrate previous learning and experience with a concentration in biological or physical sciences to form a unique course of academic study. Given that the APS major is individualized to a large extent based on a student's interests and past experiences, this course ordinarily will be conducted as an independent study and will be taken during the student's last semester prior to receipt of their degree. *Prerequisite*: To be determined by supervising faculty and the division director. *Frequency*: Upon request and see academic department chair.

BIOL 4950 Internship in Biology (1-12 credits)
A work experience for 16 weeks in the student's major area of study or area of career interest. Consult academic division for specific details and requirements. *Prerequisites*: Cumulative GPA of 2.5 or higher, major GPA of 3.0 or higher, completion of 60 or more credit hours, supervision of instructor, and permission of academic director. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Upon request and see academic department chair.

BIOL 4950A Internship in Biology (A) (1-12 credits)
A work experience for 16 weeks in the student's major area of study or area of career interest. Consult academic division for specific details and requirements. *Prerequisites*: Cumulative GPA of 2.5 or higher, major GPA of 3.0 or higher, completion of 60 or more credit hours, supervision of instructor, and permission of academic director. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Upon request and see academic department chair.

BIOL 4950B Internship in Biology (B) (1-12 credits)
A work experience for 16 weeks in the student's major area of study or area of career interest. Consult academic division for specific details and requirements. *Prerequisites*: Cumulative GPA of 2.5 or higher, major GPA of 3.0 or higher, completion of 60 or more credit hours, supervision of instructor, and permission of academic director. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Upon request and see academic department chair.

BIOL 4950C Internship in Biology (C) (1-12 credits)
A work experience for 16 weeks in the student's major area of study or area of career interest. Consult academic division for specific details and requirements. *Prerequisites*: Cumulative GPA of 2.5 or higher, major GPA of 3.0 or higher, completion of 60 or more credit hours, supervision of instructor, and permission of academic director. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Upon request and see academic department chair.

BIOL 4950D Internship in Biology (D) (1-12 credits)
A work experience for 16 weeks in the student's major area of study or area of career interest. Consult academic division for specific details and requirements. *Prerequisites*: Cumulative GPA of 2.5 or higher, major GPA of 3.0 or higher, completion of 60 or more credit hours, supervision of instructor, and permission of academic director. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Upon request and see academic department chair.

BIOL 4960 Practicum in Biology I (3 credits)
An initial field experience for biology majors at an approved site through the Office of Career Services under the supervision of an approved practicum site supervisor, with face-to-face class group lecture meetings for 3-hours weekly led by the biology faculty member (course instructor) throughout the semester. The format of the course will include both didactic and experiential learning in applied settings where students will immerse themselves in the primary scientific literature of their field of interest. *Prerequisites*: cumulative GPA of 2.5 or higher, major GPA of 3.0 or higher, completion of 60 or more credit hours, and BIOL 1510 with the approval of the biology instructor and permission of the biology department chair. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Fall.

BIOL 4960E Practicum in Biology I: STEM Pedagogy (3 credits)
An initial field experience for biology majors at an approved site through the Office of Career Services under the supervision of an approved practicum site supervisor, with face-to-face class group lecture meetings for 3-hours weekly led by the biology faculty member (course instructor) throughout the semester. The format of the course will include both didactic and experiential learning in applied settings where students will immerse themselves in the primary scientific literature of their field of interest. *Prerequisites*: cumulative GPA of 2.5 or higher, major GPA of 3.0 or higher, completion of 60 or more credit hours, and BIOL 1510 with the approval of the biology instructor and permission of the biology department chair. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Upon request and see academic department chair.

BIOL 4961 Practicum in Biology II (3 credits)
This subsequent practicum course for Biology majors consists of a new or continued and expanded previously established field experience at an approved site through the Office of Career Services under the supervision of an approved practicum site supervisor. The course also includes face-to-face class group lecture meetings for 3-hours weekly led by the biology faculty member (course instructor) throughout the semester. The format of the course will include both didactic and experiential learning in applied settings where students will immerse themselves in the primary scientific literature of their field of interest. *Prerequisites*: successful completion of BIOL 4960 and a cumulative GPA of 2.5 or higher, major GPA of 3.0 or higher, completion of 60 or more credit hours, approval of biology instructor and permission of department chair. *Frequency*: Every Winter.

BIOL 4990 Independent Study in Biology (1-3 credits)
The student selects and independently carries out library and/or empirical research. Faculty supervision is provided on an individual basis. *Prerequisite*: To be determined by the faculty and the division director. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Upon request and see academic department chair.

BIOL 4990A Independent Study in Biology (A) (1-3 credits)
The student selects and independently carries out library and/or empirical research. Faculty supervision is provided on an individual basis. *Prerequisite*: To be determined by the faculty and the division director. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Upon request and see academic department chair.

BIOL 4990B Independent Study in Biology (B) (1-3 credits)
The student selects and independently carries out library and/or empirical research. Faculty supervision is provided on an individual basis. *Prerequisite*: To be determined by the faculty and the division director. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Upon request and see academic department chair.

BIOL 4990C Independent Study in Biology (C) (1-3 credits)
The student selects and independently carries out library and/or empirical research. Faculty supervision is provided on an individual basis. *Prerequisite*: To be determined by the faculty and the division director. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Upon request and see academic department chair.

BIOL 4990D Independent Study in Biology (D) (1-3 credits)
The student selects and independently carries out library and/or empirical research. Faculty supervision is provided on an individual basis. *Prerequisite*: To be determined by the faculty and the division director. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Upon request and see academic department chair.

BIOL 4990E Independent Study in Biology (E) (1-12 credits)
The student selects and independently carries out library and/or empirical research. Faculty supervision is provided on an individual basis. *Prerequisite*: To be determined by the faculty and the division director. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Upon request and see academic department chair.

BMS—Medical Sonography

BMS 3110 Introduction to Diagnostic Medical Sonography (3 credits)
This course is designed to introduce students

to medical terminology, ultrasound practices, anatomy, scanning planes and equipment used in diagnostic ultrasound. It is composed of a 1-hour lecture and a two-hour lab session that will be taught in the ultrasound training laboratory. The focus of the course is to assist students with proficiency in using ultrasound equipment, the production of quality images while integrating patient care, proper ergonomics, and patient positioning. The students will also learn about other essential aspects that are related to medical sonography. This course is the foundation for all the core courses. *Frequency*: Every Summer I.

BMS 3120 Ultrasound Cross-Sectional Anatomy (4 credits)
This course is designed to expand upon student's present knowledge and understanding of normal human anatomy through developing spatial relationships of organs, vessels, bones, muscles, and connective tissues. Normal size, shape, internal and external anatomic landmarks, and imaging characteristics using Computed Tomography, Sonography and other imaging modalities will be examined. Normal spatial relationships of anatomic structures will be presented using standard imaging planes in two and three dimensions. An introduction to the imaging planes used in common sonographic exams along with basic sonographic characteristics of the normal structures will be included. This course serves as the foundation in preparation for the clinical specialty ultrasound courses. *Frequency*: Every Summer I.

BMS 3130 Ultrasound Physics I/Lab (3 credits)
This course is designed to help the student acquire knowledge of all the fundamental principles and concepts necessary to understand the properties of sound and ultrasound as used in diagnostic imaging. These principles and concepts will span from basic properties of sound in soft tissue to advanced techniques such as Doppler, spectral analysis, M-mode, etc. as they pertain to evaluation for Abdomen-Extended, Obstetrics and Gynecology, and Vascular ultrasound imaging. The students will also learn about artifacts, safety, and the concepts of bioeffects. Some of the principles will be illustrated. This is a basic core course necessary for the successful performance of diagnostic studies and the completion of proficiencies and clinical competencies required for graduation as established by CAAHEP/JRC-DMS. *Frequency*: Every Summer.

BMS 3140 Small Parts Sonography (4 credits)
This course will focus on the use of ultrasound for the evaluation of superficial structures such as the neck including thyroid and parathyroid glands, breast, male reproductive system, superficial soft tissue structures, and extremity, non-vascular, as well as the neonatal brain, pediatric spine, and pediatric hip. This course will have a strong hands-on component with students spending several hours in the ultrasound training laboratory. Lectures will focus on relevant normal and abnormal anatomical and physiological aspects, normal sonographic anatomy, as well as on clinical findings, signs and symptoms of disease related to these areas. This course will enable students to develop proficient skills to achieve the required Abdomen-Extended clinical competencies required for graduation as established by CAAHEP/JRC-

BMS 3150 Obstetrics and Gynecology Ultrasound I (4 credits)
This course will focus on the use of ultrasound for the evaluation of the organs contained in the human female pelvic cavity in both, normal and abnormal, gravid, and non-gravid anatomy, and physiology. This course will have a strong hands-on component with students spending several hours per week in the main ultrasound training laboratory scanning non-gravid uterus and learning the transabdominal complete pelvic ultrasound evaluation protocol. The students will also be trained to perform a transvaginal pelvic ultrasound examination using a simulator. The lectures will cover a complete gynecology overview, infertility and assisted reproductive technologies, as well as normal and abnormal 1st trimester pregnancy. This course will enable students to develop proficient skills to achieve the OB-GYN clinical competencies required for graduation as established by CAAHEP/JRC-DMS. *Frequency*: Every Fall.

BMS 3160 Abdominal Sonography I (4 credits)
This course will focus on the use of ultrasound for the evaluation of the upper abdominal organs and vasculature. This course will have a strong hands-on component with students spending several hours per week in the ultrasound training laboratory learning to scan, recognize normal sonographic anatomy and using exam protocols. Lectures will focus on normal anatomy, physiology, scanning techniques, sonographic guided procedures, and how to collect patient information relevant to the different ultrasound studies and other imaging procedures. This course provides a foundation that will help students understand the clinical exam and the elements contributing to their role and the scope of practice as general sonographers. This course will enable students to develop proficient skills to achieve the required Abdomen-Extended clinical competencies required for graduation as established by CAAHEP/JRC-DMS. *Frequency*: Every Fall.

BMS 3170 Venous Testing/Lab (4 credits)
This course will focus on the use of ultrasound for the evaluation of the venous circulation of the upper and lower extremities. This course will have a robust hands-on component with students spending several hours per week in the ultrasound training laboratory. The students will learn how to utilize exam protocols while scanning. Lectures will focus on anatomy, pathologies, treatment options, analysis of data obtained by ultrasound, as well as some other imaging techniques. The students will learn about patient care and how to write preliminary reports. Introduction to Ultrasound is a prerequisite for this course. This course will enable students to develop proficient venous testing skills to achieve the respective clinical competencies required for graduation as established by CAAHEP/JRC-DMS. *Frequency*: Every Fall.

BMS 3190 Peripheral Arterial Testing/Lab (4 credits)
This course is designed to provide a comprehensive understanding of the arterial hemodynamics, anatomy, and physiology of the upper and lower extremities. The students will discover how to assess arterial vascular disorders and learn the protocols for arterial duplex, physiological testing, and the diagnostic criteria for assessing disease. The student will also review various diagnostic and treatment options for the patient as well as clinical pharmacology as it relates to vascular evaluation and stress testing. This course will have a robust hands-on component with students spending several hours per week in the ultrasound training laboratory. The students will enhance their knowledge of patient care and master the development of preliminary reports. Evaluation of abdominal vasculature is included in this course. This course will enable students to develop proficient arterial testing skills to achieve the respective clinical competencies required for graduation as established by CAAHEP/JRC-DMS. *Frequency*: Every Winter.

BMS 3230 Ultrasound Physics II/SPI Exam (1 credits)
This course is designed to review the principles and concepts learned in Ultrasound Physics I through quizzes and exams. It will help students to prepare for the Sonography Principles and Instrumentation (SPI) exam administered by the ARDMS. Students will take the exam after completing the course. *Frequency*: Every Fall.

BMS 3250 Obstetrics and Gynecology Ultrasound II (4 credits)
This course is a continuation of the Obstetrics and Gynecology Ultrasound I. It is dedicated to in depth evaluation of fetal anatomy and further comprehensive approach to studying normal and abnormal 2nd and 3rd trimesters of pregnancy with focus on fetal abnormalities and abnormal conditions of the fetus. The course will have a strong hands-on component with students spending several hours per week

in the main ultrasound training laboratory and a simulation lab. This course will enable students to develop proficient skills to achieve the OB-GYN clinical competencies required for graduation as established by CAAHEP/JRC-DMS. *Frequency*: Every Winter.

BMS 3260 Abdominal Sonography II (4 credits)
This course is a continuation of Abdominal Sonography I and will focus on pathophysiology of the upper abdominal organs and vasculature. This course will have a strong hands-on component with students spending several hours per week in the ultrasound training laboratory strengthening the skills learned in Abdominal Sonography I. Lab assignments will incorporate simulated case studies, clinical correlations, and other imaging modalities (e.g., MRIs, nuclear medicine, CTs, etc.). Lectures will focus on anatomy, perfusion and function, pathology, vascular abnormalities, relevant normal and abnormal anatomical and physiological aspects, normal and abnormal sonographic anatomy, as well as on clinical findings, signs and symptoms, and treatment options for disease related to these areas. Students will learn how to collect patient information relevant to the different ultrasound studies and pathologies, about patient care and how to write preliminary reports. This course provides a foundation that will help students understand the clinical exam and the elements contributing to their role and the scope of practice as general sonographers. This course will enable students to develop proficient skills to achieve the required Abdomen-Extended clinical competencies required for graduation as established by CAAHEP/JRC-DMS. *Frequency*: Every Winter.

BMS 3270 Cerebrovascular Testing/Lab (4 credits)
This course will focus on hemodynamic principles and the use of ultrasound for the evaluation of the extracranial and intracranial cerebrovascular circulation. This course will have a strong hands-on component with students spending several hours per week in the ultrasound training laboratory. Lectures will focus on anatomy, vascular pathophysiology, and hemodynamics in the different types of vascular diseases /dysfunctions, pathologies, clinical vascular diagnostic procedures, different imaging techniques and analysis of data obtained by ultrasound. This course will enable students to develop proficient cerebrovascular testing skills to achieve the respective clinical competencies required for graduation as established by CAAHEP/JRC-DMS. *Frequency*: Every Summer I.

BMS 3280 Clinical Preparation and Review (4 credits)
This course is designed to introduce the student to the clinical environment in preparation to the clinical externship courses. The course is also designed to review and reinforce the technical skills acquired during the didactic year of the program, through laboratory sessions; and strengthen the student's critical thinking skills and self-awareness, through the review and analysis of professional and unprofessional case scenarios. The different topics covered in this course are focused on preparing the student for a successful clinical experience. This course will enable students to develop proficient skills to achieve the required Abdomen-Extended, OB-GYN, and vascular clinical competencies as required by CAAHEP/JRC-DMS. *Frequency*: Every Summer.

BMS 4500 Clinical Externship I (6 credits)
This course is designed to familiarize the student with the clinical environment, enhance their technical skills acquired during the didactic year of the program, and strengthen their critical thinking through the exposure and analysis of real cases. In this course the student will review and reinforce the concepts, terms, and pathology learned throughout the didactic year in each core course; and will be able to apply the acquired knowledge and skills in the clinical setting. The course material is focused on preparing the student to successfully pass the ARDMS registry examinations. This course will enable students to develop proficient skills to achieve the required Abdomen-Extended, OB-GYN, and vascular clinical competencies as required by CAAHEP/JRC-DMS. *Frequency*: Every Fall.

BMS 4600 Clinical Externship II (7 credits)
This course is designed to familiarize the student with the clinical environment, enhance their technical skills acquired during the didactic year of the program, and strengthen their critical thinking through the exposure and analysis of real cases. In this course the student will review and reinforce the concepts, terms, and pathology learned throughout the didactic year in each core course; and will be able to apply the acquired knowledge and skills in the clinical setting. The course material is focused on preparing the student to successfully pass the ARDMS registry examinations. This course will enable students to develop proficient skills to achieve the required Abdomen-Extended, OB-GYN, and vascular clinical competencies as required by CAAHEP/JRC-DMS. *Frequency*: Every Winter.

BMS 4700 Clinical Externship III (8 credits)
This course is designed to familiarize the student with the clinical environment, enhance their technical skills acquired during the didactic year of the program, and strengthen their critical thinking through the exposure and analysis of real cases. In this course the student will review and reinforce the concepts, terms, and pathology learned throughout the didactic year in each core course; and will be able to apply the acquired knowledge and skills in the clinical setting. The course material is focused on preparing the student to successfully pass the ARDMS registry examinations. This course will enable students to develop proficient skills to achieve the required Abdomen-Extended, OB-GYN, and vascular clinical competencies as required by CAAHEP/JRC-DMS. *Frequency*: Every Summer.

BMS 4800 Clinical Supplement (8 credits)
This course is designed to familiarize the student with the clinical environment, enhance their technical skills acquired during the didactic year of the program, and strengthen their critical thinking through the exposure and analysis of real cases. In this course the student will review and reinforce the concepts, terms, and pathology learned throughout the didactic year in each core course; and will be able to apply the acquired knowledge and skills in the clinical setting. The course material is focused on preparing the student to successfully pass the ARDMS registry examinations. This course will enable students to develop proficient skills to achieve the required Abdomen-Extended, OB-GYN, and vascular clinical competencies as required by CAAHEP/JRC-DMS. *Frequency*: As needed.

BMS 5105 Basic Life Support / CPR (1 credits)
An American Heart Association course that includes both didactic materials, including methods of reducing cardiovascular risk, and instruction in the psychomotor skills necessary for the initial resuscitation of the cardiac arrest patient. *Frequency*: Summer.

BPH—Undergrad Public Health

BPH 1010 Foundations of Public Health (3 credits)
This course provides an introduction to the concepts, values, principles, and practice of public health. *Frequency*: Every Fall and Winter.

BPH 1020 Principles of Health Behavior (3 credits)
This course examines the psychosocial, behavioral, and educational principles that determine health behavior. Cognition, communication, relationships, and the environment are explored in the context of theoretical models and the role they play in influencing health behavior and the acquisition of healthy lifestyles. *Frequency*: Every Fall and Winter.

BPH 2010 Human Genomics (3 credits)
This course addresses the principles and practices of genetics and genomics, as well as the ethical, legal, and social issues of genetics and genomics in public health practice. *Prerequisites*: BIOL 1400 or BIOL 1500. *Frequency*: Every Fall.

BPH 2022 Public Health Biology (3 credits)
This course further details the fundamental principles of the underlining mechanisms of human disease and how these mechanisms impact clinical outcomes This course is intended to serve as an introduction to the major issues of public health with a focus on the United States, although global health issues are considered as well. We will examine what those issues are, what determines them, and how they can be altered. As a survey of the entire field of public health, the course provides a broad overview for students wishing no more than an introduction to the field, as well as good grounding for students who wish to pursue additional coursework in public health. *Prerequisites*: BPH 1010. *Frequency*: Every Fall and Winter.

BPH 2030 Public Health Seminar (3 credits)
This course addresses the practice of public health. Topics include current public health issues and trends, chronic diseases and infections, environmental health, emergency preparedness and response, health education and promotion, access to healthcare, and the role of informatics. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Fall and Winter.

BPH 2040 Health Communication (3 credits)
Health communication facilitates the delivery of health information to the public. This course explores communication in health care delivery, health care organizations, health promotion and disease prevention, as well as in promoting personal and psychosocial wellbeing. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisites*: BPH 1010, BPH 1020 and COMP 1500 or Comp 1500H. *Frequency*: Every Fall and Winter.

BPH 2050 Community Health (3 credits)
This course is designed to expose students to community health from a public health perspective with an emphasis on developing the knowledge and skills necessary for a career in public health. Students will explore strategies to improve the health of populations within the context of public health concepts that are key to understanding the community health, such as the ways in which health problems are analyzed and framed and how we study populations and the health issues they face. Then we will apply these concepts to specific areas of public health concern, including communicable and non-communicable diseases, nutrition, mental health, and environmental issues. Special attention will be given to the unequal distribution of health risks and outcomes across racial/ethnic groups, socioeconomic levels, and geographic locations. Students will have the opportunity to gain experiential hours while integrating the knowledge they have learned in the classroom as they synthesize and analyze public health issues from local and national perspectives. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Fall and Winter.

BPH 2060 Intro to School Health (3 credits)
Focuses on the Whole School Whole Community Whole Child (WSCC) model components and coordination. Includes the relationship of WSCC to public health and education outcomes. This course places special emphasis on practical application of organizational principles and school health strategies for addressing current student and staff health issues. *Frequency*: Every Fall.

BPH 2070 Introduction to Public Health Research (3 credits)
In this course students will begin the process of becoming researchers in the field of public health. They will learn the language of research, ethical treatment of research participants, categories of research methods, and the best matches between research questions and research methods. Students will leave the course with skills in describing research, in conducting literature reviews, in selecting research instruments, and in identifying common errors in research methodology. *Prerequisites*: BPH 1010. *Frequency*: Every Fall, Winter, and Summer.

BPH 2080 Dimensions of Wellness (3 credits)
This course provides a theoretical and practical treatment of the concepts within the dimensions of wellness in regard to disease prevention and health promotion. The course will cover topics such as emotional health; alcohol, tobacco, and drug abuse; physical fitness; nutrition and dieting; consumer health; chronic and communicable diseases; stress management; and environmental health. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Fall and Summer.

BPH 2090A Special Topics in Public Health (3 credits)
This course will highlight and explore special interests or emerging topics in public health. Specific material and format will vary by semester, depending on the emerging issue. May be repeated for credit when the topic varies. *Frequency*: Every Fall, Winter, and Summer.

BPH 2090B Special Topics in Public Health (3 credits)
This course will highlight and explore special interests or emerging topics in public health. Specific material and format will vary by semester, depending on the emerging issue. May be repeated for credit when the topic varies. *Frequency*: Every Fall, Winter, and Summer.

BPH 2090C Spec. Topics in Public Health (3 credits)
This course will highlight and explore special interests or emerging topics in public health. Specific material and format will vary by semester, depending on the emerging issue. May be repeated for credit when the topic varies. *Frequency*: *Frequency*: Every Fall, Winter, and Summer.

BPH 2090D Special Topics in Public Health (3 credits)
This course will highlight and explore special interests or emerging topics in public health. Specific material and format will vary by semester, depending on the emerging issue. May be repeated for credit when the topic varies. *Frequency*: Every Fall, Winter, and Summer.

BPH 3010 Concepts in Epidemiology (3 credits)
The purpose of this course is to introduce students to the history and principals of epidemiology that can be applied to understand, characterize and promote public health. Students will learn and apply basic concepts of epidemiology and research to assess and improve health at a population level. *Prerequisites*: BPH 1010 and MATH 2020 or MATH 2020H. *Frequency*: Every Fall and Winter.

BPH 3010H Epidemiology: Distribution & Determinants of Health Honors (3 credits)
Epidemiology is the scientific method used to investigate, analyze and prevent or control a health problem in a population. Using a multidisciplinary approach, this course will introduce students to the public health science of epidemiology and its applications to understand, characterize, and promote public health. Learning application and skill-building opportunities will be presented in the context of public health as well as emphasize biology, mathematics, social sciences, education, environmental science, policy and ethics, and writing and communication. The aim of this approach is to cultivate critical and analogic thinking, deductive reasoning, problem solving with constraints, and concern for cultural and aesthetic values. Satisfies BPH 3010 requirement. Course is limited to Honor's students only. *Frequency*: Every Winter.

BPH 3020 Public Health Leadership and Management (3 credits)
Provides knowledge relevant to leading public health organizations while effectively managing and motivating employees. Includes organizational behavior and theories to examine management, leadership, and application of skills in delivering public health programs. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisites*: BPH 1010, BPH 2022, BPH 2030, and BPH 2040.

Frequency: Every Fall and Winter.

BPH 3030 Introduction to Global Health (3 credits)
Introduction to Global Health introduces students to the main concepts of population health using a global perspective. Students discuss the biological, social, economic, and geopolitical aspects of global health, with an emphasis on population groups at increased risk of health issues. Students critically think through issues of global concern, including communicable and non-communicable diseases, maternal and child health, global environmental health, malnutrition, key determinants of population health, reproductive health, and the socioeconomic and policy implications of global health. Students are taught the basics of global health assessment, planning, and intervention; the roles and functions of global health agencies; and how to locate tools and resources needed for lifelong learning in global health. *Prerequisites*: BPH 1010 and BPH 3010 or 3010H. *Frequency*: Every Fall and Winter.

BPH 3040 Public Health Issues in Disasters (3 credits)
The ever-changing field of public health issues in disasters has continued to make our communities vulnerable to social, economic, and political factors that both shape our response and influence our perceptions of responses at the local, state, and federal levels. Public health practitioners play a vital role in identifying, addressing, and recovering from such devastating disasters and emergencies. This course will provide students with a comprehensive guide for understanding and managing public health emergencies, provide thought-provoking approaches to the various challenges you will face as a practitioner in this field. It will expand your knowledge, challenge your thinking, and act creatively and with compassion in your approach to emergencies and disaster response. *Prerequisites*: BPH 1010 *Frequency*: Every Fall.

BPH 3970 Disparities in Health: Examining the Impact of Culture and Ethnicity (3 credits)
This course introduces students to skills and insights necessary in promoting health in diverse populations. Issues discussed include the need for effective communication; understanding of cultural factors and how they impact preventive efforts; and health care status and utilization patterns on the health care system and expenditures. The course also explores traditional modalities of health maintenance among various populations. *Prerequisites*: BPH 1010, BPH 1020 and BPH 2050. *Frequency*: Every Winter.

BPH 3990 Understanding Mental Health as Public Health (3 credits)
This course provides students with an opportunity to explore mental health and illness from a public health perspective and multi-level framework. The overall aim of the course is to equip students with the knowledge to understand and interpret key epidemiological data, healthcare systems for people with a mental illness, the interaction between mental health and social and physical health factors, mental health across the lifespan, public health interventions such as preventive healthcare and mental health promotion, and mental health policies. Student assignments and projects will develop skills that apply knowledge to understand issues of mental illness and encourage behaviors that promote mental health within communities. *Prerequisites*: BPH 1020 and BPH 2050. *Frequency*: Every Winter.

BPH 3990H Inside Out: Exploring Population Mental Health & Well-Being (3 credits)
There is no health without mental health. Mental illness is a major issue facing every community and is the leading cause of disability in North America and Europe. Mental health and well-being should be treated with the same urgency and attention as physical health and wellness. In this course, we will explore population mental health and well-being through a multi-disciplinary perspective that draws from public health, psychology, sociology, anthropology, history, and biology. We will examine the spectrum of mental health, from wellness to illness, using a socio-ecological approach. Through the use of scientific literature, popular media, policy briefs, and discussions with experts in the field, you will develop the necessary skills that will enable you to make a positive difference as future leaders promoting healthy populations. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. Course is limited to Honor's students only. *Frequency*: Every Fall.

BPH 4020 Policies, Systems, and Environments of Health Care (3 credits)
Healthcare, both in the U.S. and abroad, is the consequence of policymakers, public and private sector interests, and citizens making decisions about how to organize, finance, and deliver care to individuals and populations in the midst of evolving policies, systems, and environments. Through this course, students are able to understand and work within the factors that account for current population health, healthcare delivery arrangements, and health-related policies by applying their knowledge of the major theories and concepts available. *Prerequisites*: BPH 1010 and BPH 1020. *Frequency*: Every Fall and Winter.

BPH 4900A Global Outreach and Applied Learning (3 credits)
The Public Health outreach and applied learning experience is a practice-based field experience in India that involves participating in an underserved outreach experience in a public health capacity. The student will work under the supervision of a site-based preceptor, who identifies the appropriate educational objectives for the practicum. The student is expected to acquire skills and experiences in the application of basic public health concepts from a vulnerable and/or an underserved population context. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. A student deposit of $1000 is required to cover flights, lodging, and food. The final balance is due prior to departure and trip participation is required. *Prerequisites*: BPH 1010 and BPH 2050. *Frequency*: Fall. Specific location, mission, cost, and travel dates will be announced prior to registration. Please email program director at *km1320@nova.edu* for details.

BPH 4900B Global Outreach and Applied Learning (3 credits)
The Public Health outreach and applied learning experience is a practice-based field experience in Puerto Rico that involves participating in an underserved outreach experience in a public health capacity. The student will work under the supervision of a site-based preceptor, who identifies the appropriate educational objectives for the practicum. The student is expected to acquire skills and experiences in the application of basic public health concepts from a vulnerable and/or an underserved population context. A student deposit of $1000 is required to cover flights, lodging, and food. The final balance is due prior to departure and trip participation is required. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisites*: BPH 1010 and BPH 2050. *Frequency*: Winter. Specific location, mission, cost, and travel dates will be announced prior to registration. Please email program director at *km1320@nova.edu* for details.

BPH 4900C Global Outreach and Applied Learning (3 credits)
The Public Health outreach and applied learning experience is a practice-based field experience in Jamaica that involves participating in an underserved outreach experience in a public health capacity. The student will work under the supervision of a site-based preceptor, who identifies the appropriate educational objectives for the practicum. The student is expected to acquire skills and experiences in the application of basic public health concepts from a vulnerable and/or an underserved population context. A student deposit of $1000 is required to cover flights, lodging, and food. The final balance is due prior to departure and trip participation is required. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisites*: BPH 1010

and BPH 2050; *Frequency*: Fall and Summer. Specific details, mission, cost, and travel dates will be announced prior to registration. Please email program director at *km1320@nova.edu* for details.

BPH 4900D Global Outreach and Applied Learning (3 credits)
The Public Health outreach and applied learning experience is a practice-based field experience in Nayarit, Mexico that involves participating in an underserved outreach experience in a public health capacity. Students will be traveling with a non-profit organization, Human Connections, located in Mexico (https://humanconnections.*org*/). The student is expected to acquire skills and experiences in the application of basic public health concepts from a vulnerable and/or an underserved population context. A student deposit of $1000 is charged to your account at the time of registration to cover flights, lodging, and food. The final balance is due prior to departure and trip participation is required for course completion. The expected total cost will be approximately $2500 and fundraising opportunities will be facilitated during the course. Dates of travel are TBA and will not interfere with course requirements for other courses. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisites*: BPH 1010 and BPH 2050; *Frequency*: Winter. Specific details are posted on the Public Health canvas course, or email Dr. Kristi Messer at *km1320@nova.edu* for details.

BPH 4900E Global Outreach and Applied Learning (3 credits)
The Public Health outreach and applied learning experience is a practice-based field experience in Ecuador that involves participating in an underserved outreach experience in a public health capacity. Students will be traveling with a non-profit organization, International Medical Relief, https://internationalmedicalrelief.*org*/. The student is expected to acquire skills and experiences in the application of basic public health concepts from a vulnerable and/or an underserved population context. A student deposit of $2300 is charged to your account at the time of registration to cover flights, lodging, and food. The final balance is due prior to departure and trip participation is required for course completion. The expected total cost will be approximately $2300 and fundraising opportunities will be facilitated during the course. Dates of travel are TBA and will not interfere with course requirements for other courses. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisites*: BPH 1010 and BPH 2050; *Frequency*: Fall. Specific details are posted on the Public Health canvas course, or email Dr. Kristi Messer at *km1320@nova.edu* for details.

BPH 4901A Domestic Outreach and Applied Learning (3 credits)
The Public Health outreach and applied learning experience is a practice-based field experience in New Orleans that involves participating in an underserved outreach experience in a public health capacity. The student will work under the supervision of a site-based preceptor, who identifies the appropriate educational objectives for the practicum. The student is expected to acquire skills and experiences in the application of basic public health concepts from a vulnerable and/or an underserved population context. A student deposit of $1100 is charged to your account at the time of registration to cover flights, lodging, and food. The final balance is due prior to departure and trip participation is required. The expected total cost will be approximately $1100 and fundraising opportunities will be facilitated during the course. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisites*: BPH 1010 and BPH 2050. *Frequency*: Fall, Winter and Summer.

BPH 4901B Local Outreach and Applied Learning (3 credits)
The Public Health outreach and applied learning experience is a practice-based field experience in Florida that involves participating in a myriad of public health outreach experiences with underserved populations/areas. The student is expected to acquire skills and experiences in the application of basic public health concepts from a vulnerable and/or an underserved population context. A student fee of $300 is required to cover transportation costs. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisites*: BPH 1010. *Frequency*: Every Fall and Winter.

BPH 4901C Domestic Outreach and Applied Learning (3 credits)
The Public Health outreach and applied learning experience is a practice-based field experience in Mississippi that involves participating in an underserved outreach experience in a public health capacity. The student will work under the supervision of a site-based preceptor, who identifies the appropriate educational objectives for the practicum. The student is expected to acquire skills and experiences in the application of basic public health concepts from a vulnerable and/or an underserved population context. A student deposit of $800 is required to cover flights, lodging, and food. The final balance is due prior to departure and trip participation is required Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisites*: BPH 1010, BPH 2050. *Frequency*: Winter. Specific location, mission, cost, and travel dates will be announced prior to registration. Please email program director at *km1320@nova.edu* for details.

BPH 4901D Domestic Outreach and Applied Learning (3 credits)
The Public Health outreach and applied learning experience is a practice-based field experience in Washington DC that involves participating in an underserved outreach experience in a public health capacity. The student will work under the supervision of a site-based preceptor, who identifies the appropriate educational objectives for the practicum. The student is expected to acquire skills and experiences in the application of basic public health concepts from a vulnerable and/or an underserved population context. A student deposit of $800 is required to cover flights, lodging, and food. The final balance is due prior to departure and trip participation is required. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisites*: BPH 1010, BPH 2050. *Frequency*: Winter. Specific location, mission, cost, and travel dates will be announced prior to registration. Please email program director at *km1320@nova.edu* for details.

BPH 4901E Domestic Outreach and Applied Learning (3 credits)
The Public Health outreach and applied learning experience is a practice-based field experience in Santa Fe that involves participating in an underserved outreach experience in a public health capacity. The student will work under the supervision of a site-based preceptor, who identifies the appropriate educational objectives for the practicum. The student is expected to acquire skills and experiences in the application of basic public health concepts from a vulnerable and/or an underserved population context. A student deposit of $800 is required to cover flights, lodging, and food. The final balance is due prior to departure and trip participation is required. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisites*: BPH 1010, BPH 2050. *Frequency*: Winter. Specific location, mission, cost, and travel dates will be announced prior to registration. Please email program director at *km1320@nova.edu* for details.

BPH 4910 Environmental and Occupational Health (3 credits)
This course focuses on preventing environmental and occupational health related disease. Causes and consequences of contamination and built environments that adversely impact human health will be explored in the context of how public health professionals can prevent and control environmental and occupational hazards as well as design appropriate interventions. Areas of exploration will include the following:

health impacts of climate change, food systems, exposure, toxicology, hazardous waste management, worker health and wellness, and industrial hygiene. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisites*: BPH 1010 and BPH 3010 or BPH 3010H. *Frequency*: Every Fall and Winter.

BPH 4920 Population Health Outcomes Analysis (3 credits)
This course is an introduction to the population health approach that is driving transformative change in today's health care environment. Students will study and apply concepts related to team-based care, social determinants of health, identifying and stratifying priority populations, health information technology, value-based payment models, quality improvement and quality measures reporting. Students will assess the opportunities and challenges of implementing different population health models in today's health care environment, and they will evaluate the feasibility of current and proposed models to achieve the vision of the Triple Aim. *Prerequisites*: BPH 1010, BPH 3010 and MATH 2020. *Frequency*: Every Fall and Summer.

BPH 4950 Essentials of Public Health Planning (3 credits)
The intersection of the social service and the healthcare sectors are explored on the most granular level in this course. Understanding the why and how of social service agencies, community leadership, identification of impacted constituencies, and the evaluation of health outcomes will provide an overview of community welfare within the public health scope. Conceptual social determinants of health will be addressed through respective service delivery, as a means of maximizing health outcomes, through weekly assignments, community journaling, and team projects. Students will learn from community leaders about the identification of community needs, effective organization and program development, and respective health outcomes necessary for healthy communities to exist. Learnings will be applicable in all aspects of public health and community welfare. Students will learn to identify appropriate service providers with the knowledge of mission and vision formation, insight into service provision, and role within the public healthcare system and beyond. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisites*: BPH 1010 and BPH 1020. *Frequency*: Every Fall and Winter.

BPH 4951 Community-Based Health Project (3 credits)
The Community-Based Health Project course serves as the capstone experience for Public Health majors. The student will have the opportunity to integrate, synthesize, and apply knowledge, skills, and methodologies through this practice-based experience. The student is expected to work directly with a community-based organization and address an identified community health need. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisites*: BPH 1010, BPH 1020, BPH 2050 and BPH 4950. *Frequency*: Every Fall and Winter.

BPH 4980 Ethical Issues in Public Health (3 credits)
This course will give an overview of the ethical principles underlying the practice of public health and will examine the important role ethics play in shaping the responsibilities and decision-making process of the different agencies and levels of government when designing and implementing services and programs. Students will develop skills in critical thinking, professionalism and ethical decision making. *Prerequisites*: BPH 1010. *Frequency*: Every Fall and Winter.

BPH 4990A Independent Study in Public Health (A) (1-3 credits)
Independent study in public health provides students with an opportunity to propose a project and collaborate with a faculty member on public health research, community projects, specialized research skills, or special studies. Written consent of instructor and program director are required. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisite*: BPH 2070. *Frequency*: Every Fall, Winter and Summer. For more information please email the BSPH Program Director at *km1320@nova.edu*.

BPH 4990B Independent Study in Public Health (B) (1-3 credits)
Independent study in public health provides students with an opportunity to propose a project and collaborate with a faculty member on public health research, community projects, specialized research skills, or special studies. Written consent of instructor and program director are required. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisite*: BPH 2070. *Frequency*: Every Fall, Winter, and Summer. For more information, please email the BSPH Program Director at *km1320@nova.edu*.

BPH 4990C Independent Study in Public Health (C) (1-3 credits)
Independent study in public health provides students with an opportunity to propose a project and collaborate with a faculty member on public health research, community projects, specialized research skills, or special studies. Written consent of instructor and program director are required. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisite*: BPH 2070. *Frequency*: Every Fall, Winter and Summer. For more information please email the BSPH Program Director at *km1320@nova.edu*.

BPH 4990D Independent Study in Public Health (D) (1-3 credits)
Independent study in public health provides students with an opportunity to propose a project and collaborate with a faculty member on public health research, community projects, specialized research skills, or special studies. Written consent of instructor and program director are required. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisite*: BPH 2070. *Frequency*: Every Fall, Winter and Summer. For more information please email the BSPH Program Director at *km1320@nova.edu*.

BPH 4990E Independent Study in Public Health (E) (1-3 credits)
Independent study in public health provides students with an opportunity to propose a project and collaborate with a faculty member on public health research, community projects, specialized research skills, or special studies. Written consent of instructor and program director are required. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisite*: BPH 2070. *Frequency*: Every Fall, Winter and Summer. For more information please email the BSPH Program Director at *km1320@nova.edu*.

BSHI—Health Informatics

BSHI 1001 Principles of Health Informatics (3 credits)
This course provides an overview of the field of health informatics. It provides coverage of the status of and trends about the field's origins and development. Students discuss patient informatics, electronic health records, health related data structures, software applications, enterprise architecture in health care and public health organizations. The concept of meaningful use is introduced and the importance of data quality assessment, data standards, data integrity, HIPPA, privacy confidentiality, health care decision support methods, and emerging health information technologies are discussed. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Fall, and Winter.

BSHI 1002 Overview of the United States Health Care System (3 credits)
This course provides an overview of how healthcare and public health are organized and how their services are delivered in the United States. Topics to be covered include public policy (including U.S. health reform

initiatives); organization of healthcare systems; components and operation of healthcare organizations, including e-health delivery; professional roles and accreditation; and legal and regulatory issues, including licensure requirements. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Fall and Winter.

BSHI 2001 Principles of Health Care Quality (3 credits)
This course introduces concepts of continuous improvement (CI) and quality management (QM) approaches in today's information-driven health care organizations for delivery of care. Students address benefits and challenges in managing customer satisfaction benchmarking, performance measurement, QFD, statistical quality process, and related CI and QM activities. Methods for assessing utilization and resource management and other performance standards to improve quality are discussed. Regulatory standards and accreditation standards are reviewed in the context of their role to ensure quality. Various approaches to outcomes measurement and organizational performance are also discussed. The broader principles of ethics including data ownership, beneficial use, justice, and autonomy are also discussed. *Prerequisites*: none. *Frequency*: Fall and Winter.

BSHI 2002 Legal and Ethical Issues in Health Informatics (3 credits)
This course introduces students to the important role law and ethics play in determining the current and emerging issues taking place in health informatics. Students develop skills in analyzing political, legislative and ethical aspects of informatics issues. *Frequency*: Fall and Winter.

BSHI 2004 Health Information Exchange (3 credits)
This course provides fundamental knowledge of health information exchange (HIE). Topics covered include health information technology, governance, and policy of HIE. *Frequency*: Fall.

BSHI 2006 Principles of Management and Leadership in Health Care Organizations (3 credits)
The course Teaches the fundamental concepts of management and leadership for health care organizational. Students will learn diversity training and apply these newly learned knowledge and skills to solving real organizational issues through case studies. Students will learn change management theory as it relates to technology. *Frequency*: Fall, Winter.

BSHI 2008 Principles of Health Information Technology Governance (3 credits)
Students will learn about minimizing information risks and the importance of maximizing value. This can only be accomplished by every department in the health care organization. Information governance is quickly becoming a critical area of organizational administration. Students will learn strategies to implement an information governance program. *Frequency*: Winter.

BSHI 2010 Principles of Project Management in Health Care (3 credits)
This course introduces the fundamental principles of project management from a health information technology (HIT) perspective. Students will learn key project management knowledge and skills including scope management, time management, cost management, quality management, human resource management, communication management, risk management, and procurement management. Students will develop hands-on skills with the project management software assignment. *Frequency*: Fall.

BSHI 3001 Electronic Health Records (3 credits)
This course is an introduction to the electronic health record (EHR). Students will study the use of the EHR in improving healthcare quality, accessibility, and cost-effectiveness. EHR implementation and its use within the internal clinical office will be examined. The EHR will be studied in the context of a comprehensive Health Information System (HIS) supporting our society's interdisciplinary clinical healthcare system. *Frequency*: Fall and Winter.

BSHI 3002 Health Information Security (3 credits)
This course introduces processes, procedures, and equipment for data storage, retrieval, and retention. Coursework addresses laws and rules and regulations governing access to confidential healthcare information. Managing access to, and disclosure of, health information is covered. The course focuses on developing and implementing policies, procedures, and processes to protect the security and privacy of confidential healthcare. *Frequency*: Fall and Winter.

BSHI 3004 Bioinformatics (3 credits)
This course introduces students to the concepts and practice of bioinformatics. Topics that are focused on include biological databases, sequence alignment, gene, and protein structure prediction, molecular phylogenetics, genomics, and proteomics. Students will develop basic understanding of the skills required to collect and presentation of bioinformatics data. *Prerequisites*: BSHI 1001. *Frequency*: Winter.

BSHI 3005 Health Informatics Seminar (3 credits)
The course focuses on developing an understanding of current and future directions for the use of information technology to improve the health and health care of patients cared for in the U.S. health system. Speakers with extensive informatics experience and knowledge from both academia and industry present their work and engage in scholarly discussions during a question-and-answer period. *Prerequisites*: BSHI 1001. *Frequency*: Fall and Winter.

BSHI 3006 Public Health Informatics (3 credits)
This course introduces students to public health informatics. Students will learn about the systematic application of information and computer science and technology as it relates to public health. Students will learn how information, computer science, and technology are linked to the practice of public health. Students will learn basic skills of using some informatics tools in public health practices. *Prerequisites*: **BSHI 1001.** *Frequency*: **Fall (Course Launch Academic Year: 2024-2025)**

BSHI 4001 Health Informatics Internship1 (3 credits)
This course allows the student to select an area of interest in which to apply the theories, concepts, knowledge, and skills gained during the didactic courses in a real-world setting. The student will work under the supervision of a site-based preceptor and a NSU-based faculty advisor. Placement is arranged at a relevant health care organization, and sites will include the medical school, hospitals, medical clinics, and community health centers. The student is expected to acquire skills and experiences in the application of basic health informatics concepts and specialty knowledge to the solution of health information technology problems. Students will be actively involved in the development, implementation, or evaluation of an informatics-based application or project. *Prerequisites*: BSHI 1001 and BSHI 1002, approval from the course director. *Frequency*: Fall and Winter.

BSHI 4002 Health Informatics Internship II (3 credits)
This course is a continuation of Health Informatics Internship/Practicum I which allows the student to select an area of interest in which to apply the theories, concepts, knowledge, and skills gained during the didactic courses in a real-world setting. The student will work under the supervision of a site-based preceptor and an NSU-based faculty advisor. Placement is arranged at a relevant health care organization, and sites will include the medical school, hospitals, medical clinics, and community health centers. The student is expected to acquire skills and experiences in the application of basic health informatics concepts and specialty knowledge to the solution of health information technology

problems. Students will be actively involved in the development, implementation, or evaluation of an informatics-based application or project. *Prerequisites*: BSHI 4001, approval from the course director. *Frequency*: Fall and Winter.

BSHI 4004 Health Informatics Research Methods (3 credits)
This course provides students an opportunity to develop their knowledge and skills in research methods. Students will explore research language, ethical principles, various research approaches and challenges. The core elements of the research methods and processes will be explored that are both quantitative and qualitative, as well as mixed methods. Students will build their research knowledge and skills and use these theoretical underpinnings including critically reviews of literature relevant to health informatics to put together a research project. *Prerequisites*: **BSHI 1001.** *Frequency*: **Winter (Course Launch Academic Year: 2024-2025)**

BSHI 4006A Independent Study in Health Informatics (1-3 credits)
The student will have the opportunity to explore a specific topic in the field of health informatics. While each student's experience will be different the general flow is a written report on the topic area, impact on the healthcare system and findings that will be presented. Learning objectives for each student will be different so a general ideal is presented below. *Prerequisites*: BSHI 1001 or BSHI 1002. *Frequency*: Fall, Winter, and Summer.

BSHI 4006B Independent Study in Health Informatics (1-3 credits)
The student will have the opportunity to explore a specific topic in the field of health informatics. While each student's experience will be different the general flow is a written report on the topic area, impact on the healthcare system and findings that will be presented. Learning objectives for each student will be different so a general ideal is presented below. *Prerequisites*: BSHI 1001 or BSHI 1002. *Frequency*: Fall, Winter, and Summer.

BSHI 4006C Independent Study in Health Informatics (1-3 credits)
The student will have the opportunity to explore a specific topic in the field of health informatics. While each student's experience will be different the general flow is a written report on the topic area, impact on the healthcare system and findings that will be presented. Learning objectives for each student will be different so a general ideal is presented below. *Prerequisites*: BSHI 1001 or BSHI 1002. *Frequency*: Fall, Winter, and Summer.

BSHI 4006D Independent Study in Health Informatics (1-3 credits)
The student will have the opportunity to explore a specific topic in the field of health informatics. While each student's experience will be different the general flow is a written report on the topic area, impact on the healthcare system and findings that will be presented. Learning objectives for each student will be different so a general ideal is presented below. *Prerequisites*: BSHI 1001 or BSHI 1002. *Frequency*: Fall, Winter, and Summer.

BSHN—Human Nutrition

BSHN 1200 Nutrition for the Health Professions (3 credits)
This course promotes an in-depth understanding of the fundamental principles of nutrition including digestion, absorption, and metabolism of macro and micronutrients, food safety, food insecurity, chronic diseases and nutrition across the lifespan. Learning objectives and experiential activities provide a basis for competent interprofessional communication of nutrition principles and practice for health professions. *Frequency*: Every Fall and Winter

BSHN 1300 Careers in Nutrition (3 credits)
Students explore professions and meet role models associated with nutrition and dietetics practice. Course emphasizes the knowledge, skills, and practical competencies needed for successful employment and/or post-graduate education in a nutrition-related field. *Frequency* Every Winter.

BSHN 1400 Nutrition Seminar (3 credits)
This survey course builds on the foundation of nutrition-related professions including food safety, medical terminology, and evidence-based practice. *Frequency* Every Winter.

BSHN 2000 Principles of Wellness (3 credits)
Course engages students in the active relationship between food consumption, personal health and wellness, including foundations of human behavior, physical activity and fitness, and motivational change. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Fall and Winter.

BSHN 2100 Food and Culture (3 credits)
Students explore the relationship between food and culture along with influences on food accessibility, production and consumption. Students evaluate cultural dietary patterns on health status of populations and identify important priorities for health care providers in culturally-sensitive practice. *Frequency* Every Fall.

BSHN 2250 Hot Topics in Nutrition (3 credits)
Virtually no other discipline attracts greater public attention than nutrition. This course will cover the most recent nutritional issues discussed, such as culture, food policy, the environment, human health, dietary supplements, plant compounds, and social media. This course explores several hot topics in nutrition using science-based practice to balance the perspectives of scientists and consumers. Students will explore controversial trends and engage in debates designed to illuminate multiple points of view. Students will have the opportunity to research, evaluate, and present their findings on a nutrition-related topic that is of concern to them. *Frequency*: Every Fall, Winter, and Summer.

BSHN 2300 Nutrition Education, Counseling & Communication (3 credits)
Students are prepared with basic strategies in nutrition education, counseling and learning for individuals and groups. Course includes exposure to practice techniques such as interviewing, goal setting, lesson planning, assessment and evaluation. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisites*: BSHN 1200. *Frequency* : Every Fall.

BSHN 2400 Community Nutrition (3 credits)
Students are prepared with the fundamental guidelines of nutrition programming in the community to improve the health of individuals and groups. Course applies the basic concepts of needs identification, planning, developing, funding, and implementing effective nutrition-based strategies to advance population health. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisites* BSHN 2300. *Frequency* Every Winter.

BSHN 2500 Introduction to Food Service Systems (3 credits)
Course presents an overview of integrated components in safe food service such as management styles, human resources, food supply, equipment and facilities. Topics include the application food systems management, menu planning, food sourcing, purchasing, production, safety and quality improvement. Course emphasizes the role of leadership and professional development skills in this sector *Prerequisites* BSHN 1200 and BSHN 2100. *Frequency*: Every Winter. .

BSHN 3000 Lifespan Nutrition (3 credits)
Students explore the life stages including pregnancy, infancy, childhood, adolescence, and older adulthood from physiological, social, and behavioral perspectives. Course content focuses on the special nutritional needs of each life stage for optimal growth and development, maturation, aging, and prevention of disease. *Prerequisite*: BSHN 1200. *Frequency*: Every Fall and Winter.

BSHN 3100 Nutrition Advocacy and Public Policy (3 credits)
Course examines how nutritional status of individuals and populations is affected by local and global food and nutrition policies. Course addresses major public policy initiatives and legislation related to public health nutrition, health promotion and disease prevention, and professional practice and advocacy. *Frequency* Every Fall.

BSHN 3200 Nutrition at the Cellular Level (3 credits)
Students examine in detail the nutritional biochemistry and metabolic pathways essential for human health. Course focuses on macronutrient and micronutrient metabolism at the cellular level, with an overview of numerous factors involved in deficiencies and excesses with the goal to maximize wellness and human function. *Prerequisites*: BSHN 1200, BIOL 1500, and CHEM 1300. *Frequency*: Every Winter.

BSHN 3300 Global Nutrition (3 credits)
Students explore concepts and policies related to global health and nutrition, with a focus on at-risk populations, cultural issues, agricultural systems, and food availability and security in local and global settings. *Prerequisites* BSHN 2100, BSHN 2400. *Frequency*: Every Fall .

BSHN 3400 Plant-Based Nutrition (3 credits)
This survey course examines current scientific principles associated with a plant-based eating patterns. Course includes a discussion of the impact of a plant-based lifestyle on optimal human health and the relationship between the diet and the development of chronic disease. Other topics include sustainability, global impact, and food supply chain in this area. *Prerequisites*: BSHN 2000 and BIOL 1500. *Frequency*: Every Winter.

BSHN 3500 Interprofessional Models of Nutrition Care (3 credits)
Students explore the roles of nutrition professionals and the team interactions within various settings. Course focuses on interprofessional communication skills and team leadership in addition to content related to decision-making, conflict resolution, and ethical integrity in a healthcare team. *Prerequisite*: BSHN 2300. *Frequency*: Every Winter.

BSHN 3600 Nutrition Implications for Special Populations (3 credits)
This survey course explores vulnerable populations such as those with genetic disorders, inborn errors of metabolism, and physical disabilities along with the nutritional interventions for management of specific chronic conditions and aging. *Prerequisite*: BSHN 3000. *Frequency*: Every Winter.

BSHN 4000 Exploring Nutrition Research (3 credits)
Course applies nutrition-based research through the systematic review of literature and the scientific method. Topics include the use of research ethics, basic design methods, human subjects' protection, scientific communication and evidence-based practice. This is an experiential learning course that satisfies one (1) Experiential Education and Learning (ExEL) unit. *Prerequisites*: BSHN 1400, BSHN 3000 and MATH 2020. *Frequency*: Every Winter.

BSHN 4100 Principles of Medical Nutrition Therapy (3 credits)
Students learn fundamentals of medical nutrition therapy which includes knowledge of environmental and pathophysiology factors. Major chronic illnesses are used as the basis for nutrition care as a primary treatment and preventative measure. Course includes principles and practices related to the Nutrition Care Process. *Prerequisites*: BSHN 3000, BSHN 3200 and BSHN 4000. *Frequency*: Every Fall.

BSHN 4200 Human Function and Nutrition (3 credits)
Course details the nutritional needs for optimal function of the human body, including sports performance. Students examine nutritional requirements as well as complementary and integrative practices on health and human function for an active lifestyle. Topics includes a discussion of current healthy weight status. *Prerequisites*: BSHN 2000 and BSHN 3000 and BSHN 3200. *Frequency*: Every Fall.

BSHN 4300 Nutritional Sciences and Academic Writing (3 credits)
This writing-enriched course explores current research literature in nutritional sciences and engages students to master the basic foundation of scholarly work. Students analyze and transform complex information into articulate, innovative compositions worthy of publication. *Prerequisites* - BSHN 3100 and BSHN 4000. *Frequency*: Every Winter.

BSHN 4400 Directed Individual Study (1-4 credits)
This course provides the opportunity for a student to an engage individualized course of study under the direct supervision of a faculty member. Students select a specific topic in nutrition that is not duplicated in other courses to provide additional preparation and experiential learning. Students take active responsibility for their own professional goals and development. Advisor's Approval Needed. *Frequency*: Every Winter.

BUS—Business

BUS 1000 Introduction to Business (3 credits)
This course serves as a broad overview to the fields of study at the undergraduate level within the H. Wayne Huizenga College of Business and Entrepreneurship. Class sessions will include guest lectures from faculty and practitioners representing academic and profession-based disciplines such as Accounting/Taxation, Business Intelligence/Analytics, Business of Healthcare, Complex Health Systems, Economics, Decision Sciences, Entrepreneurship, Finance, Human Resource Management, International Business, Leadership, Management, Marketing, Process Improvement, Property Management/Real Estate/Real Estate Construction, Real Estate Development, Public Administration, Sport and Recreation Management, Sport Revenue Generation, and Supply Chain Management and Operational Systems. Students will develop an action plan for potentially pursuing one or more of these minors, majors, or degree Programs. *Frequency*: Winter,

BUS 2000 Professional Success 1 (1 credits)
This experiential learning course introduces students to foundations of professional development. Learners will explore the significance of ethical behavior, understanding core values, career interests, and individual characteristics in professional success. Students will leverage course exercises and activities to create an individual purpose statement and professional action plan. *Frequency*: Winter.

BUS 3000 Professional Success 2 (1 credits)
This experiential learning course focuses on skill/tactics necessary to successfully network and self-market in professional environments. Students will gain the acumen required to develop tools and resources that promote professional exposure. Learners will also explore the framework of informed decision making in addition to developing proficiency in the art of informational interviewing for professional career discovery purposes. Course outcomes will be leveraged to update BUS2000's individual purpose statement and student professional action plan. *Prerequisite*: BUS 2000. *Frequency*: Winter.

BUS 3700 Professional Success 3 (1 credits)
This experiential learning course incorporates participation of industry corporate recruiters to facilitate development of skills necessary to successfully navigate professional job interviews. In addition, students will explore behaviors that promote individual and team success in professional environments. Course outcomes will be leveraged to revise BUS3000's individual purpose statement and student professional action plan. *Prerequisite*: BUS 3000. *Frequency*: Winter.

CENG—Computer Engineering

CENG 1600 Digital Logic/Lab (4 credits)
This course introduces how different types of numbers are represented and operated upon

in binary systems. It provides fundamentals of Boolean algebra, basic logic gates, and how Boolean expressions and circuits are minimized using various methods. Students will learn how to design various types of combinational logic circuits including arithmetic circuits (i.e., adders, subtractors, and comparators), multiplexers, demultiplexers, encoders, decoders, programmable logic arrays (PLAs), read only memory (ROMs), and programmable array logic (PALs). They will also understand the operation of basic types of flip-flops, and how they are stacked together to create registers. They will design finite state machines (FSMs) using Mealy vs. Moore models and analyze them using state diagrams, state tables, timing diagrams, and algorithmic state machine charts. *Prerequisites*: MATH 1040 or higher. *Frequency*: Every Winter.

CENG 3720 Computer Systems Engineering (3 credits)
This course covers an array of topics such as system level modeling and evaluation of computer systems, life cycle cost analysis, requirements analysis and elicitation, specifications, architectural design, reliability and performance evaluation, testing, maintenance, project management, concurrent hardware and software design, implementation, and specialized systems. *Prerequisite*: CSIS 3750. *Frequency*: Every Fall.

CENG 4710 Embedded Systems (4 credits)
This course introduces a variety of topics such as embedded microcontrollers and microprocessors, embedded programming, real-time operating systems, low power computing, reliable system design, networked embedded systems, design methodologies, interfacing and mixed-signal systems, and tool support. Laboratory projects are oriented so that students have to successfully design, implement, debug and document computer solutions involving hardware and software. Each student is required to design various projects. *Prerequisites*: CSIS 3810 and EENG 3310. *Frequency*: Every Fall.

CENG 4750 VLSI Design (4 credits)
This course introduces how to design chips using high-level programming languages, and stresses the underlying circuits principles necessary to build high performance and low power systems. The course focuses on VLSI circuit design for modern CMOS technologies. The topics covered in this course include: logic design, high level design languages, basic transistor operation, circuit families (static CMOS, dynamic circuits, and domino), clocking, circuit simulation, physical design, and computer-aided design tools. *Prerequisites*: EENG 3710 and CSIS 3051. *Frequency*: Every Winter.

CENG 4900 Senior Capstone Design (4 credits)
This course covers a general design methodology and consideration of alternative solutions in project planning and design. Teams of students will be assigned a major design problem that will be the focus of the capstone design project throughout the course. Oral presentation and report writing are required. *Prerequisite*: Consent of department chair. *Frequency*: Even Year Winter.

CENG 4910 Engineering Ethics Seminar (1 credits)
This course presents how to avoid and, if possible, resolve any harmful situations in the workplace while being fully aware of legal constraints, implications, and the organizational structure of a business. Topics include the current framework of ethics and examples of ethical dilemmas in engineering practice, systematic methods for resolving ethical situations, and issues prevalent in professional ethics caused by cultural differences. Pre-Requisite: Junior or Senior. *Frequency*: Every Fall.

CENG 4950 Internship in Computer Engineering (1-12 credits)
A work experience for 16 weeks in the student's major area of study or area of career interest. Consult academic division for specific details and requirements. *Prerequisites*: cumulative GPA of 2.0 or higher, major GPA of 2.25 or higher, completion of 60 or more credit hours, supervision of instructor, and permission of academic director. *Frequency*: Upon Request see academic Department Chair.

CENG 4990 Independent Study in Computer Engineering (1-3 credits)
The student selects and independently carries out library and/or empirical research. Faculty supervision is provided on an individual basis. *Prerequisite*: to be determined by the faculty and the division director. *Frequency*: Upon Request see academic Department Chair.

CHEM—Chemistry

CHEM 1100 Fundamentals of Chemistry (3 credits)
The fundamental laws, principles and theories of atomic structure, molecular structure and bonding, stoichiometry, states of matter/solutions, energy changes, and oxidation-reduction reactions are presented along with an introduction to organic chemistry and biochemistry. *Prerequisite*: MATH 1040 or higher. *Frequency*: Every Fall and Winter.

CHEM 1150 Essentials of Chemistry (3 credits)
A one-semester study of the essentials in chemistry with a foundation of energy and the nature of matter. Upon this foundation students will investigate chemical compounds, chemical reactions, chemical nomenclature, and reaction stoichiometry. It continues with chemical periodicity, chemical bonding, and gases. The course concludes with an introduction to kinetics, equilibrium, acid/base theory, and redox reactions. *Prerequisite*: MATH 1040 or higher. *Frequency*: Every Winter.

CHEM 1200 Survey of Forensic Science/Lab (4 credits)
This course is structured to introduce the basic disciplines of forensic science such as fingerprints, drug analysis, arson investigations and DNA analysis. This course is appropriate for non-science major students and students who are looking to pursue the field of forensic science. *Frequency*: Odd Year Fall.

CHEM 1300 General Chemistry I/Lab (4 credits)
This course and the related lab is the first part of a two-semester sequence that studies the laws, principles and theories of atomic structure, molecular structure and bonding, stoichiometry, states of matter/solutions, energetics, oxidation reduction, and laboratory chemistry, including their applications. *Prerequisite*: MATH 1200 or higher except MATH 2020 and/or other statistics classes. *Frequency*: Every Fall and Winter.

CHEM 1300H General Chemistry I/Lab Honors (4 credits)
This course and the related lab is the first part of a two-semester sequence that studies the laws, principles and theories of atomic structure, molecular structure and bonding, stoichiometry, states of matter/solutions, energetics, oxidation reduction, and laboratory chemistry, including their applications. *Prerequisites*: MATH 1200; Honors students only. *Frequency*: Every Fall.

CHEM 1310 General Chemistry II/Lab (4 credits)
This course and the related lab is the second part of a two-semester sequence that studies atomic structure, molecular structure and bonding, states of matter/solutions, dynamics (kinetics and thermodynamics), equilibrium, electrochemistry, and laboratory chemistry including their applications. *Prerequisite*: CHEM 1300 OR CHEM 1300H. *Frequency*: Every Fall and Winter.

CHEM 1310H General Chemistry II/Lab Honor (4 credits)
This course and the related lab is the second part of a two-semester sequence that studies atomic structure, molecular structure and bonding, states of matter/solutions, dynamics (kinetics and thermodynamics), equilibrium, electrochemistry, and laboratory chemistry including their applications. *Prerequisite*: CHEM 1300 or CHEM 1300H. Honors students only. *Frequency*: Every Winter.

CHEM 1500 Introduction to Environmental Chemistry (3 credits)

This course teaches the basic principles of chemistry using examples from the environment. Through a brief introduction to areas of inorganic, organic, and biochemistry, the diversity of chemical pollutants in the environment will be explored. Emphasis will be placed on environmental issues such as the sources of chemical pollutants, the reactions that produce them, and their toxicity. A basic level of algebra is essential. *Prerequisite*: MATH 1030 or higher. *Frequency*: Every Fall.

CHEM 2200 Essentials of Organic Chemistry (4 credits)
A one-semester study of the structure, nomenclature, preparation, properties, and reactions of organic compounds, organized by functional groups and reaction mechanisms. Includes laboratory sessions. *Prerequisite*: CHEM 1310 or CHEM 2310 or CHEM 1310H. *Frequency*: Upon request and see academic department chair.

CHEM 2400 Organic Chemistry I/Lab (4 credits)
This course and the related lab is the first part of a two-semester sequence that studies the chemistry of carbon compounds, including their structure, nomenclature, preparation, reactions, analysis, spectroscopy, and properties. Reaction mechanisms are stressed within a functional group framework. The laboratory session introduces basic laboratory techniques frequently utilized in organic syntheses. *Prerequisite*: CHEM 1310 or CHEM 1310H. *Frequency*: Every Fall and Winter.

CHEM 2400H Organic Chemistry I/Lab (4 credits)
This course and the related lab is the first part of a two-semester sequence that studies the chemistry of carbon compounds, including their structure, nomenclature, preparation, reactions, analysis, spectroscopy, and properties. Reaction mechanisms are stressed within a functional group framework. The laboratory session introduces basic laboratory techniques frequently utilized in organic syntheses. *Prerequisite*: CHEM 1310 OR CHEM 1310H. Honors students only. *Frequency*: Odd Year Fall.

CHEM 2410 Organic Chemistry II/Lab (4 credits)
This course and the related lab is the second part of a two-semester sequence that studies the chemistry of heteroatom-containing carbon compounds, including their structure, nomenclature, preparation, reactions, analysis, and properties. Reaction mechanisms within a functional group framework are stressed. Stability, nucleophilicity and electrophilicity, and structure reactivity relationships will also be examined. The laboratory session practices basic organic syntheses. *Prerequisite*: CHEM 2400 OR CHEM 2400H. *Frequency*: Every Fall and Winter.

CHEM 2410H Organic Chemistry II/Lab (4 credits)
This course and related labs, the second part of a two-part sequence, study the chemistry of carbon compounds, including their structure, nomenclature, preparation, reactions, analysis, and properties. Reaction mechanisms within a functional group framework are stressed. Stability and reactivity, nucleophilicity and electrophilicity, spectroscopy, and structure-activity relationships will also be examined. *Prerequisite*: CHEM 2400 or CHEM 2400H. Honors students only. *Frequency*: Even Year Winter.

CHEM 3050 Chemical Literature and Seminar (3 credits)
The history, structures, and use of literature search tools will be covered. Through the use of chemical literature searches and the literature itself, scientific papers and oral presentations will be prepared and delivered. Students will also be acquainted with the availability and expectations of different chemistry professions, the basic nature of science and chemistry, ethical issues in chemistry, and chemical safety. *Prerequisite*: CHEM 2410 or CHEM 2410H. *Frequency*: Every Winter

CHEM 3150 Environmental Chemistry (3 credits)
In this course, fundamental principles of chemistry, such as kinetics, equilibrium and bonding, are used to understand the sources, fates and transformations of chemical components in the natural and polluted environments. The topics to be discussed include energy utilization, stratospheric ozone depletion, climate change, air pollution and control, water pollution and treatment, toxic chemicals. Some focus will be placed on environmental implications of energy utilization, chemistry of the atmosphere, hydrosphere, lithosphere, and biosphere. *Prerequisite*: CHEM 2400 or CHEM 2400H. *Frequency*: Odd Year Fall.

CHEM 3215 Survey of Rational Drug Design (3 credits)
This course aims to provide students with an understanding of the process of drug discovery and development from the identification of novel drug targets to their introduction into clinical practice. It covers the basic principles of how drugs are discovered with emphasis on lead identification, lead optimization, classification and kinetics of molecules targeting enzymes and receptors, prodrug design and applications, as well as structure-based drug design methods. Recent advances in the use of computational and combinatorial chemistry in drug design will also be presented. *Prerequisite*: CHEM 2410 or CHEM 2410H. *Frequency*: Infrequent: less than once every two years.

CHEM 3400 Biophysical Chemistry (3 credits)
Biophysical Chemistry covers thermodynamics concepts, electrochemistry, and introduction to statistical mechanics and their relation to thermodynamics functions. This course will explore a range of topics at the intersection between chemistry and biology. *Prerequisites*: MATH 2100 OR MATH 2100H, AND PHYS 2360 OR PHYS 2500, AND BIOL 1510 OR BIOL 1510H, AND CHEM 2410 OR CHEM 2410H. *Frequency*: Infrequent: less than once every two years.

CHEM 3405 Biophysical Chemistry/Lab (4 credits)
Biophysical Chemistry covers thermodynamics, quantum Mechanics and applies principles of Statistical Mechanics and their relation to thermodynamics functions. This course will explore a range of topics at the intersection between chemistry and biology. Pre-Requisites: (MATH 2100 OR MATH 2100H) AND (PHYS 2360 OR PHYS 2500) AND (BIOL 1510 OR BIOL 1510H) AND (CHEM 2400 OR CHEM 2400H). *Frequency*: Every Fall.

CHEM 3410 Biophysical Chemistry II/Lab (4 credits)
Biophysical Chemistry II is an introduction to the principles of Statistical Mechanics, and Quantum Mechanics. This course will explore a range of topics at the intersection between chemistry and biology. *Prerequisite*: CHEM 3400. *Frequency*: Infrequent: Less than once every two years.

CHEM 3460 Quantitative Analysis/Lab (4 credits)
The quantitation of chemical substances in complex mixture is the focus of this lab intensive course. Methods of sample preparation and analysis will be examined. The mathematical treatment of data to produce quantitative information for chemical substances will also be emphasized. *Prerequisite*: CHEM 2400 OR CHEM 2400H. *Frequency*: Every Fall.

CHEM 3650 Biochemistry/Lab (4 credits)
The chemical properties of amino acids, monosaccharides, lipids and nucleotides are discussed. The structure of proteins, carbohydrates and biological membranes are studied. Mechanisms of enzymatic catalysis are outlined in detail with an emphasis on the structure/function of cofactors. Glycolysis and citric acid cycle are described. Electron transport and ATP synthesis are discussed in both mitochondria and chloroplasts. Metabolism of lipids, amino acids and nucleotides are presented. In addition to mechanistic studies of biochemical pathways and cycles, regulation of these processes is also covered. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisites*: BIOL 1500 and CHEM 2410 or CHEM 2410H. *Frequency*: Fall and Winter.

CHEM 3700 Physical Chemistry I/Lab (4 credits)
Physical Chemistry I covers thermodynamics, chemical equilibrium, phase equilibrium, chemistry of solutions, kinetic theory, and reaction kinetics. *Prerequisites*: MATH 3200 OR MATH 3400 AND PHYS 2500 AND CHEM 2410 or CHEM 2410H. *Frequency*: Every Fall.

CHEM 3710 Physical Chemistry II/Lab (4 credits)
Physical Chemistry II is a continuation of the study of physical chemistry and covers chemical statistics, quantum mechanics, atomic and molecular spectroscopy, and molecular structure. This course also includes a lab which explores lab techniques used in physical chemistry. *Prerequisite*: CHEM 3700. *Frequency*: Every Winter.

CHEM 3800 Principles of Pharmaceutics (3 credits)
This course provides the scientific background and theories important in dosage form design. Emphasis will be placed on biopharmaceutical and physiochemical considerations of various routes of delivery and delivery systems. The basics of appropriate handling and incorporation of medicinal agents into select dosage forms will also be presented to illustrate important physical principals.. *Prerequisites*: CHEM 1310 General Chemistry II/Lab and PHYS 2350 General Physics I/Lab or PHYS 2400 Physics I/Lab. *Frequency*: Every Fall.

CHEM 3850 Principles of Pharmacology (3 credits)
This course provides students a detailed understanding of basic pharmacology. It introduces the basic principles of drug absorption, distribution, metabolism, and elimination, as it pertains to pharmacology. Special emphasis is placed on determinants of therapeutic window, factors that affect the mechanism of action and side effects of the most common drugs. The concepts of receptor theory including types of receptors, agonists, antagonists, receptor modulation and intracellular signaling pathways are discussed. The mechanism of action and relevant facts for selected drugs commonly used in the US are also presented. *Prerequisites*: BIOL 3330 Anatomy and Physiology II/Lab and CHEM 2410 Organic Chemistry II/Lab. *Frequency*: Every Fall.

CHEM 4005 Inorganic Chemistry I (3 credits)
In this course modern inorganic chemistry topics including the principles of molecular structure, bonding periodicity, band theory, and chemical reactivity with application to compounds of the main group and transition elements are studied. *Prerequisite*: CHEM 2410 or CHEM 2410H. *Frequency*: Every Fall.

CHEM 4010 Inorganic Chemistry II/Lab (5 credits)
In this course will cover advanced modern inorganic chemistry topics including ligand field, reactions mechanisms, and the 18 electron rule for inorganic and organometallic compounds are studied. The lab component covers modern techniques of inorganic and organometallic chemistry including experience with glovebox, Schlenk line, and vacuum line methods. *Prerequisites*: CHEM 3460 and CHEM 4005. *Frequency*: Every Winter.

CHEM 4101 Senior Chemistry Seminar (1 credits)
This senior seminar course is designed for chemistry major students in their senior year. It prepares students to give a seminar on their undergraduate research or a literature investigation of a related area. *Prerequisite*: CHEM 3101 or CHEM 3050. *Frequency*: Every Winter.

CHEM 4150 Chemical Instrumentation (4 credits)
This is an applied chemistry course designed to emphasize the typical instrumentation methods used in chemistry. The course will focus on chemical analysis and chemical instrumentation. Classical methods such as gas chromatography, liquid chromatography, potentiometry, and electrochemistry will be supplemented with more modern and analytical instrumental methods such as UV-visible spectrophotometry, FT-IR, GC, fluorimetry, NMR, and atomic spectroscopy (absorption and emission).*Exp*eriential Education and Learning (ExEL): Successful completion of this curse satisfies 1 ExEL unit. *Prerequisite*: CHEM 2410 or CHEM 2410H. *Frequency*: Winter.

CHEM 4200 Plant Drug Analysis (3 credits)
This course introduces the chemical techniques used to extract, separate, and identify medicinal drugs derived from plants. Eleven major drug classes--essential oils, alkaloids, anthracene derivatives, argutin, bitter principle, coumarin, flavonoids, cardiac glycoside, saponin, pungent principle, and mustard oil--will be covered. The course also examines the botanicals they are derived from. By the end of the course, the student is expected to execute a qualitative screening of an unknown drug and identify its class and the major pharmaceutical components present. *Prerequisite*: CHEM 2410 or CHEM 2410H. *Frequency*: Infrequent: less than once every two years.

CHEM 4500 Principles of Pharmacokinetics (3 credits)
This course covers mechanisms and rates of the processes of drug absorption, distribution, metabolism, and elimination in the body. The course also examines how the fate of drugs in the body is influenced by physiologic and biochemical processes. Emphasis is placed on the mathematical techniques involved in the analysis of plasma concentration-time curves to determine pharmacokinetic parameters. This course describes the application of basic pharmacokinetic principles in drug therapy. Simulations and case studies are also incorporated. *Frequency*: Every Winter.

CHEM 4900 Special Topics in Chemistry: Principles of Medicinal Chemistry (3 credits)
The organic chemistry of medicinal agents: understanding the relationships between chemical structure and their individual mode of action. Including the principles involved in drug discovery and development, and in enzyme-inhibition. The first half will focus on the chemical and biochemical background needed to understand modern medicinal chemistry, whereas the second half will concentrate on the medicinal chemistry of select receptor-agent interactions. *Prerequisite*: CHEM 2410 or CHEM 2410H. *Frequency*: Upon request and see academic department chair.

CHEM 4900A Special Topics in Chemistry: Principles of Medicinal Chemistry (3 credits)
The organic chemistry of medicinal agents: understanding the relationships between chemical structure and their individual mode of action. Including the principles involved in drug discovery and development, and in enzyme-inhibition. The first half will focus on the chemical and biochemical background needed to understand modern medicinal chemistry, whereas the second half will concentrate on the medicinal chemistry of select receptor-agent interactions. *Prerequisite*: CHEM 2410. *Frequency*: Upon request and see academic department chair.

CHEM 4900B Special Topics in Chemistry: Nutritional Biochemistry and Metabolism (3 credits)
This course will provide a firm foundation of the biochemical functions of the macronutrients, micronutrients and trace nutrients in humans. Starting with the processes of digestion and absorption of the nutrients, and proceeding through their participation in the various metabolic pathways that occur inside cells, the focus will be on the precise enzymatic steps that require each vitamin and mineral, and the biochemical consequences of a lack of each nutrient in humans. These will then be related to the physiological and pathological features of deficiency for each nutrient in humans. The nutritional requirements for each nutrient will be related to guidelines promulgated by the U.S. Government (e.g. Dietary Reference Intakes) and other bodies that are used to assess human nutritional sufficiency. *Prerequisite*: CHEM 3650. *Frequency*: Upon request and see academic department chair.

CHEM 4950 Internship in Chemistry (1-12 credits)
A work experience for 16 weeks in the student's

major area of study or area of career interest. Consult academic division for specific details and requirements. *Prerequisites*: cumulative GPA of 2.5 or higher, major GPA of 3.0 or higher, completion of 60 or more credit hours, supervision of instructor, and permission of Department Chair. *Frequency*: Upon request and see academic department chair.

CHEM 4950A Internship in Chemistry (A) (1-12 credits)
A work experience for 16 weeks in the student's major area of study or area of career interest. Consult academic division for specific details and requirements. *Prerequisites*: cumulative GPA of 2.5 or higher, major GPA of 3.0 or higher, completion of 60 or more credit hours, supervision of instructor, and permission of Department Chair. *Frequency*: Upon request and see academic department chair.

CHEM 4950B Internship in Chemistry (B) (1-12 credits)
A work experience for 16 weeks in the student's major area of study or area of career interest. Consult academic division for specific details and requirements. *Prerequisites*: cumulative GPA of 2.5 or higher, major GPA of 3.0 or higher, completion of 60 or more credit hours, supervision of instructor, and permission of Department Chair. *Frequency*: Upon request and see academic department chair.

CHEM 4950C Internship in Chemistry (C) (1-12 credits)
A work experience for 16 weeks in the student's major area of study or area of career interest. Consult academic division for specific details and requirements. *Prerequisites*: cumulative GPA of 2.5 or higher, major GPA of 3.0 or higher, completion of 60 or more credit hours, supervision of instructor, and permission of Department Chair. *Frequency*: Upon request and see academic department chair.

CHEM 4990 Independent Study in Chemistry (1-12 credits)
The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. *Prerequisite*: to be determined by the faculty and Department Chair. *Frequency*: Upon request and see academic department chair.

CHEM 4990A Independent Study in Chemistry (A) (1-12 credits)
The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. *Prerequisite*: To be determined by the faculty and Department Chair. *Frequency*: Upon request and see academic department chair.

CHEM 4990B Independent Study in Chemistry (B) (1-12 credits)
The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. *Prerequisite*: To be determined by the faculty and Department Chair. *Frequency*: Upon request and see academic department chair.

CHEM 4990C Independent Study in Chemistry (C) (1-12 credits)
The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. *Prerequisite*: To be determined by the faculty and Department Chair. *Frequency*: Upon request and see academic department chair.

CHEM 4990D Independent Study in Chemistry (D) (1-12 credits)
The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. *Prerequisite*: To be determined by the faculty and Department Chair. *Frequency*: Upon request and see academic department chair.

CHEM 4990E Independent Study in Chemistry (E) (1-12 credits)
The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. *Prerequisite*: To be determined by the faculty and Department Chair. *Frequency*: Upon request and see academic department chair.

CHEM 4990F Independent Study in Chemistry (F) (1-12 credits)
The student selects and independently carries out library and/or empirical research. Faculty supervision is provided on an individual basis. *Prerequisite*: To be determined by the faculty and the Department Chair. *Frequency*: Upon request and see academic department chair.

CHEM 4990G Independent Study in Chemistry (G) (1-12 credits)
The student selects and independently carries out library and/or empirical research. Faculty supervision is provided on an individual basis. *Prerequisite*: To be determined by the faculty and the Department Chair. *Frequency*: Upon request and see academic department chair.

CHIN—Chinese

CHIN 1210 Elementary Mandarin Chinese I (3 credits)
Essentials of Modern Standard Mandarin Chinese language with emphasis on reading and oral skills and a limited amount of writing. Introduction to Chinese cultures. Not open to native speakers. *Frequency*: Every Fall and Winter.

CHIN 1220 Elementary Mandarin Chinese II (3 credits)
Continuation of essentials of Modern Standard Mandarin Chinese language with emphasis on reading and oral skills and a limited amount of writing. Introduction to Chinese culture. Not open to native speakers. *Prerequisite*: CHIN 1210. *Frequency*: Every Winter.

CIS—Computer Info Science/Non-Inst

CIS 1000C Introduction to Computer and Information Sciences (3 credits)
An introductory course to study computer systems layer by layer. The material covers Information Layer, Hardware Layer, Programming Layer, Operating Systems Layer, Application Layer, and Communication Layer. Each layer is covered in great detail and the concepts are supplemented by real examples.

COMM—Communication

COMM 1100A Communication Practicum A (1 credits)
In this course, students learn, develop, and apply the skills necessary to function in a professional media setting. Students will gain practical experience related to the field of media by working in the Office of Student Media, under the supervision of a communication faculty member. Students will be able to work in fields such as newspaper, television, radio, web, public relations, and event planning. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Fall and Winter.

COMM 1100B Communication Practicum B (1 credits)
In this course, students learn, develop, and apply the skills necessary to function in a professional media setting. Students will gain practical experience related to the field of media by working in the Office of Student Media, under the supervision of a communication faculty member. Students will be able to work in fields such as newspaper, television, radio, web, public relations, and event planning. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Fall and Winter.

COMM 2010 Introduction to Print Journalism (3 credits)
This course centers on instruction in the forms, methods, and styles of news and information writing for print publications. Emphasis will be placed on journalistic ethics. *Prerequisite*: COMP 2000 or 2020 or COMP 2000H. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Fall.

COMM 2040 Public Relations Writing (3 credits)
This course focuses on the process of writing in the practice of public relations, including research and composition of the following types of documents/publications: annual reports, news releases, brochures, communication audits, direct mail campaigns, newsletters, PSAs, and organization profiles. *Prerequisite*: COMP 2000 or COMP 2000H or COMP 2020. *Frequency*: Every Fall.

COMM 2060 Media and Gendered Images (3 credits)
This course examines gendered images in popular media other than literature, including film, music videos, television, and comic books, and their impact on mainstream America. *Prerequisites*: COMP 2000 or COMP 2010 or COMP 2020 or COMP 2000H. *Frequency*: Even Year Winter.

COMM 2100 Mass Media (3 credits)
An examination of the impact of technology on the way we receive and process information and images, the basic legal and economic structure of the mass media, historical precedents and events of mass media, the new cultural forms that have emerged from mass media, and the nature and implications of developing media technologies. *Frequency*: Every Fall.

COMM 2200 Introduction to Broadcast Journalism (3 credits)
Training in the elements of broadcast reporting with emphasis on the modern electronic news story. Students will learn the elements of broadcast news, the style and structure of broadcast news writing, and the technology of radio production. *Prerequisite*: COMP 1500 or COMP 1500H. *Frequency*: Every Winter.

COMM 2300 Intercultural Communication (3 credits)
The purpose of this course is to develop an understanding of communication across cultural boundaries and the role of diversity in interpersonal, public, and mass communication. Students will study communication differences across cultures and the importance of being rhetorically sensitive when communicating with diverse audiences. *Prerequisite*: COMP 1500 or COMP 1500H. *Frequency*: Every Winter.

COMM 2400 Principles of Advertising (3 credits)
This course examines the efficacy of advertising in modern society. It provides students with a fundamental understanding from which to interpret, understand, and create advertising. The course also provides a foundation for further study of advertising. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisite*: COMP 1500 or COMP 1500H. *Frequency*: Every Fall.

COMM 2520 The Art and Craft of Video Editing (3 credits)
This course provides students hands-on opportunities to learn the art and craft of digital video editing using industry-standard software. This course provides a brief overview of historical/theoretical issues related to audiovisual montage. Students critically analyze audiovisual media while also engaging in creative practice. Industry workflows and best practices are also discussed. *Frequency*: Every Fall.

COMM 2810 Introduction to Film and Television Production (3 credits)
This course offers an introduction to visual filmmaking aesthetics and techniques, including shooting for editing, camera angles and composition, mise-en-scéne, and lighting. Students are taught the basics of field camera operation, lighting design, and editing. This course also offers an introduction to television studio production. Students learn the basics of studio crew roles, cameras, lights, microphones, and control room equipment. In addition to production exercises, students will perform close critical analyses of scenes from film and television. *Frequency*: Every Fall and Winter.

COMM 2900 Research Methods in Communication (3 credits)
This course teaches the student to understand and interpret research applications, methods and results, and practice basic research writing skills. Students will become familiar with qualitative and quantitative research methods commonly required in communication studies. *Prerequisites*: One COMM course at or above the 2000 level, or one SPCH course; and COMP 2000 or COMP 2020 or COMP 2000H. *Frequency*: Infrequent.

COMM 3110 Communication Theory (3 credits)
This course focuses on different theories of communication at the levels of interpersonal, public, and mass communication. Students will learn numerous perspectives on the role and value of human interaction from fundamental communication theories and models to contemporary theoretical approaches for understanding the connection between human communication and human behavior. *Prerequisites*: One COMM course at or above the 2000 level and COMP 2000 or COMP 2020 or COMP 2000H. *Frequency*: Every Fall.

COMM 3200 Principles of Public Relations (3 credits)
This course focuses on the nature, role, and scope of public relations on national and international levels. Topics introduced are organizational behavior and the ways in which it is shaped, public relations ethics, public relations practice in private and public arenas, emphasizing management and public relations strategy. *Prerequisites*: COMM 2040 and COMP 2000 or COMP 2020 or COMP 2000H. *Frequency*: Every Winter.

COMM 3300 Multimedia Writing (3 credits)
Due to the convergence of media, this course will survey the different formats and styles used in multimedia writing. Students will learn to tailor messages to their intended audiences and produce effective writing across various mediums, including print, radio, television, and the web. It will familiarize students with the ever-changing media environment and help students acquire the skills necessary to communicate effectively across multiple mediums. The course will also discuss how students can prepare to transition from the classroom to a multimedia career. *Prerequisites*: COMP 2000 or 2020 or COMP 2000H and COMM 2010 or COMM 2200. *Frequency*: Every Fall.

COMM 3310 Organizational Communication (3 credits)
This course examines the interrelationships of communicative behavior and attitudes with organizational policies, structures, and outcomes, and it uses case studies to teach theoretical principles. *Prerequisite*: COMM 2040 or COMM 2400. *Frequency*: Every Fall.

COMM 3400 Strategic Visual Communication (3 credits)
Students gain insight into how visual components contribute to effective strategic communication by investigating the roles visuals play in reaching audiences and building organizational identity. Students learn about the communication functions served by visual components: images, color choices, and graphic design. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisite*: COMM 2400 or COMM 3200. *Frequency*: Even Year Winter.

COMM 3500 Media Regulation (3 credits)
This course surveys media policy and regulation emphasizing issues of libel, free speech, privacy, confidentiality of information and sources, as they pertain to mass media, advertising, and public relations. *Prerequisites*: One COMM course at or above the 2000 level and COMP 2000 or COMP 2020 or COMP 2000H. *Frequency*: Every Winter.

COMM 3600 Persuasion (3 credits)
Students will learn theories and strategies relevant to the study of public persuasion and social influence. Topics will focus on the role of persuasion in public address, advertising, business, politics, government, and social movements. Students will study the tools and techniques used to understand audiences for the purposes of marketing communication

messages. *Prerequisites*: One COMM course at or above the 2000 level and COMP 2000 or COMP 2020 or COMP 2000H. *Frequency*: Every Winter.

COMM 3700 Documentary Filmmaking (3 credits)
This course is designed to provide students with a framework for understanding the production of various documentary styles. Students will engage in readings, screenings, analysis, discussion and field production/ editing. This course guides students through the pre-production, production and post-production processes. Media production skills will be developed through orientation to and working with various types of equipment. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisites*: COMP 1500 or COMP 1500H and COMM 2800. *Frequency*: Odd Year Fall.

COMM 3710 Audio/Radio Production (3 credits)
This course introduces audio as a communication medium. Students learn the principles of sound, recording audio for film and television, podcasting, and radio broadcasting. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisite*: COMM 2810 or COMM 2510. *Frequency*: Even Year Fall.

COMM 3810 Digital Video Production (3 credits)
This course offers instruction in producing videos for a variety of genres, including, but not limited to, nonfiction, promotional videos, narrative fiction, and abstract/experimental video art. Students build on the skills introduced in COMM 2810 while also learning new technical skills, including location sound recording and drone operation. Pre-requisite: COMM 2800. *Frequency*: Every Winter.

COMM 3820 Sports Reporting and Writing (3 credits)
This writing-intensive course prepares students to cover, report, and write sports stories that include game coverage, columns, features, and news. Students complete the course with an expanded writing portfolio. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisite*: COMP 2000 or COMP 2020 or COMP 2000H. Course *Frequency*: Every Fall.

COMM 3830 Digital Video Post-Production (3 credits)
This course provides advanced training and practice in video post-production processes and workflows. Utilizing several industry-standard software applications, students advance their knowledge of video editing while also learning color correction, compositing, visual effects editing, animation, and sound design. *Prerequisite*: COMM 2510 and COMM 2810. *Frequency*: Every Winter.

COMM 3900 Web, Mobile, and Interactive Design for Communication (3 credits)
Students learn the historical background of the web's evolution, basic design guidelines for creating effective visual presentations, and essential design and building techniques for creating web sites and mobile applications. Using this foundational knowledge, students plan, design, and develop a website. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisite*: ARTS 2410 or ARTS 2190. *Frequency*: Even Year Winter.

COMM 4020 Media Planning (3 credits)
This course provides an introduction to strategic media planning, the process used to place messages in media in order to reach specific audiences. It combines concepts and skills as it engages critical thinking in the process of media planning for advertising, public relations, and health and political communication campaigns. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisite*: COMM 2400 or COMM 3200. *Frequency*: Infrequent.

COMM 4100 Feature Writing (3 credits)
In this workshop-based class, students produce newspaper, magazine, and/or online feature stories for The Current and other markets. Types of stories may include personality profiles, travel, how-to, participatory, etc. Students complete the course with an expanded writing portfolio. *Prerequisite*: COMM 2010. *Frequency*: Every Winter.

COMM 4200 Public Relations Campaigns (3 credits)
This course is designed to familiarize students with public relations agencies, their structures, and how they function as counseling and consulting services for many types of organizations. The preparation of problem-solving campaigns, programs, and projects will be emphasized. Students will implement the four-step public relations process in the form of group and individual proposals. Students will utilize skills in critical thinking, writing, reading, research, and new technologies. *Prerequisite*: COMM 3200. *Frequency*: Every Fall.

COMM 4300 Social Media Theory and Practice (3 credits)
This course will serve as a primer for the context and forms of social media and as an introduction to the various skills necessary to navigate social media effectively and collaboratively. Not simply a course designed for one specific technology or medium, the goal will be to learn how the digital world operates and is assessed, so that students attain the knowledge, critical thinking ability, and practical skills necessary to meet the personal, professional, and civic challenges posed by social media in an ever-changing landscape. *Prerequisite*: COMP 2000 or 2020 or COMP 2000H; and one COMM course. *Frequency*: Odd Year Winter.

COMM 4400 Copy Editing (3 credits)
Students sharpen their journalistic skills as they learn about traditional and contemporary editorial roles and engage in the editing process. Because the news is fluid, students in this class learn to adapt to change and make informed decisions within the realm of solid journalistic standards. *Prerequisites*: COMP 2000 or COMP 2000H and COMM 3820 or COMM 4100. *Frequency*: Infrequent.

COMM 4510 Short Film Production & Distribution (3 credits)
Students will complete a short film (narrative, documentary, or experimental) from concept to final cut. Students may direct/produce their own short film or serve as above-the-line crew (e.g., director of photography, editor) on another student's film. In consultation with the instructor, students will promote their work online and submit to film festivals. *Prerequisites*: COMM 3810 and COMM 3820. *Frequency*: Every Winter.

COMM 4900 Special Topics in Communication (3 credits)
This course offers a cross-sectional view of the media through a focus on a particular medium, theme, or genre. Specific focus to be announced. May be repeated once for credit if content changes and with permission of academic department chair. *Prerequisites*: One COMM course at or above the 2000 level or one SPCH course, and COMP 2000 or COMP 2020 or COMP 2000H. *Frequency*: Upon request; see academic department chair.

COMM 4900A Special Topics in Communication (1-3 credits)
This course offers a cross-sectional view of he media through a focus on a particular medium, theme, or genre. Specific focus to be announced. May be repeated once for credit, if content changes and with written consent of division director. *Prerequisites*: One COMM course at or above the 2000 level, or one SPCH course; and COMP 2000 or COMP 2020 or COMP 2000H. *Frequency*: Upon request; see academic department chair.

COMM 4950 Internship in Communication (1-6 credits)
A minimum of 80 hours (per credit hour earned) of field or work experience in the student's major area of study. Consult academic department chair for specific details and requirements. Experiential Education and

Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisites*: COMM 1100A and COMM 1100B and permission of academic department chair. *Frequency*: Every Fall and Winter.

COMM 4950A Internship in Communication (1-6 credits)
A minimum of 80 hours (per credit hour earned) of field or work experience in the student's major area of study. Consult academic department chair for specific details and requirements. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisites*: COMM 1100A and COMM 1100B and permission of academic department chair. Course *Frequency*: Every Fall and Winter.

COMM 4990 Independent Study (3 credits)
This course offers a cross-sectional view of the media through a focus on a particular medium, theme, or genre. Specific focus to be announced. May be repeated once for credit if content changes and with permission of academic department chair. *Prerequisites*: One COMM course at or above the 2000 level, or one SPCH course, and COMP 2000 or COMP 2020 or COMP 2000H. *Frequency*: Upon request; see academic department chair.

COMM 4990A Independent Study (1-3 credits)
The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. Consult academic department chair for specific details and requirements. *Prerequisites*: One COMM course and COMP 2000 or 2020 or COMP 2000H. *Frequency*: Upon request; see academic department chair.

COMP—Composition

COMP 1000 Basic Writing (3 credits)
A writing workshop emphasizing the writing process, reflection, and the production of proficient writing at the sentence, paragraph, and document level. This course prepares students for COMP 1500 through hands-on experience with college-level writing conventions. *Frequency*: Every Fall and Winter.

COMP 1500 College Writing (3 credits)
A writing workshop emphasizing recursive writing and reflection within a variety of contexts. This course provides instruction in writing rhetorically, researching and documenting sources, and composing in multiple media. *Prerequisites*: SAT Evidence Based Reading and Writing score of 570, ACT English score of 22, a TOEFL score of 650 (paper) or 280 (computer), a passing Writing Composition Exam, or COMP 1000. *Frequency*: Every Fall and Winter.

COMP 1500H College Writing Honors (3 credits)
A writing workshop emphasizing recursive writing and reflection within a variety of contexts. This course provides instruction in writing rhetorically, researching and documenting sources, and composing in multiple media. *Prerequisites*: SAT Evidence Based Reading and Writing score of 570, ACT English score of 22, a TOEFL score of 650 (paper) or 280 (computer), a passing Composition Challenge Exam, or COMP 1000. *Prerequisites*: Honors students only. *Frequency*: Every Fall and Winter A writing workshop emphasizing recursive writing and reflection within a variety of contexts. This course provides instruction in writing rhetorically, researching and documenting sources, and composing in multiple media. *Prerequisites*: SAT Evidence Based Reading and Writing score of 570, ACT English score of 22, a TOEFL score of 650 (paper) or 280 (computer), a passing Writing Challenge Exam, or COMP 1000. *Frequency*: Every Fall.

COMP 2000 Advanced College Writing (3 credits)
A writing workshop emphasizing inquiry-based research in academic and professional settings. This course challenges students to engage in substantive projects drawing on multiple methods of research and asks students to document, present, and reflect on their findings. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisite*: COMP 1500 or COMP 1500H. *Frequency*: Every Fall and Winter.

COMP 2000H Advanced College Writing Honors (3 credits)
A writing workshop emphasizing inquiry-based research in academic and professional settings. This course challenges students to engage in substantive projects drawing on multiple methods of research and asks students to document, present, and reflect on their findings. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisites*: Honors students only; COMP 1500 or COMP 1500H. *Frequency*: Every Winter.

COMP 2020 Writing About Literature (3 credits)
A writing workshop emphasizing inquiry-based research in one or more of the following literary genres: fiction, poetry, drama, and essays. *Prerequisite*: COMP 1500 or COMP 1500H. *Frequency*: Every Winter.

CRJU—Criminal Justice

CRJU 1100 Introduction to Criminal Justice (3 credits)
This course includes an overview of the agencies and individuals that comprise the American criminal justice system. Students will examine the theories that seek to explain the "causes" and "cures" of crime. The major focus is on the development and operation of law enforcement, courts, and corrections. Topics include history, structure, functions, and philosophy of the criminal justice system and its relationship to life in our society. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Fall and Winter.

CRJU 1200 Criminal Law (3 credits)
This course covers the study of substantive criminal law. Students learn the elements of major crimes and defenses. Students also examine the distinctions between various state statutes, the common law, the Bill of Rights, and the Model Penal Code. Topics include sources of substantive law, classification of crimes, parties to crime, elements of crimes, and matters of criminal responsibility. *Frequency*: Every Fall and Winter.

CRJU 2000 Constitutional Issues (3 credits)
This course will provide a general review of the U.S. Constitution and Bill of Rights, especially the constitutional basis for criminal law and the impact of the Constitution and its amendments on the criminal justice system. Students also examine the constitutional aspects of criminal procedure, including searches, seizures, arrests, interrogation, the pretrial process, trial, sentencing and appeal. *Prerequisite*: CRJU 1100. *Frequency*: Every Fall.

CRJU 2220 Criminology (3 credits)
This course is designed to familiarize students with theories of criminal behavior and basic research methodology in criminal justice and criminology. Specifically, students will examine the scientific study of crime and criminals. Throughout the course various topics will be covered, including criminological theory, defining and measuring crime, contemporary crime patterns and types of crime. *Prerequisite*: CRJU 1100. *Frequency*: Every Fall and Winter.

CRJU 2400 Court Systems and Procedures (3 credits)
The court process is complex and affects both policing and corrections, this course will delve into the authority, power, and limitations of the court systems of America. While focusing on the dynamics of American court systems, each class will accentuate crucial aspects of law and procedure on-the-books contrasted with law-in-practice. The key personnel of court system will be highlighted, with an emphasis placed on authentic real-life situations, not just participant's ideal behaviors and actions. Further, controversial issues and technological changes will be addressed, including their impact on the contemporary American court systems and procedures. *Prerequisite*: CRJU 1100. *Frequency*: Every Fall.

CRJU 2500 Ethical Dilemmas and Decisions in

Criminal Justice (3 credits)
This course is designed to acquaint students with an understanding of the importance of ethics within the United States Criminal Justice System through applying basic ethical principles to the three components of the criminal justice system: the police, the courts and corrections. *Prerequisite*: CRJU 1100. *Frequency*: Every Winter.

CRJU 2600 Multiculturalism and Crime (3 credits)
This course examines the interplay between race, ethnicity, gender, sexual orientation, social class, and crime by exploring the contemporary and historical experience of marginal groups in the criminal justice system. Widely held beliefs regarding the treatment of minority groups by the criminal justice system will be critically evaluated to understand the relationship between crime and marginality in theory and practice. The political influence of minority groups on criminal justice practice and policy formulation is also examined. Substantive areas explored include racial profiling, hate crimes, disparate arrest rates and sentencing, (including the death penalty) of marginal groups, and the experience of minority practitioners in the criminal justice system. *Prerequisite*: CRJU 1100. *Frequency*: Every Fall and Winter.

CRJU 3100 Juvenile Delinquency (3 credits)
An orientation to the issues, policies and procedures that make up the juvenile justice system. This course will cover the historical and theoretical principals of juvenile justice, including the functions and legal responsibilities of the police, probation, juvenile court, and the juvenile corrections system in the United States. Emphasis will be placed on the social forces that cause children to become involved in the juvenile justice system. *Prerequisite*: CRJU 1100. *Frequency*: Every Winter.

CRJU 3220 Policing (3 credits)
This course covers the historical development of policing, current trends, education, training, models of policing and ethical implications. Students will explore the role that police play in society as well as their relationship with the communities that they serve. Additionally, state and federal levels of law enforcement will be reviewed. *Prerequisites*: CRJU 1100. *Frequency*: Every Fall.

CRJU 3250 Interviewing, Interrogation, and Report Writing (3 credits)
This course will cover the gathering of information by law enforcement officials from individuals in both an interview and interrogation environment. Emphasis will be placed upon preparation for questioning, discussion setting, general questioning techniques, specific offender type strategies, recognition of deception, obtaining admissions, documentation of confessions, ethical aspects of investigations and legal rights of those interviewed/interrogated. Further, the composition and writing of reports will be covered with an emphasis on clarity, precision and brevity. *Prerequisites*: CRJU 1100. *Frequency*: Every Winter.

CRJU 3300 Corrections in America (3 credits)
An analysis of corrections with an in-depth view of the major components of the field. Emphasis is placed on the various systems of corrections, the practice of corrections, institutional custody, community-based corrections, probation and parole, the correctional client and the death penalty. Special attention will be given to trends in incarceration rates, including race, ethnicity, sex, special offenders and enhanced sentencing. *Prerequisite*: CRJU 1100. *Frequency*: Every Fall.

CRJU 3400 Criminal Investigations (3 credits)
This course will cover the fundamentals of investigation, crime scene search and recording, the collection, documenting and submission of evidence, scientific aids to criminal investigation, interviews and interrogation, follow-up investigation and case preparation. Emphasis is placed on the investigation of specific crimes, identification of information sources and procedures required for the handling of evidence. Also discussed are the legal elements of the crimes and field techniques for the gathering of data and presentation of cases to the courts. *Prerequisites*: CRJU 1100. *Frequency*: Every Fall.

CRJU 3500 Probation, Parole, and Community Corrections (3 credits)
This course explores the historical development and current administration of probation, parole, and other community corrections strategies in the United States. Topics covered include sentencing structures, supervision strategies, the pre-sentence investigation report, and the role and function of probation and parole officers. Students are exposed to current research and evaluate factors that may contribute to success or failure of community corrections programs. *Prerequisite*: CRJU 3300. *Frequency*: Every Fall.

CRJU 3600 Comparative Criminal Justice: Spain (3 credits)
This course examines the legal and criminal justice systems of select nations with a special focus on the criminal justice system of Spain. It highlights the differing approaches used by various countries to "the crime problem", as they compare to the U.S. justice model. This course also addresses the influence of different historical, political, economic, social and cultural factors on the structures of legal institutions and systems of justice. Given the course's special focus on Spain's criminal justice system, required Spring Break travel to Spain will include visits to criminal justice agencies and facilities, along with interactions with criminal justice professionals and students. Students will identify and analyze points of convergence and divergence between the United States and Spain on perceived causes of crimes and approaches to crime prevention and control. *Prerequisites*: CRJU 1100 or LGST 2500 or LEGS 1150 or INST 1500 or POLS 1200 or INB 3550. *Frequency*: Winter - Odd Years.

CRJU 3700 The CSI Effect: Media and Criminal Justice (3 credits)
This course illustrates how media coverage and television programs influence the public's perception of criminal justice. Fiction is often mistaken for reality, and this phenomenon, known as the "CSI Effect," adds to the assumption that all criminal cases can be easily solved by the employment of high-tech forensic science, as depicted on television crime shows. This course explores the common misperceptions and their consequences, through real-world examples, providing students with the ability to critically analyze and assess information promoted by the media and entertainment television. *Prerequisite*: CRJU 1100. *Frequency*: Every Fall.

CRJU 4000 Victimology (3 credits)
This course will examine both the institutional and social factors and the issues and developments within the legal process that are relevant to the study of victims of crime. This includes an examination of the definition of a victim, crime, and a historical review of the role of the victim in the criminal justice system. Topics in this course may include psychological impacts of crime, the impact of victimization, legal approaches to victims, services provided to victims, restorative justice and emerging trends in the field of victimology. *Prerequisite*: CRJU 2220. *Frequency*: Every Winter.

CRJU 4200 Terrorism and Homeland Security (3 credits)
This course will provide students with a comprehensive introduction to terrorism and homeland security. The first section of the course will provide students with a basic understanding of terrorism as a definitional, theoretical and criminological issue. The second section of the course presents a detailed historical discussion of the birth and evolution of terrorism movements. The third section focuses on contemporary international and domestic terrorism. The final section concentrates on issues surrounding the prevention of terrorism through homeland security. Critical thinking will be encouraged through class discussions of controversial issues where students will be asked to consider various positions, choose their own approach, and cite evidence to support their positions. Students will also have the opportunity to study a specific terrorist group of interest through the writing of an in-depth research

paper. *Prerequisites*: CRJU 1100. *Frequency*: Every Winter.

CRJU 4400 Police Organizational Behavior and Management (3 credits)
This course is an introduction to management principles as applied to law enforcement agencies. The student will explore how the organizational structure and occupational values of policing affect management actions and organizational outcomes. Case studies will be used to illustrate and analyze management issues and decision-making in a police environment. Topics include police organizational structure, police personality and occupational values, motivation, police discipline, police unionization, decision-making, leadership, and organizational change. *Prerequisite*: CRJU 3220. *Frequency*: Every Winter.

CRJU 4500 Research Methods in Criminal Justice (3 credits)
This is an introductory course in research methodology in criminal justice. It is designed to introduce the student to basic concepts and problems encountered in quantitative and qualitative investigation, including types of data and measurement, sampling, probability, and research design. This course will emphasize examples of methodology in the field and utilize actual data. *Prerequisite*: CRJU 2220. *Frequency*: Every Fall.

CRJU 4600 Gangs in America (3 credits)
This course will cover various aspects of the gang problem that involve the criminal justice system, including gang enforcement by law enforcement, gang laws and pending legislation, gang prosecution, and the effect of the gang culture on the streets of America. Also discussed are issues dealing with gang theory, including concepts of street gangs, graffiti, violence, and gang structure and organization. Students will explore the reasons why gangs exist, how they are formed, and the impact of gang crime and victimization on society. *Prerequisite*: CRJU 1100. *Frequency*: Every Winter.

CRJU 4880 Senior Seminar in Criminal Justice (3 credits)
This course provides an in-depth analysis of historical and contemporary literature in the field of criminal justice. Students will read classic and contemporary literature and apply this literature to real life dilemmas in the criminal justice system. This course challenges students to integrate and critically examine theories and concepts from criminal justice literature, appreciate the relationship between theory and policy, and challenges students to build on skills and knowledge acquired through earlier academic experience. *Prerequisite*: CRJU 4500. *Frequency*: Every Winter.

CRJU 4900 Special Topics in Criminal Justice (3 credits)
Topics in criminal justice that are not included in regular course offerings. Specific content is announced in the course schedule for a given term. Students may re-enroll for special topics covering different content. *Prerequisites*: CRJU 1100 and any other prerequisite deemed appropriate by the instructor depending on the course topic.

CRJU 4950 Internship in Criminal Justice (3 credits)
This course is designed to provide students with an opportunity to integrate academic and experiential knowledge. Students will be placed in an agency or organization, of their choice, related to the practice of criminal justice. Additionally, students are required to complete a minimum of 140 hours at the internship placement site during the 16 weeks of enrollment. *Prerequisites*: (1) a minimum grade point average of 2.5 as calculated by NSU; (2) completion of 60 credit hours and CRJU 4500; (3) an approved placement site prior to enrolling in the course; and (4) permission from the academic director. *Frequency*: Every Winter.

CRJU 4950A Internship A in Criminal Justice (3 credits)
This course is designed to provide students with an opportunity to integrate academic and experiential knowledge. Students will be placed in an agency or organization, of their choice, related to the practice of criminal justice. Additionally, students are required to complete a minimum of 140 hours at the internship placement site during the 16 weeks of enrollment. *Prerequisites*: (1) a minimum grade point average of 2.5 as calculated by NSU; (2) completion of 60 credit hours and CRJU 4500; (3) an approved placement site prior to enrolling in the course; and (4) permission from the academic director. *Frequency*: Every Fall and Winter.

CRJU 4990 Independent Study in Criminal Justice (3 credits)
The student selects and carries out independently library and/or empirical research. Faculty supervision is provided on an individual basis. *Prerequisite*: CRJU 1100 or CRJU 1200 and written consent of instructor and division director. *Frequency*: Every Fall and Winter.

CRJU 4990D Independent Study D in Criminal Justice (1-3 credits)
The student selects and carries out independently library and/or empirical research. Faculty supervision is provided on an individual basis. *Prerequisite*: CRJU 1100 or CRJU 1200 and written consent of instructor and division director. *Frequency*: Every Fall and Winter.

CSAD—Comm Sci & Disorders

CSAD 2010 Communication Disorders Through Film and Media (3 credits)
Overview of communication disorders through a representation in films, literature, and media. This course provides an overview of speech, language, and hearing disorders from a clinical perspective. Communication disorders will be examined through the perception of society. *Prerequisite*: COMP 1500. *Frequency*: Winter and Fall.

CSAD 2015 Introduction to American Sign Language One (3 credits)
Students will learn background and historical information related to American Sign Language (ASL) and the Deaf Community. Students will learn the basic parameters, components, linguistic principles, and syntax of ASL. Students will learn how to execute finger-spelled words correctly. Students will demonstrate, both expressively and receptively, mastery of signed vocabulary words totaling approximately 300 concepts. *Frequency*: Fall and Winter.

CSAD 2020 Introduction to American Sign Language Two (3 credits)
Students will continue to learn background and historical information related to American Sign Language (ASL) and the Deaf Community. Students will continue to learn the basic linguistic principles, and syntax of ASL. Students will demonstrate, both expressively and receptively, mastery of signed vocabulary words totaling approximately 350 concepts. Pre-Requisite: CSAD 2015. *Frequency*: Every Winter and Fall.

CSAD 2025 American Sign Language- Three (3 credits)
Students will continue to learn background and historical information related to American Sign Language (ASL) and the Deaf Community. Students will continue to learn the basic linguistic principles, and syntax of ASL. Students will demonstrate, both expressively and receptively, mastery of signed vocabulary words totaling approximately 400 concepts. *Frequency*: Winter Only.

CSAD 3010 Phonetics (3 credits)
This class will cover the study of the history, theory and application of phonetics. Students review sampling and transcription techniques and applications to clinical practice. *Prerequisite*: CSAD 2010. *Frequency*: Winter and Fall.

CSAD 3020 Anatomy & Physiology of the Speech and Hearing Mechanism (3 credits)
This course is an introduction to the anatomy and physiology of the auditory and vocal mechanisms. The Structure and function of the skeletal, neurological, and muscular systems involved in respiration, phonation, resonance,

articulation, and audition are reviewed. The normal anatomy and functioning of these systems is contrasted with disordered or damaged systems. Pre-Requisites: CHEM-1100 or PHYS 2350 *Frequency*: Every Winter and Fall.

CSAD 3025 Language Science (3 credits)
This course will provide the foundation for understanding the morphological and syntactic processes in typical language development. Students will learn to apply this knowledge to the clinical analysis of language. The study of syntactic and morphological processes as it relates to clinical analysis of language. *Prerequisite*: CSAD 2010. *Frequency*: Winter and Fall.

CSAD 3030 Speech & Language Development (3 credits)
Study of prelinguistic and psycholinguistic variables related to normal development from infancy through adolescence. *Prerequisites*: CSAD 3025 and PSYC 1020. *Frequency*: Winter and Fall.

CSAD 3035 Foundations of Language and Literacy (3 credits)
This course will explore the foundations of language and literacy development as content background for effective language and literacy instruction, birth to age 5. Topics include theories of language and literacy development, history of reading and writing instruction, literacy and technology, cultural and linguistic aspects of literacy, and various perspectives and models of literacy learning. *Prerequisite*: CSAD 3030. *Frequency*: Winter and Fall

CSAD 3040 Neuroanatomy (3 credits)
This course provides an introduction to the gross structure of the brain and spinal cord and functional relationship of their parts with emphasis on the auditory and vestibular peripheral and central nervous systems. Pre-requisite: CSAD 3020. *Frequency*: Winter and Fall.

CSAD 3050 Hearing and Speech Science (3 credits)
This course covers the nature of sound, sound transmission, and units of measurement necessary to understand the physiologic, acoustic, and perceptual parameters of hearing and speech production. A basic review of instrumentation and technology available and utilized in speech, hearing, and language research, intervention and assessment is provided. *Prerequisite*: CSAD 3020. *Frequency*: Winter and Fall

CSAD 3060 Directed Observation (1 credits)
Students must observe twenty-five clinical clock hours of evaluation and treatment by an ASHA certified and state licensed SLP as an orientation to the clinical aspect of speech-language pathology. Observation hours must be completed at university-affiliated sites and must precede clinical assignments. *Prerequisites*: CSAD 4010 and CSAD 4030. *Frequency*: Winter and Fall

CSAD 3080 Introduction to Research in CSD (3 credits)
This course will provide an introduction to research methods used in speech-language and communication disorders. Research studies will be used to illustrate research designs used in the discipline. Ethics of research will be discussed. Academic writing and APA style will be highlighted. Pre-Requisites: CSAD 2010. *Frequency*: Every Winter and Fall.

CSAD 4010 Evaluation of Speech and Language Disorders (3 credits)
Principles of screening and evaluation of clients typically seen in a clinic, school, hospital or nursing home settings, including administration of specific evaluation instruments. *Prerequisites*: CSAD 3010 and CSAD 3030. *Frequency*: Every Fall and Winter.

CSAD 4030 Treatment of Speech and Language Disorders (3 credits)
Overview of communication disorders, professional terminology, and intervention strategies. *Prerequisites*: CSAD 3010 and CSAD 3030. *Frequency*: Fall and Winter.

CSAD 4050 Audiology (3 credits)
Instruction in test administration and interpretation of standard and specialized tests of auditory function. *Prerequisite*: CSAD 3050. *Frequency*: Winter and Fall.

CSAD 4060 Audiology and Aural Rehabilitation (3 credits)
This course for non-degree seeking students will provide information regarding administration and interpretation of standard and specialized tests of auditory function. Etiologies and pathologies of the hearing and balance mechanism are discussed. Information about evaluation and treatment of hearing disorders as well as prevention is provided. *Frequency*: Winter and Fall.

CSAD 4070 Aural Rehabilitation (3 credits)
Prevention and remediation of communication problems resulting from hearing impairment, in populations from birth to geriatrics. *Prerequisites*: CSAD 3030, 4010,4030, 4050. *Frequency*: Every Winter and Fall.

CSAD 4080 Capstone (2 credits)
A culminating experience which incorporates knowledge gained in coursework in speech/language and communication science and disorders. The capstone experience offers students the opportunity to bridge theory-to-practice. This experience may be a service-learning project, research paper, or clinical experience. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisites*: CSAD 3080, CSAD 4010, and CSAD 4030. *Frequency*: Winter and Fall.

CSEA—FCE - Comp Sci Edu Internship

CSEA 4570 Computer Science Education Internship (12 credits)
This course for Computer Science Education majors offers a comprehensive review and practical application of educational theories using a variety of research-driven instructional strategies. This course features a 12-week internship, which consists of 450 hours in a Computer Science classroom. *Frequency*: Every Fall and Winter.

CSIS—Computer & Info Systems

CSIS 1800 Introduction to Computer and Information Sciences (3 credits)
An introductory course to study computer systems layer by layer. The material covers Information Layer, Hardware Layer, Programming Layer, Operating Systems Layer, Application Layer, and Communication Layer. Each layer is covered in great detail and the concepts are supplemented by real examples. *Frequency*: Every Fall and Winter.

CSIS 2000 Introduction to Database Systems (3 credits)
This course will give students an introduction to the structured query language (SQL). The course introduces relational, object-oriented, distributed, and multimedia database systems. This course covers concepts and tools necessary to analyze a business scenario, then design and implement a database system that is in 3rd Normal Form. Students will build, populate, query, and write transactions for a relational database. The students also learn how to interface Web based data access via database connection using modern languages and tools. *Prerequisite*: CSIS 2101 or TECH 2020. *Frequency*: Every Winter.

CSIS 2050 Discrete Mathematics (4 credits)
An introduction to the concepts and techniques of discrete mathematical structures that are used in the theory and application of computer science and computer information systems. Topics covered include set theory, relations, functions, proof techniques, predicate logic, combinational and sequential logic and circuitry, recurrence relations, boolean algebra, graph theory, trees, and discrete probability. *Prerequisite*: MATH 1200 or higher. *Frequency*: Every Winter.

CSIS 2101 Fundamentals of Computer Programming (4 credits)
This course provides an introduction to computer programming using a modern programming language. Major topics to be covered are: syntax, expressions, variables and

data types, blocks and scope, input/output and file handling, conditional selection statements, loops and iteration statements, functions, arrays, classes, inheritance and simple Graphical User Interface(GUI) programming all through program development. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisite*: MATH 1040. *Frequency*: Every Fall and Winter.

CSIS 3001 Introduction to Cybersecurity (3 credits)
A broad overview of the technical and managerial functions of cybersecurity. Topics include threat types and attack vectors on computer and network security as well as policies and procedures used to protect systems and operations. Security Operations Center tasks and roles are presented with a focus on cyber defense and operations. *Prerequisite*: MATH 1040 or Higher. *Frequency*: Every Winter.

CSIS 3020 Web Programming and Design (3 credits)
This course will introduce the essentials of Internet programming. Students will design and write WWW pages in HTML, JavaScript, and shell scripting languages. Programs will manipulate many forms of data, including hypertext, graphics, audio, and video. Students will develop interactive/executable Web pages. Other topics covered will include clickable image maps, cgi-bin scripting, and security. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisite*: CSIS 2100 or CSIS 2101. *Frequency*: Every Fall.

CSIS 3023 Legal and Ethical Aspects of Computers (3 credits)
This course focuses on issues that involve computer impact and related societal concerns. Topics covered include computer ethics, computer crime, software ownership, privacy risk management, professional codes, transborder data flow, Telecommunications Act of 1996, the national computer policies of other nations, and the status of regulation and emerging standards. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Fall.

CSIS 3051 Computer Organization and Architecture (4 credits)
A structured approach to the architecture of computers is presented as the interrelation of software and hardware design: digital logic, machine level, assembly language level, and operating system level. Topics include: logic design, fundamental structure of computer hardware systems (CPU/ALU, memory, cache, registers, I/O), instruction sets, assembly language programming, computer arithmetic, pipelining, and memory hierarchy. Alternative architecture such as parallel architectures and embedded systems are discussed. Performance measurement and analyses techniques are introduced. *Prerequisites*: CSIS 2050 and CSIS 2101. *Frequency*: Every Winter.

CSIS 3101 Advanced Computer Programming (4 credits)
The course addresses advanced programming concepts that are specific to generic programming languages that require understanding of how data and objects are represented in memory. Illustration of difference between structured programming and object-oriented programming are discussed by examples. Advanced topics like Inheritance, abstract classes, multithreading, Graphical User Interfaces are covered in this class. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisites*: CSIS 2101 or CSIS 2100. *Frequency*: Every Winter.

CSIS 3110 Foundations of Computer Science (4 credits)
Included are the mechanization of abstraction in computer science, prepositional logic and predicate logic, induction versus recursion, countable and non-countable sets, finite state automata and regular expressions, pushdown automata and context-free languages, Turing machines, decidability and computability, and computational complexity. *Prerequisites*: CSIS 2950 or CSIS 3100 and CSIS 1400 or CSIS 2050. *Frequency*: Upon Request see academic Department Chair.

CSIS 3200 Organization of Programming Language (3 credits)
Development of an understanding of the organization of programming languages, introduction to formal study of programming language specification and analysis, comparison of two or more high-level modern programming languages. *Prerequisites*: CSIS 3101 or CSIS 3100. *Frequency*: Every Fall.

CSIS 3400 Data Structures (4 credits)
A course in fundamental data structures and their application. Advanced data structure concepts are developed including linked data representation, pointers, binary trees, B trees, AVL trees, queues, stacks, hashing, searching, directed and undirected graphs, and priority queues. Recursive algorithms are investigated. Quantitative analysis of algorithms is employed. Advanced sorts are studied and analyzed for order of magnitude. Abstract data types are introduced. *Prerequisites*: CSIS 3101 and CSIS 2050. *Frequency*: Every Fall. (Description Last Updated: Fall 2019 (202020)).

CSIS 3460 Object Oriented Design (3 credits)
This course provides an introduction to object oriented design using a modern OO friendly programming language. Objects, class implementations, types, aggregation, inheritance, and polymorphism will be covered. Complete OO software development paradigm, that includes preparing functional specifications using use cases, design and implementation will be introduced. *Prerequisite*: CSIS 3750. *Frequency*: Every Winter.

CSIS 3500 Networks and Data Communication (3 credits)
This course provides an introduction to basic data communications and how the Internet and World Wide Web work. It develops the fundamentals essential to understand wired and wireless network topologies, connection-oriented and connection-less protocols, and routing. Students develop an understanding of how protocols are layered and the concepts of services available at each layer, as well as, how errors affect communication and various mechanisms to mitigate the errors. They will also learn how to appropriately apply various reliable and unreliable protocol based services to various high-level applications including text, data, images, speech, and video streams for both real-time and non-real-time communications. The course will introduce security related issues. It places specific emphasis on the TCP/IP protocol stack and the protocols that are currently critical. *Prerequisites*: CSIS 1800 and MATH 1040 or Higher. *Frequency*: Every Fall.

CSIS 3530 Artificial Intelligence (3 credits)
Introduction to basic concepts and techniques of artificial intelligence. Topics include heuristic search strategies for combinatorial optimization, machine learning for prediction and classification, and deep learning for image recognition and understanding language. Pre-Requisites: CSIS 3400. *Frequency*: Fall.

CSIS 3610 Numerical Analysis (4 credits)
A numerical analysis course that introduces students to computing issues regarding the implementation of algorithms and high performance computing. The algorithms are used extensively in all computing and engineering fields. Topics include matrix computations, interpolation and zero finding, linear least squares problems, quadrature analysis, Fourier analysis, and eigenvalue and singular value decompositions. *Prerequisites*: CSIS 3400, MATH 2200 or MATH 2200H, and MATH 3300. *Frequency*: Every Fall.

CSIS 3750 Software Engineering (4 credits)
An introduction to the process of developing software systems. Topics include software life-cycle models, quality factors, requirements analysis and specification, software design (functional design and object-oriented design), implementation, testing, and management of large software projects. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisite*:

CSIS 3400. *Frequency*: Every Winter.

CSIS 3810 Operating Systems Concepts (3 credits)
Explore, examine and apply Operating and Distributed Systems Concepts. Topics include: the history of operating systems, computer system organization, operating system structure, virtualization, resource management, scheduling, processes, threads, concurrency, synchronization, parallel computing, system calls, input/output, memory management, file systems, protection mechanisms, security and distributed systems. Pre-Requisites: CSIS 3400. *Frequency*: Every Fall.

CSIS 4010 Computer Security (3 credits)
Overview of technical and theoretical aspects of computer and data security with emphasis on attacks and defenses on host machines, access control mechanism, viruses and anti-viruses, cryptography, intrusion detection algorithms, and application security. Students will learn how to configure secure databases, applications and machines. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisites*: CSIS 2101 or TECH 2020. *Frequency*: Every Fall.

CSIS 4020 Mobile Computing (3 credits)
This hands-on course is designed for individuals who wish to design and build mobile applications using an advanced mobile Application Development Framework. The following features will be covered: development environment and tools; the setup of the IDE-based development environment; the mobile SDK; all the essential features to create basic and advanced applications using services, accelerometers, graphics, internet access, multimedia, mapping, and GPS; as well as what you need to know to publish your application on the mobile market. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisite*: CSIS 3101 or CSIS 3100. *Frequency*: Every Winter.

CSIS 4030 Information Security Technologies (3 credits)
This course presents a comprehensive overview of the issues surrounding information assurance and computer security. Risk assessment, designing and implementing security policies and maintaining a secure technological organization are the primary foci. A solid grounding in the most important encryption standards, including private, symmetric encryption technology, will be discussed. It will be seen why AES (Advanced Encryption Standard) is important and will review the issues leading to its development. *Prerequisite*: CSIS 4010. *Frequency*: Upon Request see academic Department Chair.

CSIS 4310 Distributed Data Processing (3 credits)
Explore and apply the concepts and mechanisms in the design and implementation of distributed systems. Topics include architecture, protocols, distributed process synchronization, reliability, distributed resource management, and performance evaluation. Pre-Requisite: CSIS-3810. *Frequency*: Every Winter.

CSIS 4311 Web Services and Systems (3 credits)
This course covers the architecture, deployment, implementation and testing of web-based applications including related software, databases, interfaces and digital media. It also covers social, ethical and security issues arising from the Web, networking and social software. *Prerequisite*: CSIS 3020. *Frequency*: Every Winter.

CSIS 4351 Human-Computer Interaction (3 credits)
This course stresses the importance and the advocacy of the user in the development of Information Technology (IT) applications and systems. Students will develop knowledge of Human Computer Interaction (HCI), such as user and task analysis, human factors, ergonomics, accessibility standards, and cognitive psychology. They will also learn about human cognition, HCI theories, user observation, prototyping and evaluation techniques, user interface modalities and graphical user interface components. *Prerequisite*: CSIS 2101. *Frequency*: Every Winter.

CSIS 4500 Network Security (3 credits)
This course provides an overview of technical and theoretical aspects of network security with emphasis on the Internet. It discusses topics such as design of secure networks, concerns at all architectural levels, modern security protocols and their applications, public key infrastructure (PKI) infrastructure and digital certificates. The course teaches students how to secure open source web servers, secure shell (SSH) servers, virtual private networks (VPN), and to setup subnets with firewalls. It prepares student for providing protection against internal and external attacks in an enterprise. *Prerequisite*: CSIS 3500. *Frequency*: Every Fall.

CSIS 4501 Wireless Network Infrastructures (3 credits)
This course begins with a simplified discussion on propagation characteristics of radio waves and discusses the distinctions between CDMA and TDMA technologies. Students discuss the concept of cellular infrastructure and how to calculate the network capacities for the two technologies. The course then covers various mobile protocols as well as Bluetooth, 802.11, WiMax protocols and other emerging protocols. Students also discuss VoIP technologies and UTMS standard to understand how VoIP technologies will evolve in the future. *Prerequisite*: CSIS 3500. *Frequency*: Every Winter.

CSIS 4530 Database Management (3 credits)
The concepts, principles, techniques, and methodologies of database management systems are presented in this course. The topics include, but not necessarily limited, database architectures, data models, and database modeling and design techniques, database query languages and query processing, indexing and hashing techniques for database storage and retrieval, concurrency control and transaction processing, and new trends of database applications. *Prerequisites*: CSIS 3400. *Frequency*: Every Winter.

CSIS 4610 Design and Analysis Algorithms (3 credits)
Topics include algorithmic paradigms such as divide-and-conquer, greedy methods, and concepts relating to analysis such as asymptotic notation and NP-completeness. Sorting and searching algorithms are designed and analyzed, as are algorithms for manipulating trees, graphs, and sets. *Prerequisites*: CSIS 3400 and MATH 2200 or MATH 2200H. *Frequency*: Every Winter.

CSIS 4840 Unix Operating System Environment (3 credits)
The concepts of the UNIX operating system are presented. Topics include system commands, system editors, awk, set, text formatting tools, and shell programming. The use of modem and terminal software and system maintenance utilities are covered. *Prerequisite*: CSIS 2101. *Frequency*: Every Fall.

CSIS 4880 Special Topics in Computer Science (1-4 credits)
Topics in computer science that are not included in regular course offerings. Specific contents are announced in the course schedule for a given term. *Prerequisites*: requires senior standing and consent of instructor. *Frequency*: Upon Request see academic Department Chair.

CSIS 4900 Directed Project (3-8 credits)
A major project will be completed by the student under the direction of a faculty member. *Frequency*: Upon Request see academic Department Chair.

CSIS 4900A Directed Project (A) (3-8 credits)
A major project will be completed by the student under the direction of a faculty member. *Frequency*: Upon Request see academic Department Chair.

CSIS 4900B Directed Project (B) (3-8 credits)
A major project will be completed by the student under the direction of a faculty

member. *Frequency*: Upon Request see academic Department Chair.

CSIS 4900C Directed Project (C) (3-8 credits)
A major project will be completed by the student under the direction of a faculty member. *Frequency*: Upon Request see academic Department Chair.

CSIS 4900D Directed Project (D) (3-8 credits)
A major project will be completed by the student under the direction of a faculty member. *Frequency*: Upon Request see academic Department Chair.

CSIS 4903 Capstone Project for Computer Science (1-3 credits)
This course must be taken by students in the senior year, preferably in the last semester of their study. Prior to taking this course, the student must develop a project proposal that covers concepts and skills learned in more than one upper division Computer Science course. The proposal must be approved by a faculty member supervising the project and the department chair. The student will be required to routinely report progress to the project instructor during the semester, write a final project report and to present the project at the end of the semester. *Prerequisites*: Senior standing, supervision of instructor, and permission of department chair Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Upon chair approval.

CSIS 4950 Internship in Computer Science and Information Systems (1-12 credits)
A work experience for 16 weeks in the student's major area of study or area of career interest. Consult academic division for specific details and requirements. *Prerequisites*: cumulative GPA of 2.5 or higher, major GPA of 3.0 or higher, completion of 60 or more credit hours, supervision of instructor, and permission of academic director. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Upon Request see academic Department Chair.

CSIS 4950A Internship in Computer Science and Information Systems (A) (1-12 credits)
A work experience for 16 weeks in the student's major area of study or area of career interest. Consult academic division for specific details and requirements. *Prerequisites*: cumulative GPA of 2.5 or higher, major GPA of 3.0 or higher, completion of 60 or more credit hours, supervision of instructor, and permission of academic director. *Frequency*: Upon Request see academic Department Chair.

CSIS 4950B Internship in computer Science and Information Systems (B) (1-12 credits)
A work experience for 16 weeks in the student's major area of study or area of career interest. Consult academic division for specific details and requirements. *Prerequisites*: cumulative GPA of 2.5 or higher, major GPA of 3.0 or higher, completion of 60 or more credit hours, supervision of instructor, and permission of academic director. *Frequency*: Upon Request see academic Department Chair.

CSIS 4950C Intern in ComSciInfoSy C (1-12 credits)
A work experience for 16 weeks in the student's major area of study or area of career interest. Consult academic division for specific details and requirements. *Prerequisites*: cumulative GPA of 2.5 or higher, major GPA of 3.0 or higher, completion of 60 or more credit hours, supervision of instructor, and permission of academic director. *Frequency*: Upon Request see academic Department Chair

CSIS 4953 Capstone Internship in Computer Science (3 credits)
Computer Science majors who are not already employed can use this course to satisfy the capstone requirement. It can be taken in their senior year preferably in their last semester. An Internship constitutes a relevant work experience for 16 weeks based on a project with specific goals agreed on by the work supervisor, student and the department chair before enrolling in this course. The project should cover concepts and skills learned in more than one upper division computing course and must be approved by the Computing Department chair. *Prerequisites*: Senior standing, written internship offer, and approval of the job description by the department chair. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Upon chair approval.

CVS—CVS-Cardiovascular Sonography

CVS 3000 Introduction to Cardiovascular Sonography Instruments (3 credits)
This course is designed to introduce the students to the equipment used in cardiovascular ultrasound. The course will, therefore, be primarily taught in the ultrasound training laboratory in small groups, with supplemental online content and challenge-based learning assignments. The focus of the course will be to lead the students toward proficiency and competency in using all the tools available on the ultrasound equipment for the production of quality images, as well as proper ergonomics, patient handling, and care of the equipment. This course is the foundation for all the following core courses. *Frequency*: Every Summer.

CVS 3001 Correlative Imaging & Anatomy (4 credits)
"This course will meet twice a week for a nominal 16-week semester. The course will consist of dynamic guided exercises in the classroom and computer lab, combined with instructor-led case study and image analysis. The course will teach the student detailed normal anatomy in various planes used during all of the common imaging examinations of ultrasound and other medical imaging modalities. Information will weighted towards normal structures which are sonographically visible. Structures will be described according to relative location, proportionality, sonographic characteristics, and appearance under other imaging modalities. Anatomy will be identified in both gross-anatomy and cross-sectional imaging modes. Anatomic correlation subject areas will include; intracranial, cervical, thoracic, cardiac, abdomen, pelvis, and extremities. Imaging modalities will include; Sonography, MRI, CT, Nuclear Medicine, PET scanning, Plain film Radiography and Angiography. Emphasis will be placed on teaching the students to identify normal cross sectional anatomy based on the characteristics of each imaging modality, the position of other relative anatomy (anatomical landmarks), proportionality of size and correlation with other imaging modalities. *Frequency*: Every Summer.

CVS 3010 Echocardiography I: Adult Cardiac Sonography I/Lab (5 credits)
This course is a basic study of two-dimensional, M-mode, Doppler echocardiography and left ventricular systolic function. There will be discussion of various pathologies to include congestive heart failure, pericardial diseases, cardiomyopathies, and cardiac masses. The course will emphasize the understanding of echocardiographic findings and treatment. The lab will include an introduction to basic scanning protocol, proper patient positioning and correct ergonomics. In addition basic M-mode and Doppler echocardiography are presented. Imaging planes and windows are explained and demonstrated.

CVS 3020 Adult Echocardiography II (5 credits)
This is an intermediate course on the use of ultrasound for the evaluation of the adult heart and heart function. It will have a strong hands-on component and students will spend several hours per week in the ultrasound training laboratory acquiring advanced imaging skills to begin mastery of the adult echocardiography examination. Lectures will continue with advanced subjects including, but not limited to, acquired and congenital pathologies, pathophysiology, and treatment options. In-depth analysis of echocardiographic findings and presentation of same in preliminary reporting will also be covered in detail. *Prerequisite*: CVS 3010. *Frequency*: Every Winter.

CVS 3030 Echocardiography III (4 credits)
"This is an advanced course on the use of

specialized ultrasound techniques for the evaluation of the adult heart, with additional content for pediatric echocardiography and other advanced imaging techniques and considerations. It will have a strong hands-on component and students will spend several hours per week in the ultrasound training laboratory acquiring advanced imaging skills. Lectures will cover special considerations for advanced imaging, specific pathologies and anatomical considerations for pediatric imaging, pediatric congenital pathologies, pathophysiology, treatment options, and analysis of data obtained by ultrasound, as well as other cardio-focused techniques. Additional topics will cover procedures and other considerations surrounding the performance of the echocardiography exam that will be encountered in a clinical setting, preparing the student for clinical externships in year two of the program. *Prerequisite*: CVS 3020. *Frequency*: Every Summer.

CVS 3040 Ultrasound Physics (4 credits)
This course is designed to help the student acquire knowledge of all the fundamental principles and concepts necessary to understand the properties of sound and ultrasound as used in diagnostic imaging. These principles and concepts will span from basic properties of sound in soft tissue to advanced techniques such as Doppler, spectral analysis, M-mode, etc. as they pertain to evaluation for vascular and cardiac ultrasound imaging. The students will also learn about artifacts, safety, and the concepts of bio-effects. Key physics principles will be illustrated with hands-on exercises and activities in the classroom and lab, utilizing both the imaging equipment and more everyday materials to facilitate understanding. Challenge-based learning physics assignments will also be given to further the learning process. *Frequency*: Every Summer.

CVS 3050 Ultrasound Physics Review (2 credits)
This course reviews the principles and concepts learned in CVS 3040 through quizzes and exams to help the student prepare for the Sonography Principles and Instrumentation (SPI) exam administered by the ARDMS. The students will take the exam after completion of the course. *Prerequisite*: CVS 3040. *Frequency*: Every Fall.

CVS 3060 Cerebrovascular Testing (3 credits)
This course will focus on the use of ultrasound for the evaluation of the extracranial and intracranial cerebrovascular circulation. It will have a strong hands-on component with students spending several hours per week in the ultrasound training laboratory. Lectures will focus on anatomy, pathologies, treatment options, and analysis of data obtained by ultrasound and other diagnostic techniques. *Frequency*: Every Fall.

CVS 3070 Peripheral Arterial Testing (3 credits)
This course will focus on the use of ultrasound for the evaluation of the arterial circulation of the upper and lower extremities. It will have a strong hands-on component with students spending several hours per week in the ultrasound training laboratory. Lectures will focus on anatomy, pathologies, treatment options, and analysis of data obtained by ultrasound and other technologies specific to vascular laboratories. *Frequency*: Every Winter.

CVS 3071 Peripheral Vascular Testing I/Lab (4 credits)
This course will review the peripheral vascular anatomy and physiology associated with peripheral vascular system. The student will learn the scanning protocols for upper and lower extremity vascular testing and the diagnostic criteria for assessing disease. The student will also review various diagnostic and treatment options for the patient. *Frequency*: Fall.

CVS 3080 Peripheral Vascular Testing II/Lab (4 credits)
This course will focus on the use of ultrasound for the evaluation of the venous circulation of the upper and lower extremities. It will have a strong hands-on component with students spending several hours per week in the ultrasound training laboratory. Lectures will focus on anatomy, pathologies, treatment options, and analysis of data obtained by ultrasound and other techniques. *Frequency*: Every Fall.

CVS 3090 Abdominal Vascular Testing (4 credits)
This course will focus on the use of ultrasound for the evaluation of the arterial and venous circulation of organs of the abdomen. It will have a strong hands-on component with students spending several hours per week in the ultrasound training laboratory. Lectures will focus on anatomy, pathologies, treatment options, and analysis of data obtained by ultrasound and other diagnostic imaging techniques. *Frequency*: Every Winter.

CVS 4000 Clinical Preparation (3 credits)
This course will provide for and reinforce the nontechnical aspects of the profession of diagnostic medical sonographers. This will include, but is not limited to, professionalism, billing, quality assurance, image storage, and reporting. The course will prepare students for the clinical experience that follows in the second year. Embedded in this course will also be a certification training seminar for Basic Life Saving (BLS) for Health Care Providers, and required HIPAA training. *Frequency*: Every Summer.

CVS 4500 Clinical Externship I (12 credits)
"In the second year of the program, students may have the option of performing their clinical externships in a vascular, adult echo, or combined vascular/echo clinical experience, depending on their interests and demonstrated competencies. This course will be mainly provided in a clinical setting assigned at the end of the first year. Students will be an integral part of the daily operations of the vascular laboratory and/or echocardiography imaging department they have been assigned to. They will report to the clinical coordinator or an assigned professor of the program. "

CVS 4600 Clinical Externship II (12 credits)
"This course provides the student with initial clinical opportunities to observe and participate in the noninvasive vascular and/or echocardiography departments. Clinical activities are performed under the direct supervision of an appropriately credentialed sonographer. All clinical activities will be documented by the student on a daily basis utilizing the Trajecsys online system. The student will also clock–in and clock-out every day utilizing the Trajecsys system. Evaluation of the student's progress will be also recorded by the clinical mentor(s) via the Trajecsys system. Monthly case studies will be due starting in October, by the end of the second week of the month. Submission of cases studies will be via the Blackboard course shell. *Prerequisite*: CVS 4500."

CVS 4700 Clinical Externship III (12 credits)
"This course is a continuation of CVS 4600 clinical externship 2 and provides the final opportunities to observe and participate in the diagnostic procedures performed in the noninvasive vascular laboratory and/or Echocardiography departments where the student has been assigned. Procedures are performed under the direct supervision of an appropriately credentialed sonographer. Topics include: equipment utilization; patient history, identifying risk factors, and contributing disease; procedural skills and patient care, vascular procedures and echocardiography procedures. Students will be required to submit case studies."

CVS 4900 Clinical Supplement (9 credits)
This course is employed as a continuation course to supplement the activities and clinical learning experiences of any/all CVS-prefix clinical externship courses, as needed by students on a case-by-case basis. The course will be used to complete clinical competencies, specific or specialty rotations, or otherwise provide for a complete clinical experience as needed. The clinical supplement course provides the student with additional clinically-based opportunities to observe, participate, and practice in the noninvasive vascular and/or echocardiography departments, in addition to regularly-planned clinical courses in the curriculum. Clinical activities are

performed under the direct supervision of an appropriately credentialed sonographer. All clinical activities will be documented by the student daily utilizing the Trajecsys online system. The student will also clock–in and clock-out every day utilizing the Trajecsys system. We ask that this be confirmed by the clinical mentor(s) via the Trajecsys system at least weekly. Competencies and periodic evaluation of the student's progress will be also recorded by the clinical mentor(s) via the Trajecsys system. Topics include equipment utilization; patient history, identifying risk factors, and contributing disease; procedural skills and patient care, vascular procedures and echocardiography procedures. Course work will include evaluations and competencies. Students are responsible for completing the mandatory competencies for their second specialty (echo or vascular) during this course.

DANC—Dance

DANC 1200 Ballet I (3 credits)
A beginning performance-based course designed to develop an understanding of ballet as a technique and an art form. This class will also focus on basic anatomy and movement principles related to ballet. Students will be introduced to a ballet vocabulary and will build a strong technical foundation as preparation for more advanced ballet work. *Frequency*: Every Fall and Winter.

DANC 1400 Jazz Dance I (3 credits)
A beginning performance-based course designed to develop an understanding of jazz dance as a technique and an art form. This class will also focus on basic anatomy and movement principles related to jazz dance. Students will be introduced to a jazz dance vocabulary and will build a strong technical foundation as preparation for more advanced jazz dance work. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Fall and Winter.

DANC 1500 Contemporary Dance Techniques (3 credits)
A performance-oriented course designed to introduce students to contemporary techniques in modern, jazz, hip-hop, and folk styles. *Frequency*: Every Fall.

DANC 1600 Modern Dance I (3 credits)
A beginning performance-based course designed to develop an understanding of modern dance as a technique and an art form. This class will also focus on basic anatomy and movement principles related to modern dance. Students will be introduced to a modern dance vocabulary and will build a strong technical foundation as preparation for more advanced modern dance work. *Frequency*: Every Fall and Winter.

DANC 2101 Dance Laboratory I (1 credits)
Participation in one or more of NSU's dance productions. Pass/fail only. *Frequency*: Every Fall and Winter.

DANC 2102 Dance Laboratory II (1 credits)
Participation in one more of NSU's dance productions. Pass/fail only. *Prerequisite*: DANC 2101. *Frequency*: Every Fall and Winter.

DANC 2103 Dance Laboratory III (1 credits)
Participation in one or more of NSU's dance productions. Pass/fail only. *Prerequisite*: DANC 2102. *Frequency*: Every Fall and Winter.

DANC 2104 Dance Laboratory IV (1 credits)
Participation in one or more of NSU's dance productions. Pass/fail only. *Prerequisite*: DANC 2103. *Frequency*: Every Fall and Winter.

DANC 2201 Ballet II (3 credits)
A performance-based course designed to develop a deeper understanding of ballet as a technique and an art form. This class will focus on technical skills and movement principles related to ballet. Students will continue to build a strong technical foundation in ballet at the intermediate/advanced level and increase knowledge of ballet terminology and history. *Prerequisites*: DANC 1200 or permission of academic department chair. *Frequency*: Even Year Fall.

DANC 2350 Dance for the Camera (3 credits)
This course introduces video technology to emerging choreographers through the acquisition of skills needed to choreograph, edit, and direct an original dance for the camera. Students will examine the theory and advanced technique of various genres of dance for the camera while also exploring individual artistic expression. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisite*: Any DANC course. *Frequency*: Every Fall.

DANC 2400 Jazz Dance II (3 credits)
An intermediate performance-based course designed to expand upon Jazz Dance I and the understanding of jazz dance as a technique and an art form. *Prerequisites*: DANC 1400 and permission of academic department chair. *Frequency*: Odd Year Winter.

DANC 2600 Modern Dance II (3 credits)
An intermediate performance-based course designed to expand upon Modern Dance I and the understanding of modern dance as a technique and an art form. *Prerequisite*: DANC 1600 and permission of academic department chair. *Frequency*: Odd Year Fall.

DANC 3100 Dance Improvisation (3 credits)
A performance-based course that provides a variety of methods and resources for generating improvised movement material. Class will culminate in the creation of an improvised score for performance. *Prerequisite*: Any DANC, MUSC or THEA course. *Frequency*: Even Year Winter.

DANC 3200 Dance History (3 credits)
A theory-based course designed to introduce students to the development of Western concert dance with particular focus on ballet and modern. The course examines the historical origins and social context of ballet and modern dance, by highlighting significant choreographers, performers, artistic periods and aesthetics for each genre from the 15th century to the present. *Prerequisite*: COMP 2000, COMP 2010 or COMP 2020 or COMP 2000H. *Frequency*: Odd Year Fall.

DANC 3201 Ballet III (3 credits)
A performance-based course designed to develop a deeper understanding of ballet as a technique and an art form. This class will continue the development of advanced level technical and performance skills related to ballet. *Prerequisite*: DANC 2201 or permission of academic department chair. *Frequency*: Odd Year Winter.

DANC 3500 Global Dance Perspectives (3 credits)
A theory-based course designed to introduce students to various dance forms from around the world. This course will focus on social, ritual, folk, and concert dance forms and will examine the social context, cultural/aesthetic values, and significant historical events that helped shape them. In addition, the course will explore the power of dance to build community, promote change and preserve tradition. *Prerequisites*: One DANC course and COMP 2000 or COMP 2000H or COMP 2020. *Frequency*: Even Year Fall.

DANC 3550 World Dance (3 credits)
A performance-based course aimed at developing the understanding of a specific World Dance style as a technique and an art form. *Prerequisite*: Any DANC course. *Frequency*: Odd Year Fall.

DANC 3600 Modern Dance III (3 credits)
An advanced performance-based course designed to further develop an understanding of modern dance as a technique and an art form. *Prerequisite*: DANC 2600. *Frequency*: Winter Even

DANC 3700 Solo Dance Composition (3 credits)
A performance-based course that provides a variety of methods and resources for generating innovative movement ideas. Students will work on dance compositional elements such as time, space, and energy and will discover new ways to communicate ideas through movement. Students will develop solo studies as an initial approach to structure choreography. *Prerequisite*: Any DANC 2000

or 3000 level course. *Frequency*: Odd Year Winter.

DANC 3900 Advanced Studio Technique (3 credits)
An advanced level course designed to further develop technical and performance skills in a particular dance genre. *Prerequisite*: DANC 2201 or DANC 2400 or DANC 2600. *Frequency*: Even Year Winter.

DANC 4000 Dance Composition (3 credits)
A performance-based course that provides a variety of methods and resources for generating movement ideas for choreography. Students will work on compositional elements in the creation of solo and group dances and will discover new ways to communicate ideas through movement. *Prerequisite*: DANC 2201 or DANC 2400 or DANC 2600 or DANC 3100. *Frequency*: Even Year Fall.

DANC 4300 Dance Choreography (3 credits)
A performance-based course designed to develop choreographic ability. In this course, students create and direct an original dance that is performed at the end of the semester. Students participate in regular workshops where they exchange feedback on their choreographed dances. *Prerequisite*: DANC 4000. *Frequency*: Winter

DANC 4900 Special Topics in Dance: (3 credits)
An advanced course in a particular dance genre or related area of interest. Specific focus to be announced. May be repeated for credit if content changes and with consent of the academic department chair. *Prerequisites*: One DANC course and COMP 2000, COMP 2010 or COMP 2020. *Frequency*: Upon Request, contact academic department chair.

DANC 4950 Internship in Dance (3 credits)
Focused dance or dance related study with a professional dance company, nationally recognized dance festival, choreographer or dance-presenting organization. Consult academic department chair for specific details and requirements. *Prerequisites*: Completion of 60 or more credit hours, and permission of academic department chair. *Frequency*: Every Fall and Winter.

DANC 4990 Independent Study in Dance (3 credits)
The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. Written consent of instructor and academic department chair required. *Prerequisites*: One DANC course and COMP 2000, COMP 2010 or COMP 2020. *Frequency*: Upon Request; see academic department chair.

DANC 4990A Independent Study in Dance A (3 credits)
The student selects, and carries out independently, library and/or empirical research as it relates to dance practices. Faculty supervision is provided on an individual basis. Consult academic department chair for specific details and requirements. *Prerequisites*: Permission of academic department chair, one DANC course, COMP 2000 or COMP 2020 or COMP 2000H. *Frequency*: Upon request; contact academic department chair.

ECA—Early Childhood

ECA 0101 Introduction to Early Childhood Education: Professionalism, Safety, Health, and Learning Environment (3 credits)
In this course students learn about the developmental needs of children from birth to age five. Students learn to ensure safety and health of children in early childhood programs, and to establish developmentally appropriate learning environments for young children. Students examine avenues of ongoing professional development for teachers and caregivers of young children. This course covers the CDA-Child Development Associate Functional Areas of Professionalism, Safety, Health, and Learning Environment. *Frequency*: Every Fall and Winter.

ECA 0112 Intro to Early Childhood Education: Physical, Cognitive, Communication, and Creative Development (3 credits)
In this course students learn about the developmental needs of children from birth to age five. Students learn to support children's physical development, encourage cognitive learning and the development of communication skills and enhance creative expression. This course covers the Child Development Associate-CDA Functional Areas of Physical, Cognitive, Communication, and Creativity. *Prerequisite*: ECA 101. *Frequency*: Every Fall and Winter.

ECA 0114 Introduction to Early Childhood Education: Families, Schools and Communities (CDA III) (3 credits)
In this course students learn about the developmental needs of children from birth to age five. Students learn to support the social and emotional development of young children and to provide positive guidance. Students explore ways to work effectively with families, and develop program management skills related to observing children and delivering appropriate curriculum. This course covers the Child Development Associate-CDA Functional Areas of Self, Social, Guidance, Families, and Program Management. *Prerequisites*: ECA 0101 and ECA 0112. *Frequency*: Every Fall and Winter.

ECA 0203 Foundations of Early Care and Education (3 credits)
This course introduces the students to the historical, philosophical, and sociological foundations of programs for young children. Professional and ethical behavior in early childhood education will be discussed. Students will be engaged in the analysis of different program models and instructional strategies. Appropriate field experiences are integrated and required. *Prerequisite*: None. *Frequency*: Every Fall and Winter.

ECA 0215 Creative Activities for Young Children (3 credits)
In this course students will explore creative activities in several curriculum areas and adapt plans to meet the needs of all children. The classroom environment will be discussed as a means of children's learning. *Frequency*: Every Fall and Winter.

ECA 0218 Child Observation & Assessment for Decision Making (3 credits)
In this course students will become familiar with common methods of assessment used in educational settings, including direct observation. Cultural and ethical considerations in the selection, use, and interpretation of test instruments will be covered, in addition to the differences between standardized and non-standardized assessments. Emphasis will be placed on the ways in which assessments are used to guide developmental, educational, and psychological interventions for children and adolescents. *Prerequisite*: None. *Frequency*: Every Fall and Winter.

ECA 0227 Developmental Curriculum: Language, Literacy, and Social Studies (3 credits)
This course will focus on the elements of developmentally appropriate curriculum for children. Students explore ways in which children, beginning in infancy, acquire language, develop the basis of literacy, and come to understand their social world. Students learn ways of creating appropriate activities that foster concept and increase and promote social and scientific awareness. Appropriate field experiences are integrated and required. *Prerequisite*: None. *Frequency*: Every Fall and Winter.

ECA 0228 Developmental Curriculum: Math and Science (3 credits)
This course focuses on the ways in which children construct knowledge through play and exploration. Students learn ways of helping children develop early math concepts. Engage in scientific explorations, and engage in creative problem solving. Appropriate field experiences are integrated and required. *Prerequisite*: None. *Frequency*: Every Winter.

ECA 0241 Child Guidance (3 credits)
Students will develop appropriate ways to guide children's behavior through effective organization of the environment (emphasizing

schedule, activities, and materials) and guidance techniques that minimize conflict and encourage children to play and learn cooperatively. Appropriate field experiences are integrated and required. *Prerequisite*: None. *Frequency*: Every Fall and Winter.

ECA 0242 Foundations of Literacy Development (3 credits)
This course provides students with the opportunity to explore the emergent literacy process during the early childhood years. Exploration of classroom teaching practices that encourage expressive and receptive language will engage students in a variety of field activities. *Prerequisite*: None. *Frequency*: Every Fall and Winter.

ECA 0252 Managing Early Literacy (3 credits)
In this course students will examine appropriate ways to create and organize the classroom for effective language and literacy development. Use of classroom centers, selection of materials, and resources for planning and teaching literacy experiences are discussed. Field experiences are integrated. *Prerequisite*: None. *Frequency*: Every Fall and Winter.

ECA 0267 Literacy Development in Multilingual Communities (3 credits)
Through this course students will have opportunities to discuss how to support children's native languages as they transition into the acquisition of a second language. Students explore the role of culture, home and classroom context in the acquisition and development of language. Appropriate ESOL activities, resources, and teacher's role in literacy development are explored. Home, school and community connections to language development are discussed. *Prerequisite*: None. *Frequency*: Every Fall and Winter.

ECA 0270 Administration of Child Care and Education Program (3 credits)
In this course students develop skills required in the operation and management of an early care and education program. Students learn about organizational management, financial, legal and ethical issues, establishing operational systems, and programming for children and families. (This course meets the training requirements for the Florida Child Care and Education Program Director Credential.) *Prerequisite*: None. *Frequency*: Every Fall and Winter.

ECA 0275 Early Childhood Administration: Financial and Legal Issues (3 credits)
This 3-credit course presents an examination of the skills and knowledge required to manage and direct an early care and education program with a focus on the major responsibilities of the director/manager to ensure sound fiscal and legal policies and procedures. *Prerequisite*: None. *Frequency*: Every Winter.

ECA 0278 Curricular Programming in Early Childhood Centers (3 credits)
This course explores the essential elements to maintain and support developmentally appropriate curricular practices in early childhood centers. The course provides center directors with the required skills and competencies to promote quality learning practices for young children and establish ways to assess progress on an ongoing basis. This course meets the early childhood curricular programming competencies for the Advanced level credential for Directors (Florida). *Prerequisite*/s: None. *Frequency*: Every Winter.

ECA 0285 Professional Behavior in Early Childhood (3 credits)
This course examines competencies and demonstration of skills necessary for professional performance in early childhood education. Students examine standards for professional behavior and teaching of young children as defined by professional associations (National Association for the Education of Young Children, Division of Early Childhood Education, OMEP-World Early Childhood Organization). Students are engaged in self-reflection of individual skills and knowledge leading to the development of a professional portfolio. *Prerequisite*: None. *Frequency*: Every Fall and Winter.

ECA 2273 Child Care Administration: Organizational Leadership and Management (3 credits)
This course presents an examination of the skills and knowledge required to manage and direct an early care and education program with a focus on the major responsibilities of the director/manager to ensure an ethically responsive organization. Students will be able to articulate the importance of a clear, well-communicated vision, policies and procedures that reflect that vision, and employment practices that support a positive work climate. This course meets the requirements for the Advanced Level Florida Director's Credential in the area of Child Care and Education Organizational Leadership and Management as defined by the Florida Department of Children and Families. *Prerequisite*: None. *Frequency*: Every Fall.

ECDP—Early Child Development

ECDP 3321 Infant and Toddler Development (3 credits)
Students will examine the process of development throughout the prenatal, infancy, and toddler years. Theoretical perspectives and findings from current developmental research will be explored to build knowledge of developmental milestones and the needs of infants and toddlers. Course activities will focus on the examination of how the prenatal stage affects overall child development, the investigation of factors that influence social and emotional development, the creation of a workshop plan to enhance knowledge of brain and cognitive development, and the design of a developmentally appropriate setting for targeted age groups based on guidelines and standards. *Prerequisites*: PSYC 1020 or PSYC 2370. *Frequency*: Every Fall, Winter, and Summer.

ECDP 3334 Preschool , Primary & Middle Childhood Development (3 credits)
This course explores critical milestones, characteristics, stages of development across the physical, socio-emotional, cognitive, and language domains during the preschool, primary and the school-age years. Students engage in examining implications of current research-based tenets and developmental milestones for appropriate and responsive education practices. *Prerequisites*: PSY 1020 or PSY 2370 and ECDP 3321. *Frequency*: Every Fall and Winter.

ECDP 3338 Cultural & Social Issues in Child Development (3 credits)
In this course, students will explore cultural and social issues in Child Development. Emphasis will be placed on learning multiple perspectives and using culturally relevant practices to support the development of each child in a multicultural and diverse society. *Prerequisite*: ECDP 3321 and ECDP 3334. *Frequency*: Every Fall and Winter.

ECDP 3340 Psychosocial Development during the Preschool Years (3 credits)
Students examine developmental theories related to the psychosocial development of children during the preschool years (birth - age five). Field experiences are integrated into the course. *Prerequisite*: ECDP 3321 or ECDP 3334. *Frequency*: Every Fall and Winter.

ECDP 3341 Child and Adolescent Mental Health (3 credits)
This course will examine mental health concerns and overall well-being as this relates to children and adolescents. An overview of the historical, social, and cultural aspects of mental health will be discussed. Students will gain an understanding of the various mental health disorders that are common and specific to the child and adolescent population. Students will also obtain knowledge of a variety of assessment, intervention, and communication skills needed when working with children and adolescents with mental health issues. Finally, discussion of current trends and issues in working with children will be provided to equip students with the skills necessary to manage societal changes, especially in the context of education. *Prerequisite*: PSYC 1020. *Frequency*: Every Fall

and Summer.

ECDP 3345 Parenting Theory and Practice (3 credits)
This course engages students in the analysis of current parenting theoretical tenets and models, child-rearing practices, and strategies promoting positive parent and child relationships (infancy to adolescence). Students examine societal realities, economics, and cultural diversity challenges on family dynamics and their influence on parenting practices influencing how parents and children build and maintain relationships. *Prerequisites*: PSYC 1020, ECDP 3321, and ECDP 3334. *Frequency*: Every Fall and Winter.

ECDP 3349 Fatherhood: Cross-Cultural Perspectives (3 credits)
In this course, students analyze the role of fathers in the process of child development. Students engage in the discussion of fatherhood roles across selected cultural groups. Field experiences are integrated into this course. *Prerequisite*: ECDP-3345. *Frequency*: Every Fall and Winter.

ECDP 3510 Foundations in Child Life and Family Centered Care (3 credits)
This course will provide students with a comprehensive overview of the child life profession through the examination of historical and theoretical perspectives that have shaped the field over time. An introduction to child life interventions will be presented through a multifaceted lens of play, child development, and patient and family-centered care; alongside the principles of ethics and boundaries in therapeutic relationships that guide the child life scope of psychosocial practice. Students will gain knowledge of the core competencies set forth by the Association of Child Life Professionals (ACLP), and how each contributes to supporting, educating, and empowering children and families impacted by illness, injury, and death. *Frequency*: Every Fall and Winter.

ECDP 3678 Assessment of Young Children with Special Needs (3 credits)
Students will gain knowledge of the process and recommended practices in the assessment of young children with special needs ages birth to five. In addition, special concerns in the assessment of young children with special needs will be addressed. The assessment of cognitive, motor, communication, social interaction, and play skills with this population will be examined. Finally, the use of assessment information to plan instructional programs for young children and the use of assessment in progress monitoring will be discussed. *Prerequisite*: None. *Frequency*: Every Fall.

ECDP 4367 Play and Children Curricular Applications (3 credits)
This course examines the role of play as a developmentally based teaching and curricular strategy for children. Students explore selected play theoretical frameworks and their implications on children's development and learning experiences. They examine ways to apply play as a learning curricular strategy with attention to the individual needs of children. Field experiences are integrated. *Prerequisite*: None. *Frequency*: Every Winter.

ECDP 4400 Child Life Internship (3 credits)
This course allows students to apply child life and child development theory to practice through completion of a 600-hour child life internship in a clinical setting, under the direct supervision of a Certified Child Life Specialist (CCLS). This clinical supervisor must meet and maintain the internship supervisor requirements set by the Association of Child Life Professionals (ACLP) for the duration of the internship. This hands-on clinical experience with children and families will provide students the opportunity to gain the competencies needed to perform clinical work as a child life specialist. In addition to the hours completed at the internship site, students are expected to attend weekly live lectures, and complete required readings and assignments. Students must meet NSU's course requirements and the internship requirements set forth by the selected clinical site, as well as prescribed by the Association of Child Life Professionals (ACLP). *Prerequisites*: (ECDP 3510: Foundations in Child Life and Family Centered Care, HS 3300 Ethical and Professional Issues in Human Services) *Frequency*: Fall and Winter.

ECDP 4423 Child Abuse and Neglect (3 credits)
This course will provide students with knowledge regarding the issues associated with child abuse and neglect. In particular, the definitions of child abuse and neglect and how these definitions have evolved over time will be covered. The historical context of these areas will also be reviewed along with national incidence and prevalence rates. Causal and other factors associated with abuse and neglect will be a focus of the course, as will typical warning signs. Furthermore, the physical and psychological impact of abuse and neglect will be covered along with an overview of current treatment practices. Students will also gain familiarity with legal and ethical reporting requirements. Finally, future directions for research and public policy will also be discussed. *Prerequisite*: None. *Frequency*: Every Fall and Winter.

ECDP 4510 Research Methods and Program Evaluation (3 credits)
This course will cover the fundamentals of research, with specific emphasis on quantitative, qualitative and mixed method research approaches. Students will gain an understanding of the strengths and limitations of methodological approaches. Students will learn the process of identifying research problems and formulating testable hypotheses. This course will also provide students with an understanding of operationalizing variables, research design, data collection and data analysis strategies. Program evaluation will also be reviewed with an emphasis on the use of practical approaches. Student will also learn about relevant ethical issues in research and evaluation. *Frequency*: Every Fall and Winter.

ECDP 4518 Family Systems (3 credits)
This course will examine historic and current family systems theories. It will utilize a family systems approach to describe human behavior and relationships, with a specific emphasis on the interplay between individual development and family and cultural context. The course will also focus on the impact of patterns, interactions, and communication on family structure and function. In addition, the role of diversity and cultural variance in relation to family structure and function will be explored. Current family systems research and theory will also be considered. *Frequency*: Every Fall and Winter.

ECDP 4520 Child Life Practicum (3 credits)
This course will provide students with instruction intended to complement the completion of a minimum 100-hour child life practicum in a clinical setting. Through observation of a Certified Child Life Specialist (CCLS) in tandem with classroom instruction, students will acquire insight into the application of course material to interventions with children and families in the healthcare environment. This experience will serve as an introduction to the roles and responsibilities of child life professionals, while strengthening theoretical knowledge of topics including child development, play, coping, education, and therapeutic relationships. In addition to the hours completed at the practicum site, students are expected to attend weekly live lectures and complete required readings and assignments. Students must meet NSU's course requirements, practicum requirements set forth by the selected clinical site, as well as the Child Life Practicum Recommended Standards prescribed by the Association of Child Life Professionals (ACLP). *Prerequisites*: (ECDP 3510: Foundations in Child Life and Family Centered Care, HS 3300 Ethical and Professional Issues in Human Services) *Frequency*: Every Fall and Winter.

ECDP 4525 Child Life Internship (3 credits)
This course allows students to apply child life and child development theory to practice through completion of a 600-hour child life internship in a clinical setting, under the direct supervision of a Certified Child Life Specialist (CCLS). This clinical supervisor must meet and maintain the internship supervisor

requirements set by the Association of Child Life Professionals (ACLP) for the duration of the internship. This hands-on clinical experience with children and families will provide students the opportunity to gain the competencies needed to perform clinical work as a child life specialist. In addition to the hours completed at the internship site, students are expected to attend weekly live lectures, and complete required readings and assignments. Students must meet NSU's course requirements and the internship requirements set forth by the selected clinical site, as well as prescribed by the Association of Child Life Professionals (ACLP). *Prerequisites*: (ECDP 3510: Foundations in Child Life and Family Centered Care, HS 3300 Ethical and Professional Issues in Human Services). *Prerequisite*/s: ECDP 3510 and HS 3300. *Frequency*: Every Fall and Winter.

ECDP 4990 Advanced Senior Year Seminar (3 credits)
This course examines current policy and advocacy issues in the field of child development (birth to age 18). Students select and conduct an in-depth investigation of topics and issues relevant to ensure childhood developmental wellbeing and develop a plan proposing advocacy actions. *Prerequisites*: By permission only. *Frequency*: Every Fall, Winter, and Summer.

ECN—Economics

ECN 2000 Economics of Doing Business Across Asian Communities (3 credits)
Introduces theoretical and practical knowledge of business, economics, finance, culture and politics across Asian countries in an effort to increase the understanding of the complex interactions across Asian countries. The course will also explore socioeconomic and political directions of major Asian economies, and their implications to other countries. *Frequency*: Infrequent.

ECN 2020 Principles of Microeconomics (3 credits)
Microeconomics focuses on how market systems function as opposed to alternative economic systems. This course will investigate the factors which influence consumer choice and how consumers react to changes in the factors, the costs of production for the firm and production decisions for firms operating in various types of market structures, the impact of market structure on society, regulation and de-regulation of business, environmental issues, and labor markets. Environmental, Social, and Governance (ESG) issues will be covered in this course. *Prerequisite*: MATH 1040 or higher except MATH 2020 and/or other statistics classes. See advisor for specific prerequisites. *Frequency*: Every Fall and Winter.

ECN 2020H Principles of Microeconomics Honors (3 credits)
Microeconomics focuses on how market systems function as opposed to alternative economic systems. This course will investigate the factors which influence consumer choice and how consumers react to changes in the factors, the costs of production for the firm and production decisions for firms operating in various types of market structures, the impact of market structure on society, regulation and de-regulation of business, environmental issues, and labor markets. This course is open to HONORS students only. *Prerequisite*: MATH 1040 or higher except MATH 2020 and/or other statistics classes. See advisor for specific prerequisites. *Frequency*: Every Fall and Winter.

ECN 2025 Principles of Macroeconomics (3 credits)
This course is designed to acquaint the student with the tools and methodology utilized by economists to analyze how the macro economy functions in both the short and long terms. The course will begin with a study of how market systems and nonmarket systems address the problem of scarcity and unlimited wants. Theories of consumption, investment, the public sector and foreign trade will be developed to illustrate their role in determining the levels of output, employment and prices in both a closed and open economy. The role of Fiscal and Monetary Policies and their short and long run impacts as well as supply side economic theories will be followed by the study of investment in Human and Physical Capital and how these investments influence economic growth and development. The course will conclude with the study of international trade and finance and their impact on the domestic economy. Environmental, Social, and Governance (ESG) issues will be covered in this course. *Prerequisite*: MATH 1040 or higher. *Frequency*: Every Fall and Winter.

ECN 2025H Principles of Macroeconomics Honors (3 credits)
This course is designed to acquaint the student with the tools and methodology utilized by economists to analyze how the macro economy functions in both the short and long terms. The course will begin with a study of how market systems and nonmarket systems address the problem of scarcity and unlimited wants. Theories of consumption, investment, the public sector and foreign trade will be developed to illustrate their role in determining the levels of output, employment and prices in both a closed and open economy. The role of Fiscal and Monetary Policies and their short and long run impacts as well as supply side economic theories will be followed by the study of investment in Human and Physical Capital and how these investments influence economic growth and development. The course will conclude with the study of international trade and finance and their impact on the domestic economy. Environmental, Social, and Governance (ESG) issues will be covered in this course. This course is open to HONORS students only. *Prerequisites*: MATH 1040 or higher. *Frequency*: Odd Years, Winter.

ECN 3020 Intermediate Microeconomics (3 credits)
This course expands upon the tools of economic analysis covered in ECON 2020 Principles of Microeconomics. Mathematical tools will be employed to further analyze the theory of consumer choice, elasticity, costs and production industry structure, regulation and deregulation. Environmental, Social, and Governance (ESG) issues will be covered in this course. *Prerequisites*: ECN 2020 and ECN 2025. *Frequency*: Upon request see academic Department Chair.

ECN 3025 Intermediate Macroeconomics (3 credits)
This course expands upon the tools of economic analysis covered in Principles of Macroeconomics. An overview of current macroeconomics events is followed by an in depth study of the methodologies used to predict economic activity. Environmental, Social, and Governance (ESG) issues will be covered in this course. *Prerequisites*: ECN 2020 and ECN 2025. *Frequency*: Fall.

ECN 3040 Law and Economics (3 credits)
This course introduces students to the economic approach to the analysis of law. The approach confronts challenges by seeking to identify how best to design legal rules in order to maximize social welfare. To do so, the course will ask (i) how do legal rules affect the behavior of individuals and of organizations? and (ii) how do legal rules compare to each other, in terms of promoting overall social welfare? Environmental, Social, and Governance (ESG) issues will be covered in this course. *Frequency*: Upon request see academic Department Chair.

ECN 3210 Monetary Theory & Policy (3 credits)
Examines the structure and function of the American banking system, the Federal Reserve System, and the function of monetary policy in the regulation of the national economy. Environmental, Social, and Governance (ESG) issues will be covered in this course. *Prerequisite*: ECN 2025. *Frequency*: Winter.

ECN 3910 Special Topics in Economics (3 credits)
Topics in economics that are not included in a regular course offerings. *Prerequisites* may be required. Specific content and prerequisites are announced in the course schedule for the given term. *Frequency*: Upon request and see

academic department chair.

ECN 4210 Econometrics I (3 credits)
The purpose of this course is to introduce students to the theory and application of econometric methods to test economic relationships. It will familiarize students with the various sources of economic data and with the difficulties encountered in empirical testing of economic models. It covers the basic tools of estimation and inference in the context of the single-equation linear regression model, and deals primarily with least squares methods of estimation. The course emphasizes the intuitive understanding and practical application of these basic tools of regression analysis, as distinct from their formal development. *Frequency*: Upon request see academic Department Chair.

ECN 4215 Econometrics II (3 credits)
Advanced topics in econometrics. Topics include estimation of linear regression models with endogeneity, economic methods designed for panel data sets, estimation of discrete choice models, time series analysis, and estimation in the presence of auto correlated and heteroskedastic errors. *Prerequisite* ECN 4210. *Frequency*: Upon request see academic Department Chair.

ECN 4300 International Economics (3 credits)
Reviews theories and practices of trade, comparative advantage, trade barriers, balance of payments, economic development, and regional economic integration. Environmental, Social, and Governance (ESG) issues will be covered in this course. *Prerequisite*: ECN 3025. *Frequency*: Upon request see academic Department Chair.

ECN 4310 Economic Development 1 (3 credits)
Economic Development 1 (3 Credits):This course is designed to provide a working familiarity with the theoretical and empirical investigations used for understanding economic development. It will examine the economic structural shift that usually accompanies economic growth when human development occurs. It will also survey the statistical resources used to measure and analyze performance among developing countries. Topics include: income distribution and human resources, investment and capital flows, production and international trade. Environmental, Social, and Governance (ESG) issues will be covered in this course. *Prerequisite* ECN 2025. *Frequency*: Upon request see academic Department Chair.

ECN 4320 Latin American and Caribbean Economics (3 credits)
This course examines the dynamics of economic development in Latin America and the Caribbean. Topics include primary product export dependence, industrialization, macroeconomic stabilization and trade liberalization. The focus then shifts to the economic integration of the Western Hemisphere. The course will finish with a survey of the economic relations between Latin America and other emerging markets. Environmental, Social, and Governance (ESG) issues will be covered in this course. *Prerequisite*: ECN 2025. *Frequency*: Upon request see academic Department Chair.

ECN 4500 Principles of Health Economics (3 credits)
This course is designed to acquaint the student with applying the economic tools and methodology utilized by economists to analyze how a specific industry, health care, functions in both the short and long terms. Theories of consumption, investment, the public sector and comparative systems will be developed to illustrate their role in determining the critical contributions and dependency of the national economy on levels of output, employment and prices of the health care sector. This elective course will study the economics of health care and the impact on national and international policy issues. Students will be required to write a 30-page paper on the economics of one sector of the health economy. The paper will be prepared over the term and students will be prepared to lead presentations and panel discussions. Environmental, Social, and Governance (ESG) issues will be covered in this course. *Prerequisite*: ECN 2025. *Frequency*: Upon request see academic Department Chair.

ECN 4600 Law and Economics (3 credits)
This course introduces students to the fundamentals of economic approach to law, focusing on the common law areas of torts, contracts, and property, as well as legal procedure, criminal law, and antitrust law. Among the important issues we will study throughout this course are: (i) how does the legal system shape economic incentives in ways that lead to socially optimal behavior? (ii) how does one measure the benefits and costs of changes in legal rules? (iii) what is the nature of private property in a market economy?, and (iv) what is the appropriate role of a legal system in settling private disputes? Upon completing this course, students should be able to understand the effects of the legal system on economic behavior and understand discussions involving law and economics. Environmental, Social, and Governance (ESG) issues will be covered in this course. *Frequency*: Upon request see academic Department Chair.

ECN 4920 Advanced Special Topics II (3 credits)
Examines advanced topics in economics that are not included in regular course offerings. Specific content and prerequisites may vary. Students may re-enroll for special topics covering different content. *Frequency*: Upon Request see academic Department Chair.

ECN 4990 Independent Study in Economics (3 credits)
The student works independently under the guidance of a faculty member to learn more about a subject area for credit. Faculty supervision is provided on an individual basis. *Prerequisite*: To be determined by the faculty and department chair. *Frequency*: Upon request and see academic department chair.

EDEC—Education

EDEC 2405 Supporting Children & Adolescents with Special Needs (3 credits)
This course provides an overview of the various types of developmental disabilities as experienced throughout childhood and adolescence. Students will have the opportunity to develop a working knowledge of the unique challenges faced by individuals with developmental disabilities, including problems associated with transitional periods in development. In addition, the course will provide an understanding of the assessment process in diagnosing developmental disabilities, as well as preparing students to select the services that will meet the unique needs of children and adolescents with developmental disabilities and assist them and their families in developing and implementing an intervention plan. The course will also address cultural factors in the experience of developmental disabilities and in service provision. Moreover, the course will outline strategies for working with families of those with developmental disabilities in order to improve access and engagement in services. *Frequency*: Every Fall and Winter.

EDEC 3420 Families of Children with Special Needs: Challenges and Opportunities (3 credits)
This course examines practices to support and engage families of young children with special needs. Students explore the diversity of issues and needs experienced by families of young children with disabilities and examine programs and services available in the community. Field experiences are integrated (10 hours). *Prerequisite*: ECA 203. *Frequency*: Every Fall and Winter.

EDEC 3530 Diagnosis, Assessment, and Evaluation of Young Children (3 credits)
Students in this course will be introduced to a philosophic overview of the assessment process, including transdisciplinary assessment teams and provisions for appropriate information gathering techniques-formal and informal-which include the construction, selection, interpretation, and evaluation of diagnostic instruments. The role of technology in testing, record maintenance, and composition of IEP/IFPS will be discussed/modeled. In addition to class meetings, a

minimum of 10 hours of observation and participation in a clinical setting is required. *Prerequisite*: ECA 0203. *Frequency*: Every Fall and Winter.

EDEC 4320 Cultural Perspectives in Working with Children and Families (3 credits)
This course will provide students with knowledge on the role of families on child development from the perspective of diversity and culture. The students learn about how culture shapes families' views on child rearing practices. Students in this course will also learn the benefits of positive reciprocal partnerships with families to foster child development. Emphasis will be placed on creating a vital link among school, community, and home in our multiethnic society. *Prerequisite*: None. *Frequency*: Every Winter and Summer.

EDUC—Education

EDUC 1000 General Knowledge Preparation Mathematics (0 credits)
This course is designed to review the mathematics skills necessary to be successful on the General Knowledge Test (GKT). These skills are included in the four broad areas; Arithmetic; Geometry; and Measurement; Algebra; and Statistics and Probability. Logical Reasoning, test-taking strategies and problem-solving techniques will also be addressed in this course. *Prerequisite*: None. *Frequency*: Upon request. See academic Department Chair.

EDUC 1010 Writing Skills for General Knowledge Test (0 credits)
Students will learn and practice writing and English usage strategies to prepare for the General Knowledge Test. *Prerequisite*: None. *Frequency*: Upon request. See academic Department Chair.

EDUC 1100 Exploration of the Education Profession (3 credits)
Exploration of the Education Profession is designed to provide teacher candidates with an orientation to the education profession, including the examination of the institution of schooling in its social, legal, historical, and philosophical contexts. Teacher candidates engage in self-reflection and analysis of their perceptions of education and develop a general understanding of the realities of American education. *Prerequisite*: None. *Frequency*: Every Winter.

EDUC 1200 Guidance Purpose Success (GPS) for Life (3 credits)
The purpose of this course is to facilitate the development of students' capacity to engage in the world in meaningful, purposeful, and thoughtful ways. In this course, students will reflect on their mindset and consider research-based approaches to shifting their habits, attitudes, beliefs and expectations to grow personally, collegiately, interpersonally and intra-personally. Students will reflect, evaluate and apply proven principles to increase their personal well-being, educational achievement. *Prerequisites*: none. *Frequency*: Every Fall and Winter.

EDUC 2010 Foundations of Education (3 credits)
This course will focus on historical and social aspects of education; particularly as it pertains to issues of social justice and cultural awareness. Students will learn about social and historical factors that inform education, identify the role of biases in instruction and develop a broader understanding of political forces that influence teaching and learning in the US school context. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Fall and Winter.

EDUC 2010F Foundations of Education (3 credits)
This course will focus on historical and social aspects of education; particularly as it pertains to issues of social justice and cultural awareness. Students will learn about social and historical factors that inform education, identify the role of biases in instruction and develop a broader understanding of political forces that influence teaching and learning in the US school context. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Fall.

EDUC 2505 Practicum I (1 credits)
The focus of this course is a 35-hour field experience that allows teacher candidates to conduct classroom observations in an identified content area and participate in the instructional process. Field experience activities introduce candidates to the Florida Educator Accomplished Practices (FEAPs) and in TASC standards. The candidate will be introduced to effective lessons based on best practices and applicable standards, academic vocabulary/educational terminologies, instructional techniques and strategies that meet the needs of diverse student populations, formative and summative assessments, and effective classroom instructional management techniques. Teacher candidates are placed in classrooms with experienced cooperating teachers who have clinical educator training and a history of successful teaching. This placement occurs through the Office of Placement Services in cooperation with school districts. *Prerequisite*/s or Co-requisites: EDUC 3350 or EDUC 3350F; and EDUC 3535 or EDUC 3535F. *Frequency*: Every Fall,

EDUC 3330 Integrating Instructional Technology in the Classroom (3 credits)
Integrating Instructional Technology in the Classroom presents strategies for technological integration into the classroom curriculum in elementary/secondary learning environments. Hands-on experiences will allow students to apply teaching practices and research to specific learning needs of typical and atypical learners. *Prerequisites*: COMP 1500, COMP 2000 or COMP 2020, and MATH 1040. *Frequency*: Every Fall and Winter.

EDUC 3350 Survey of Exceptional Student Education (3 credits)
Foundations in exceptional student education in which historical perspectives, student characteristics, prevalence, incidence, etiology and medical aspects of exceptional learners are discussed. Techniques of prevention and intervention, from infancy through adulthood, are explored through classification processes, the continuum of services and the utilization of community services. Current trends and issues will be investigated. In addition to class meetings, a minimum of 10 hours of observation and participation in a field setting is required. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Fall and Winter.

EDUC 3350F Survey of Exceptional Student Education (3 credits)
Foundations in exceptional student education in which historical perspectives, student characteristics, prevalence, incidence, etiology and medical aspects of exceptional learners are discussed. Techniques of prevention and intervention, from infancy through adulthood, are explored through classification processes, the continuum of services and the utilization of community services. Current trends and issues will be investigated. In addition to class meetings, a minimum of 10 hours of observation and participation in a field setting is required. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Fall.

EDUC 3360 Educational Psychology (3 credits)
Educational Psychology focuses on how to improve the teaching and learning process based on research in the field. Teacher candidates will explore the principles and theories of human development, diversity, and motivation. *Frequency*: Every Fall and Winter.

EDUC 3360F Educational Psychology (3 credits)
Educational Psychology focuses on how to improve the teaching and learning process based on research in the field. Teacher candidates will explore the principles and theories of human development, diversity, and motivation. *Frequency*: Every Fall and Winter.

EDUC 3505 Practicum II (1 credits)
The focus of this course, which builds on experiences in EDUC 2505, is a 45-hour field experience that allows teacher candidates to conduct classroom observations in an identified content area and participate in the instructional process. Field experience activities emphasize instructional delivery and facilitation, assessment and data-driven decision making, continuous professional improvement, and ethics in teaching. The teacher candidate prepares and delivers effective lessons, utilizes the necessary academic vocabulary/educational terminologies, uses research-based instructional techniques and strategies that meet the needs of diverse student populations, and implements effective classroom instructional management techniques. Teacher candidates are placed in classrooms with experienced cooperating teachers who have clinical educator training and a history of successful teaching. This placement occurs through the Office of Placement Services in cooperation with school districts. *Prerequisite*/s: EDUC 2505. *Frequency*: Every Fall.

EDUC 3525 Practices of Instruction (3 credits)
Practices of Instruction focuses on building teacher candidates' repertoire of instructional practices and lesson planning skills. Candidates learn about six pedagogical models: presentation, concept teaching, direct instruction, cooperative learning, problem-based instruction, and discussion. Candidates apply their knowledge of the instructional practices as they learn how to plan a lesson that promotes students' achievement. This course is ESOL infused. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Fall.

EDUC 3525F Practices of Instruction (3 credits)
Practices of Instruction focuses on building teacher candidates' repertoire of instructional practices and lesson planning skills. Candidates learn about six pedagogical models: presentation, concept teaching, direct instruction, cooperative learning, problem-based instruction, and discussion. Candidates apply their knowledge of the instructional practices as they learn how to plan a lesson that promotes students' achievement. This course is ESOL infused. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Fall.

EDUC 3535 Educational Assessment (3 credits)
Assessment of students for instructional planning purposes is stressed for students in the K-12 setting. Topics include formal and informal evaluation techniques. Emphasis will be placed on observation, screening, evaluations, interpretation and communication of evaluation results. This is an ESOL infused course. In addition to class meetings, a minimum of 10 hours of observation and participation in a field setting is required. *Prerequisites*: None. *Frequency*: Every Fall and Winter.

EDUC 3535F Educational Assessment (3 credits)
Assessment of students for instructional planning purposes is stressed for students in the K-12 setting. Topics include formal and informal evaluation techniques. Emphasis will be placed on observation, screening, evaluations, interpretation and communication of evaluation results. This is an ESOL infused course. In addition to class meetings, a minimum of 10 hours of observation and participation in a field setting is required. *Prerequisites*: None. *Frequency*: Every Fall and Winter.

EDUC 4010 Foundations of Curriculum Development (3 credits)
This course offers students the opportunity to enhance their understanding of curriculum through a comprehensive assessment of the historical and social factors, which influenced modern approaches to curriculum development. *Prerequisites*: Passing scores on all subtests of the Florida General Knowledge Examination (GKEG, GKES, GKMA, and GKRE). *Frequency*: Every Fall and Winter.

EDUC 4010F Foundations of Curriculum Development (3 credits)
This course offers students the opportunity to enhance their understanding of curriculum through a comprehensive assessment of the historical and social factors, which influenced modern approaches to curriculum development. *Prerequisites*: Passing scores on all subtests of the Florida General Knowledge Examination (GKEG, GKES, GKMA, and GKRE). *Frequency*: Every Fall and Winter.

EDUC 4322 Foundations of Classroom Management (3 credits)
This course examines classroom management as the interrelationship of appropriate curricula, methods, materials, student behavior, family factors, and teacher behavior from culturally diverse perspectives. Additionally, this course addresses the classroom management needs of students with Emotional/Behavioral Disorders (EBD), focusing on the history, identification, and screening/evaluation approaches. Academic and data-based ethical behavioral strategies for intervention are discussed and applied. A minimum of 10 hours of field experience in a classroom is required. This course is ESOL infused. *Prerequisites*: EDUC 3535 or EDUC 3535F and EDUC 3360 or EDUC 3360F and EDUC 3350 or EDUC 3350F. *Frequency*: Every Fall and Winter.

EDUC 4322F Foundations of Classroom Management (3 credits)
This course examines classroom management as the interrelationship of appropriate curricula, methods, materials, student behavior, family factors, and teacher behavior from culturally diverse perspectives. Additionally, this course addresses the classroom management needs of students with Emotional/Behavioral Disorders (EBD), focusing on the history, identification, and screening/evaluation approaches. Academic and data-based ethical behavioral strategies for intervention are discussed and applied. A minimum of 10 hours of field experience in a classroom is required. This course is ESOL infused. *Prerequisites*: EDUC 3535F; EDUC 3360F; and EDUC 3350F. *Frequency*: Every Fall and Winter.

EDUC 4505 Advanced Practicum (1 credits)
The focus of this course, which builds on experiences in EDUC 2505 and EDUC/ELEM/ESED 3505, is a 55-hour field experience that allows teacher candidates to conduct classroom observations in an identified content area and participate in the instructional process. Field experience activities emphasize instructional delivery and facilitation, assessment and data-driven decision making, continuous professional improvement, and ethics in teaching. The teacher candidate prepares and delivers effective lessons utilizing research-based instructional techniques and strategies that meet the needs of diverse student populations and implements effective classroom instructional management techniques. The candidate also utilizes appropriate and effective formative and summative assessments to guide instruction. Teacher candidates are placed in classrooms with experienced cooperating teachers who have clinical educator training and a history of successful teaching. This placement occurs through the Office of Placement Services in cooperation with school districts. *Prerequisite*/s: EDUC 2505 and EDUC 3505 or ELEM 3505 or ESED 3505. *Frequency*: Every Fall.

EDUC 4510 Diversity and Ethics (3 credits)
Ethics and Diversity is a simulated lab course that all students must complete prior to the clinical practice (internship). Ethical, legal, and classroom management techniques will be explored and implemented in a simulated classroom environment creating viable ethical solutions to address these cases. Students (in teams) are placed in simulated school settings and required to recommend interventions relating to scenarios that arise focused on diversity and ethics. This course features a simulation experience component, embedded within Canvas that takes place in three school settings: kindergarten, middle school, and

a high school setting. *Prerequisites*: Pass all sections of the Florida GKT (GKEG, GKES, GKMA, and GKRE), EDUC 3350 or EDUC 3350F and EDUC 3525 or EDUC 3525F and ESOL 3340 or ESOL 3340F. *Frequency*: Every Fall.

EDUC 4510F Diversity and Ethics (3 credits)
Ethics and Diversity is a simulated lab course that all students must complete prior to the clinical practice (internship). Ethical, legal, and classroom management techniques will be explored and implemented in a simulated classroom environment creating viable ethical solutions to address these cases. Students (in teams) are placed in simulated school settings and required to recommend interventions relating to scenarios that arise focused on diversity and ethics. This course features a simulation experience component, embedded within Canvas that takes place in three school settings; kindergarten, middle school, and a high school setting. *Frequency*: Every Fall.

EDUC 4514 General Methods in Field Experiences (3 credits)
The focus of this course is a 45-hour field experience that allows the teacher candidate to conduct classroom observations in his/her content area and participate in the instructional process. The field experience emphasizes instructional delivery and facilitation, continuous professional improvement, and ethics in teaching. The candidate prepares and delivers effective lessons, acquires the necessary vocabulary/educational terminology, uses techniques and strategies that meet the needs of diverse student populations, and uses effective classroom instructional management techniques. Teacher candidates are placed in classrooms with experienced cooperating teachers who have clinical educator training and a history of successful teaching. This placement occurs through the Office of Placement Services in cooperation with school districts. *Prerequisite*: None. *Frequency*: Every Fall and Winter.

EDUC 4515 Pre-Professional Internship (9 credits)
The focus of the Pre-Professional Internship is to provide students the opportunity to conduct classroom observations in their content area and participate in the educational instructional process. The pre-professional internship emphasizes instructional delivery and facilitation, continuous professional improvement, and ethics in teaching. The student intern is expected to prepare and deliver effective lessons, acquire the necessary vocabulary/educational terminology, use techniques and strategies that meet the needs of diverse student populations, and use effective classroom instructional management techniques. Interns will be placed in classrooms with experienced cooperating teachers who hold a Professional Teaching Certificate, have clinical educator training, and a history of successful teaching. *Prerequisites*: Approval by the program. *Frequency*: Every Fall and Winter.

EDUC 4910 Introduction to Driver's Education (3 credits)
This course will be a study of basic content, methodology, and appropriate activities for the purpose of teaching high school students basic driver's education. Participants will review basic driving rules and procedures associated with driving as well as how to implement these procedures using engaging instructional strategies. Participants will be introduced to the highway transportation system and be provided with an in-depth study of the scope and nature of accident problems and their solutions. Teaching strategies to assist the participant with classroom implementation will be used throughout the course. Sample teaching strategies and curriculum connections are included in this syllabus. The course objectives will be taken from the Florida Department of Education Driver's Education outlined expectations. *Frequency*: Every Fall.

EDUC 4911 Instructional Strategies and Methods for Teaching Advanced Driver Education (3 credits)
This course will be a study of basic content, methodology, and appropriate activities for the purpose of teaching high school students basic driver's education. Participants will review basic driving rules and procedures associated with driving as well as how to implement these procedures using engaging instructional strategies. Participants will be introduced to the highway transportation system and be provided with an in-depth study of the scope and nature of accident problems and their solutions. Teaching strategies to assist the participant with classroom implementation will be used throughout the course. Sample teaching strategies and curriculum connections are included in this syllabus. The course objectives will be taken from the Florida Department of Education Driver's Education outlined expectations. *Prerequisite*: None. *Frequency*: Every Winter

EDUC 4912 Administration and Supervision of Driver Traffic Safety Education (3 credits)
This course will be a study of basic content, methodology, and appropriate activities for the purpose of teaching high school students basic driver's education. Participants will review basic driving rules and procedures associated with driving as well as how to implement these procedures using engaging instructional strategies. Participants will be introduced to the highway transportation system and be provided with an in-depth study of the scope and nature of accident problems and their solutions. Teaching strategies to assist the participant with classroom implementation will be used throughout the course. Sample teaching strategies and curriculum connections are included in this syllabus. The course objectives will be taken from the Florida Department of Education Driver's Education outlined expectations. *Frequency*: Every Winter.

EECP—Early Chldhd Ed Primary

EECP 3330 Integrating Instructional Technology in the Classroom (3 credits)
Integrating Instructional Technology in the Classroom presents strategies for technological integration into the classroom curriculum in elementary/secondary learning environments. Hands-on experiences will allow students to apply teachng practices and research to specific learning needs of typical and atypical learners. *Prerequisites*: COMP 1500, COMP 2000 or COMP 2020, and MATH 1040. *Frequency*: Every Fall and Winter.

EECP 3351 Adolescent Development (3 credits)
This course will provide an overview of history and theory in studying adolescent development. In addition, students will obtain knowledge about the physical, cognitive, personality and social development during adolescence, in the contexts of family, school, peers, work, and culture. Further, students will learn about common challenges that adolescents face such as establishing an identity, sexuality concerns, becoming more independent and autonomous human beings and developing good judgement and problem-solving skills. Finally, topics that will be explored include behavioral and emotional problems, depression, suicide, substance abuse, eating disorders, and diversity issues to be considered when discussing development in these areas. *Prerequisite*: None. *Frequency*: Every Winter and Summer.

EECP 3550 Child Guidance and Classroom Management (3 credits)
Students in this course will examine appropriate and developmentally sensitive strategies for managing behavior in typically and atypically developing children ages three through eight years. Performance of functional analysis of behavior and collaboration with support specialties will be discussed. The importance of consistency and proactive strategies and understanding the affective domain of the child will be stressed. *Prerequisite*: ECA 0203. *Frequency*: Every Fall and Winter.

EECP 4330 Promoting Child Health and Safety (3 credits)
This course will provide students with knowledge of healthy behaviors and environments which promote optimal growth, well-being, and physical and psychological safety of children and adolescents. Childhood disease, injury, and prevention will be covered,

in addition to important factors impacting health and well-being, such as sleep, nutrition, and physical activity. Strategies to promote child safety and well-being in the school setting and at home via family support will also be addressed. Special considerations with regard to the child's developmental level will be covered. *Prerequisite*: None. *Frequency*: Every Fall and Summer.

EECP 4340 Developmentally-Appropriate Practices For Teaching Literacy And Language Arts In Early Childhood (3 credits)
Students will plan, implement and evaluate developmentally appropriate and integrated content and methodology in the area of emergent and developing language and literacy, including: pre-reading and reading, pre-writing and writing, and receptive, expressive, and interpretative communication. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting are required. *Prerequisite*: ECA 0203. *Frequency*: Every Fall and Winter.

EECP 4345 Principles & Practices Of Reading & Language Arts Assessment In Prekindergarten/Primary Education (3 credits)
Students will investigate a range of literacy and reading techniques and materials that assess reading progress in the early childhood classroom. Students will apply, implement, and evaluate developmentally appropriate methods for evaluating, improving and remediating individual prereading skills to ensure future success of all students within a diverse early childhood setting. In addition to class meetings, a minimum of 10 hours of clinical observation and participation within an early childhood setting (prekindergarten-grade three) is required. *Prerequisite*: EECP 4340 or EECP 4520 or ECA 0242. *Frequency*: Every Fall and Winter.

EECP 4520 Developmentally Appropriate Practices for the Teaching of Reading in Early Childhood (3 credits)
This course examines concepts in reading, including sequential development, skills in word recognition, and comprehension methods and materials. The rationale for each method is discussed and practical application with young children is stressed. This course is designed to focus on prereading and reading skills of students from age three to grade three. The relationship of writing, listening, and language to reading development is included. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting is required. *Prerequisite*: EECP 4340. *Frequency*: Every Fall and Winter.

EECP 4530 Developmentally-Appropriate Practices For The Integration Of Creative Arts Across The Early Childhood (3 credits)
Students will plan, implement, and evaluate developmentally appropriate and integrated content and methodology in the area of emergent and developing understanding of art, drama, movement, and music. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting are required. *Prerequisite*: None. *Frequency*: Every Fall and Winter.

EECP 4545 Developmentally Appropriate Practices for Integrating Math and Science in Early Childhood Education (3 credits)
Students will focus on instruction and integration of mathematics and science content and methodology in the areas of emergent and developing mathematical and scientific principles. Theories of child development and learning will be reviewed as they apply to hands on instruction as well as assessment in both content areas for children in the age range 3 through 3rd grade. Students will plan, implement, and evaluate developmentally appropriate lessons while demonstrating best practices. Integration of both mathematics and science content area throughout the curriculum in developmentally appropriate ways will be stressed. Additionally, strategies for involvement of family and community will be stressed. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting is required. *Prerequisite*: ECA 0203. *Frequency*: Every Fall and Winter.

EECP 4550 Developmentally Appropriate Practices for Teaching Social Studies in Early Childhood Education (3 credits)
Students will plan, implement, and evaluate developmentally appropriate and integrated content and methodology in the area of emergent and developing understanding of social science. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting are required. *Prerequisite*: ECA 0203. *Frequency*: Every Fall and Winter.

EECP 4560 Integrating Literacy Throughout the Early Childhood Curriculum (3 credits)
Students will be made aware of the vital role of early exposure to literature in developing voluntary, avid, and competent readers. The course will focus on components and types of literature, a review of varied literary samples and application of literature to the total curriculum. Elements of cultural, family involvement, and special needs students will be addressed. The course will further examine the teacher's role in evaluating and selecting appropriate and valuable literature to be used in the classroom. Techniques for fostering students' ability to understand, recall, integrate information and improve comprehension as independent learners will be presented through the world of literature. In addition to class meetings, a minimum of 10 hours of clinical interaction, observation and instructional participation in a early childhood setting (Pre-K - Gr. 3) is required. *Prerequisite*: EECP 4340 or ECA 0242. *Frequency*: Every Fall and Winter.

EECP 4570 PreK-Primary Internship (12 credits)
This course for PreK-Primary Education majors offers a comprehensive review and practical application of educational philosophy, methods, and strategies through a 12-week clinical experience (internship) consisting of 450 hours that includes coursework and seminars. The central coursework is composed of a 12-week clinical experience, with the concurrent seminar serving as a supportive and reinforcing component. During the seminar sessions, the teacher candidate will explore, in depth, such topics as school board rules, regulations and policies; professional ethics; best practices; national and state standards; teaching strategies; current trends in education; teaching competencies; student assessment; and reflective practices. This course requires candidates to demonstrate professional, pedagogical, and content standards, including ESOL competencies and skills. *Prerequisites*: EDUC 2500, ESOL 2903, ECA 0203, EECP 3330, EDEC 2405, EDEC 3420, EDEC 3530, EECP 3550, EDEC 4320, EECP 4330, EECP 4340, EECP 4345, EDUC 4200, EECP 4520, EECP 4530, EECP 4545, EECP 4550, EECP 4560, and passing scores on all sub-tests of the Florida Teacher Certification Examination. *Frequency*: Every Fall and Winter.

EENG—Electrical Engineering

EENG 2710 Electrical Circuits/Lab (4 credits)
This course covers the fundamentals of electrical circuit theory, through the application of Ohm's law and Kirchhoff's current and voltage laws to solve basic resistive circuit problems. It also covers mesh and nodal analysis, Thevénin and Norton equivalent circuits, the analysis of resistive circuits with inductors and capacitors in both DC and AC steady-state conditions. Reactive circuits and networks are also covered for sinusoidal currents and voltages. Transient analysis and variable frequency response concepts are also introduced. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisites*: MATH 2100 or MATH 2100H. *Frequency*: Every Fall.

EENG 3310 Signals and Systems (3 credits)
This course covers fundamentals of linear systems techniques for the analysis of signals and systems in both the discrete and continuous time domains. It also covers signal representation in the Fourier, Laplace, and Z transform domains, as well as the sampling theorem. The course also emphasizes basic operations of linear systems and its system theory interpretations, such as convolution,

sinusoidal analysis, frequency response, window analysis, discrete Fourier transforms, and digital filters. *Prerequisites*: EENG 2710 and MATH 3400. *Frequency*: Every Winter.

EENG 3710 Electronic Circuits/Lab (4 credits)
This course introduces the electronic properties of semiconductor materials and basic electronic devices such as diodes, transistors, and amplifiers. The course also covers the operating principles of electronic devices, including the analysis of electronic circuits operating under DC bias and switching conditions. Both single and multistage analysis and designs are carried out. Computer aided design (CAD) software is used to reinforce concepts and to perform calculations specific to the application of devices in electronic circuits. Other topics include bipolar junction transistors, field effect transistors, operational amplifiers, amplifier frequency response, active filters, and circuit modeling and simulation. *Prerequisites*: EENG 2710. *Frequency*: Every Winter.

EENG 4950 Internship in Electrical Engineering (1-12 credits)
A work experience for 16 weeks in the student's major area of study or area of career interest. Consult academic division for specific details and requirements. *Prerequisites*: cumulative GPA of 2.25 or higher, major GPA of 2.5 or higher, completion of 60 or more credit hours, supervision of instructor, and permission of academic director. *Frequency*: Upon Request see academic Department Chair.

EENG 4990 Independent Study in Electrical Engineering (1-3 credits)
The student selects and independently carries out library and/or empirical research. Faculty supervision is provided on an individual basis. *Prerequisite*: to be determined by the faculty and the division director. *Frequency*: Upon Request see academic Department Chair.

ELEM—Elementary Education

ELEM 3505 Practicum II (1 credits)
The focus of this course, which builds on experiences in EDUC 2505, is a 45-hour field experience that allows teacher candidates to conduct classroom observations in an identified content area and participate in the instructional process. Field experience activities emphasize instructional delivery and facilitation, assessment and data-driven decision making, continuous professional improvement, and ethics in teaching. The teacher candidate prepares and delivers effective lessons, utilizes the necessary academic vocabulary/educational terminologies, uses research-based instructional techniques and strategies that meet the needs of diverse student populations, and implements effective classroom instructional management techniques. Teacher candidates are placed in classrooms with experienced cooperating teachers who have clinical educator training and a history of successful teaching. This placement occurs through the Office of Placement Services in cooperation with school districts. *Prerequisite*/s: EDUC 2505. *Frequency*: Every Fall.

ELEM 3530 Methods of Teaching Social Studies in the Elementary School (3 credits)
The purpose of this course is to examine content and methods for teaching science in the elementary school. You will explore a variety of techniques and reflect on approaches most applicable to teaching and learning when working with students who are typical in learning styles, who are Limited in English Proficiency (LEP) or who are exceptional learners. This is an ESOL-infused course. Hands-on approaches, resources, materials, technology, and ideas drawn from the student's experience will be discussed. There will be a Field experience in a community school. *Prerequisite*; Passing scores on the Florida Teacher Certification Examination General Knowledge Test. *Frequency*: Every Fall.

ELEM 3530F Methods of Teaching Social Studies in the Elementary School (3 credits)
This course is a study of content, pedagogy, and assessment strategies used to teach Social Studies in the elementary school classroom. Additionally, students will implement ESOL strategies in planning and presenting lessons. This course features 10 hours of required field experience. *Frequency*: Every Fall.

ELEM 3532 ONLINE SCIENCE CURRICULUM FOR ELEMENTARY EDUCATION (3 credits)
This online course explores the preK-12 science curriculum content based upon the National Research Council Science Education Standards, InTASC Principles, and Clark County School District Curriculum Essentials Framework guidelines. Attention is given to the connections among science concepts with reference to vertical scope and sequence throughout the grade levels. The student will record the exploration of each science strand in a journal as a permanent record of the knowledge composing the preK-12 science curriculum. There will be a ten (10) hour field experience observing science standards practiced in a local community school. *Prerequisite*: EDUC 2500. *Frequency*: Upon request. See academic Department Chair.

ELEM 3550 Methods of Teaching Science in the Elementary School (3 credits)
The purpose of this course is to examine content and methods for teaching science in the elementary school. You will explore a variety of techniques and reflect on approaches most applicable to teaching and learning when working with students who are typical in learning styles, who are Limited in English Proficiency (LEP) or who are exceptional learners. This is an ESOL-infused course. Hands-on approaches, resources, materials, technology, and ideas drawn from the student's experience will be discussed. There will be a Field experience in a community school. *Frequency*: Every Fall.

ELEM 3550F Methods of Teaching Science in the Elementary School Classroom (3 credits)
The purpose of this course is to examine content and methods for teaching science in the elementary school. You will explore a variety of techniques and reflect on approaches most applicable to teaching and learning when working with students who are typical in learning styles, who are Limited in English Proficiency (LEP) or who are exceptional learners. This is an ESOL-infused course. Hands-on approaches, resources, materials, technology, and ideas drawn from the student's experience will be discussed. There will be a Field experience in a community school. *Frequency*: Every Fall

ELEM 3810 Assessing and Teaching Literacy in the Elementary School (3 credits)
This course examines the assessment of literacy and the use of research-based strategies to support the development of strong readers in the elementary classroom. Students learn the appropriate use of methods and materials to improve reading performance based on assessment data. Special needs populations, including those in ESOL programs, are addressed. Practical application through fieldwork is a requirement. *Frequency*: Every Fall.

ELEM 3810F Assessing Literacy (3 credits)
This course examines the assessment of literacy and the use of research-based strategies to support the development of strong readers in the elementary classroom. Students learn the appropriate use of methods and materials to improve reading performance based on assessment data. Special needs populations, including those in ESOL programs, are addressed. Practical application through fieldwork is a requirement. *Frequency*: Every Fall.

ELEM 4320 Elementary School Classroom Management for Typical and Atypical Learners in Multicultural Classrooms (3 credits)
This course examines research-based knowledge, skills, and strategies that promote effective classroom management at the elementary school level. Teacher candidates apply the content learned in the course by developing a classroom management plan that focuses on safety and instruction for diverse students. Ten hours of field experiences are required to further promote candidates' application of knowledge, skills, and strategies. This course is ESOL infused.

Prerequisites: EDUC 2500, EDUC 3360, EDUC 3525, and EDUC 3535. *Frequency*: Every Fall and Winter.

ELEM 4320F Elementary School Classroom Management (3 credits)
This course examines research-based knowledge, skills, and strategies that promote effective classroom management at the elementary school level. Teacher candidates apply the content learned in the course by developing a classroom management plan that focuses on safety and instruction for diverse students. Ten hours of field experiences are required to further promote candidates' application of knowledge, skills, and strategies. This course is ESOL infused. *Frequency*: Every Fall

ELEM 4330 Mathematics Curriculum for Elementary Education Majors (3 credits)
This course examines the pre-K through grade 12 math curriculum content that is based on National Council of Teachers of Mathematics guidelines. Specific attention is given to major math concepts necessary for appropriate scope and sequence in the elementary school curriculum. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting are required. *Prerequisites*: EDUC 2500, EDUC 3330, EDUC 3350, EDUC 3360, and EDUC 3525. *Frequency*: Upon request. See academic Department Chair.

ELEM 4340 Methods of Teaching Language Arts in the Elementary School (3 credits)
This course is a study of the content, pedagogy, and assessment strategies used to teach Language Arts lessons in the elementary school classroom. Additionally, students will implement ESOL strategies in planning and presenting lessons. This course features 10 hours of required field placement. *Frequency*: Every Fall and Winter.

ELEM 4340F Methods of Teaching Language Arts in the Elementary School Classroom (3 credits)
This course is a study of the content, pedagogy, and assessment strategies used to teach Language Arts lessons in the elementary school classroom. Additionally, students will implement ESOL strategies in planning and presenting lessons. This course features 10 hours of required field placement. *Frequency*: Every Fall and Winter.

ELEM 4350 Methods of Teaching Mathematics in the Elementary School (3 credits)
This course will focus on methods of teaching mathematics to elementary children. Students will explore major concepts and procedures that define Number and Operation, Algebra, Geometry, Measurement, and Statistics and Probability using a variety of techniques (using various manipulatives as well as mathematics-specific technology) as they move from concrete to abstract conceptual and procedural understanding. They will reflect on approaches most applicable to teaching and learning when working with students who are typical in learning styles, who are Limited in English Proficiency (LEP) or who are exceptional learners. In doing so, they will constantly engage in activities to develop several mathematical processes: problem solving, reasoning and proof, communication, connections, and representation. There will be a ten (10) hour field experience in an elementary school. Field experience activities include collecting observation data using pre-selected tools, teaching and reflecting on the delivery of a lesson, and working with the teacher and students. *Frequency*: Every Fall.

ELEM 4350F Methods of Teaching Mathematics in the Elementary School Curriculum (3 credits)
This course will focus on methods of teaching mathematics to elementary children. Students will explore major concepts and procedures that define Number and Operation, Algebra, Geometry, Measurement, and Statistics and Probability using a variety of techniques (using various manipulatives as well as mathematics-specific technology) as they move from concrete to abstract conceptual and procedural understanding. They will reflect on approaches most applicable to teaching and learning when working with students who are typical in learning styles, who are Limited in English Proficiency (LEP) or who are exceptional learners. In doing so, they will constantly engage in activities to develop several mathematical processes: problem solving, reasoning and proof, communication, connections, and representation. There will be a ten (10) hour field experience in an elementary school. Field experience activities include collecting observation data using pre-selected tools, teaching and reflecting on the delivery of a lesson, and working with the teacher and students. *Frequency*: Every Fall.

ELEM 4360 Methods of Teaching Literacy in the Elementary School (3 credits)
This course examines concepts in reading, including sequential development skills in both word recognition and comprehension methods and materials. The rationale for each method is discussed and practical application with an elementary school youngster is required. The relationship of writing, listening, and speaking to reading is included. Students will implement ESOL strategies in planning and presenting lessons. This is an ESOL infused course. In addition to class meetings, at least ten hours of field experience are required. *Prerequisites*: EDUC 2500, EDUC 3350, EDUC 3360, ESOL 3340, and passing scores on the Florida Teacher Certification Examination General Knowledge Test. *Frequency*: Every Fall and Winter.

ELEM 4530 Integrating Art, Music, PE, and Health Education Across the Curriculum (3 credits)
This course examines the methodology for the integration of art, music, physical education (PE), and health education into the elementary school curriculum based on the theory of multiple intelligences. Age and grade appropriate methods, materials, activities and assessment will be introduced through practical applications, which are based on current research. In addition to class sessions, field experience is required for this course. *Prerequisites*: EDUC 3350, EDUC 3360, ESOL 3340, and passing scores on the Florida Teacher Certification Examination General Knowledge Test. *Frequency*: Every Fall and Winter.

ELEM 4535 Inquiry Approaches to STEM Education in the Elementary Classroom (3 credits)
This course will begin with an examination of the national standards associated with the individual STEM disciplines. Students will then examine emerging STEM standards and practices as well as current and developing STEM curriculum models. Concurrently, the research-based instructional practices that effectively foster concept formation in early childhood will be examined. Emphasis will be placed on problem-based learning and scientific inquiry as effective instructional strategies. Additionally, the curriculum topics associated with a standards-based STEM curriculum for elementary learners will be examined. *Frequency*: Every Fall and Winter.

ELEM 4535F Inquiry Approaches to STEM Education in the Elementary Classroom (3 credits)
This course focuses on how K-5 teachers can support classroom teaching, in moving toward an inquiry-based approach in which students take more responsibility for their learning. *Frequency*: Every Winter

ELEM 4540 Reading Assessment (3 credits)
This course examines recent trends in testing of word recognition and comprehension techniques. Students learn the appropriate use of methods and materials to improve reading performance. The rationale for each assessment technique is discussed and practical application with an elementary school youngster is required. Students will consider ESOL influences when administering assessments and interpreting data. This is an ESOL infused course. In addition to class meetings, at least ten hours of field experience are required. *Prerequisites*: EDUC 2500, ELEM 4340, and ELEM 4360. *Frequency*: Every Fall and Winter.

ELEM 4560 Methods of Teaching Reading

Across the Elementary Curriculum (3 credits)
This course addresses the significance of reading ability and study skills throughout the elementary school curriculum. The emphasis is on identifying sources of difficulties experienced by elementary students in reading and learning in the content areas. General strategies for learning from textbooks are examined, as well as study skills and specific strategies for handling rigorous academic text. Special needs populations, including those in ESOL and ESE programs, are addressed. Practical application through fieldwork is a requirement. *Prerequisites*: Pass all sections of the Florida GKT (GKEG, GKES, GKMA, and GKRE), EDUC 3350 or EDUC 3350F and EDUC 3525 or EDUC 3525F and ESOL 3340 or ESOL 3340F. *Frequency*: Every Winter.

ELEM 4560F Methods of Teaching Reading Across the Elementary Curriculum (3 credits)
This course addresses the significance of reading ability and study skills throughout the elementary school curriculum. The emphasis is on identifying sources of difficulties experienced by elementary students in reading and learning in the content areas. General strategies for learning from textbooks are examined, as well as study skills and specific strategies for handling rigorous academic text. Special needs populations, including those in ESOL and ESE programs, are addressed. Practical application through fieldwork is a requirement. *Prerequisites*: Passing scores on all subtests of the Florida General Knowledge Examination (GKEG, GKES, GKMA, and GKRE). *Frequency*: Every Winter.

ELEM 4570 Elementary Education Internship (12 credits)
This course for Elementary Education majors offers a comprehensive review and practical application of educational philosophy, methods, and strategies through a 12-week clinical experience (internship) consisting of 450 hours in an elementary classroom setting that includes coursework and seminars. The central coursework is composed of a 12-week clinical experience, with the concurrent seminar serving as a supportive and reinforcing component. During the seminar sessions, the teacher candidate will explore, in depth, such topics as school board rules, regulations and policies; professional ethics; best practices; national and state standards; teaching strategies; current trends in education; teaching competencies; student assessment; and reflective practices. This course requires candidates to demonstrate professional, pedagogical, and content standards, including ESOL competencies and skills. *Prerequisites*: EDUC 2500, ESOL 2903, EDUC 3330, ESOL 3340, EDUC 3350, EDUC 3360, EDUC 3525, ELEM 3530, EDUC 3535, ELEM 3550, ELEM 4320, ELEM 4340, ELEM 4350, ELEM 4360, EDUC 4200, ELEM 4530, ELEM 4540, ELEM 4560, ESOL 4565, and passing scores on all subtests of the Florida Teacher Certification Examination. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Fall and Winter.

ELEM 4810 Integrating PE and Health Education into the Elementary School (3 credits)
This course examines the methodology for the integration of physical education (PE) and health education into the elementary school curriculum, based on the theory of multiple intelligences. Age and grade appropriate methods, materials, activities and assessments will be introduced through practical applications, which are based on current research. In addition to class sessions, field experience is required for this course. *Prerequisites*: Pass all sections of the Florida GKT (GKEG, GKES, GKMA, and GKRE), *Frequency*: Every Fall.

ELEM 4810F Integrating PE & Health Education into the Elementary School (3 credits)
This course examines the methodology for the integration of physical education (PE) and health education into the elementary school curriculum, based on the theory of multiple intelligences. Age and grade appropriate methods, materials, activities and assessments will be introduced through practical applications, which are based on current research. In addition to class sessions, field experience is required for this course. *Frequency*: Every Fall.

ELEM 4815 Integrating Art and Music Education Across the Curriculum (3 credits)
This course examines the integration of art and music into the elementary school curriculum. The candidate uses grade level standards to plan a thematic unit and create lessons that integrate art and music with various core subjects. *Prerequisites*: Pass all sections of the Florida GKT (GKEG, GKES, GKMA, and GKRE), EDUC 3350 or EDUC 3350F and EDUC 3525 or EDUC 3525F and ESOL 3340 or ESOL 3340F. *Frequency*: Every Fall.

ELEM 4815F Integrating Art & Music Education into the Elementary School (3 credits)
This course examines the integration of art and music into the elementary school curriculum. The candidate uses grade level standards to plan a thematic unit and create lessons that integrate art and music with various core subjects. *Frequency*: Every Fall.

ELEM 4820 Language Arts and Social Studies in the Elementary School (3 credits)
This course explores a variety of pedagogical approaches to teaching both Language Arts and Social Studies within an Elementary school setting. The Language Arts component of this course focuses on improving a student's essential communication skills, which are reading, writing, listening, and speaking. The course exposes students to engaging learning activities, and provides students with the opportunity to develop authentic lessons based on the Language Arts Florida Standards. The Social Studies component of this course examines how American History, Geography, Economics, and Government are taught at the Elementary school level. Teacher candidates will use the Florida Social Studies standards to create experiential learning activities, which connect students to one another and the world around them. *Frequency*: Every Fall and Winter

ELEM 4820F Language Arts and Social Studies in the Elementary School Classroom (3 credits)
This course is a study of content, methodology, program development, appropriate activities, and assessment techniques for elementary school language arts and social studies. In addition, students will implement ESOL strategies in planning and presenting lessons. Students will also become familiar with the Florida Accomplished Practices as appropriate. Students are required to teach a lesson in an elementary school during the 10 hour clinical experience required for this class. This is an ESOL infused course. *Frequency*: Every Fall

ENT—Entrepreneurship

ENT 2000 Entrepreneurial Opportunities & Analysis (1 credits)
Produce an enhanced business plan for an on-campus business and make a presentation to gain funding from NSU, including financial analysis for viability of the business. Content areas for the course include: Competitive Analysis, Industry Analysis, Market Research, Customer Needs Identification, Implementation Planning, Financial Analysis, and Networking. Other course features include students meeting with various NSU departments to understand logistical, legal, and other issues related to getting business ready to launch. Only open to Razor's Edge Shark Cage Scholars Program students. *Prerequisite* ENT 2100. *Frequency*: Every Winter.

ENT 2010 Entrepreneurship for STEM (3 credits)
In this course you will develop a mindset and build a toolkit to create and evaluate entrepreneurial opportunities that are related to science and technology. You will marshal resources and form teams driven by creativity, leadership, and smart action. In sum, this course is a journey through the fuzzy front-end of early-stage entrepreneurship and technology commercialization. This course is not intended to be a complete overview of entrepreneurship; it is an

immersion experience for finding and creating opportunities in the science space. *Frequency*: Winter

ENT 3010 Maturing Businesses (1 credits)
Develop an exit strategy for on-campus business. Content areas for course include: Structuring deals, close down of business, taking business to next level, generational transfers and other issues related to leadership and business transitions. Only open to Razor's Edge Shark Cage Scholars Program students. *Frequency*: Every Winter.

ENT 3100 Entrepreneurial Mindset (3 credits)
Throughout this course, you will develop a mindset that will enable you to build a toolkit to create and evaluate entrepreneurial opportunities, marshal resources, and form teams driven by creativity, leadership, and smart action. In sum, this course is a journey through the fuzzy front-end of early stage entrepreneurial activity. This course is not intended to be a complete overview of entrepreneurship; it is an immersion experience for finding and creating opportunities. *Frequency*: Every Fall and Winter.

ENT 3130 HBIA Studio 1 (3 credits)
Spend an intensive two weeks getting better acquainted and working together with the students in the Huizenga Business Innovation Academy: (1) Reframe problems to develop more precise business ideas; (2) Gain strategies to cope with chaotic and ever-changing business conditions; (3) Develop habits to become an innovator; (4) Learn the skills that will help you work in teams and lead groups; and (5) Master the art of ideation and idea selection. This is a hands-on workshop where you will also learn how to tell stories using data. You will develop and present effective Pitch Decks for business ideas. Identified teams will create and present a Pitch Deck of their selected projects. *Prerequisites*: ENT 3100 *Frequency*: Every Summer.

ENT 3140 Ent. Opportunities & Analysis (3 credits)
Building on Studio I and using business model canvas. Learn to validate why customers will buy your product/service; how you will meet customer needs; why you think there is a need for your business; why you think it will be profitable; and a thorough review of your business model. Content areas for the course include Competitive Analysis, Industry Analysis, Market Research, Customer Needs Identification, Prototyping, Financial Analysis, Promotional Planning, and Networking. *Prerequisite*: ENT 3130. *Frequency*: Every Fall.

ENT 3150 HBIA Studio 2 (6 credits)
This is a summer intensive workshop where you will learn how to launch a business or an innovation project. Learn to skillfully adjust your innovation strategy as you discover the nature of real-life decisions, including the available options, linkages to other parts of the business, conflicts, tradeoffs, and potential outcomes. Get ready to acquire seed funding to startup the company and apply tools and ways of thinking as the firm expands its operations and must take on new tasks and responsibilities. Establish the firm's strategic direction and set up shop (design brands, website and the like). Test market brands, prices, ad copy, media campaigns, and sales tactics. Prepare a lean business plan and get ready to launch. *Prerequisite*: ENT 3140. *Frequency*: Every Summer.

ENT 3151 Huizenga Business Innovation Academy Studio 2 (3 credits)
This is a two-week summer intensive workshop where you will learn how to launch a business or an innovation project. Learn to skillfully adjust your innovation strategy as you discover the nature of real-life decisions, including the available options, linkages to other parts of the business, conflicts, tradeoffs, and potential outcomes. Get ready to acquire seed funding to startup the company and apply tools and ways of thinking as the firm expands its operations and must take on new tasks and responsibilities. Establish the firm's strategic direction and set up shop (design brands, website and the like). Test market brands, prices, ad copy, media campaigns, and sales tactics. Prepare a lean business plan and get ready to launch. *Prerequisite*: ENT 3100; ENT 3130; ENT 3140. *Frequency*: Every Summer.

ENT 3160 Running Your Business (2 credits)
Learn to run a successful and impactful business. Content areas include: Entrepreneurial Strategy, Innovation Management, Sales and Marketing, Human Resource Management (employee issues), Motivation, Leadership, Financing. *Prerequisites*: ENT 3150. *Frequency*: Every Fall.

ENT 3161 Running Your Business (3 credits)
Learn to run a successful and impactful business. Content areas include: Entrepreneurial Strategy, Innovation Management, Sales and Marketing, Human Resource Management (employee issues), Motivation, Leadership, Financing. *Prerequisites*: ENT 3130 AND ENT 3140. *Frequency*: Every Fall.

ENT 3170 Maturing Businesses (1 credits)
Develop an exit strategy for businesses and corporate projects. Content areas for the course include scaling and taking businesses to next level, structuring deals, close-down of business, generational transfers, IPOs, mergers, acquisition and other issues related to leadership and business transitions. *Prerequisites*: ENT 3160. *Frequency*: Every Winter.

ENT 3171 Maturing Businesses (3 credits)
Develop an exit strategy for businesses and corporate projects. Content areas for the course include scaling and taking businesses to next level, structuring deals, close-down of business, generational transfers, IPOs, mergers, acquisition and other issues related to leadership and business transitions. *Prerequisites*: ENT 3160. *Frequency*: Every Winter.

ENT 3200 Global Trading and Negotiations for Entrepreneurs (3 credits)
This course is designed for students interested in starting, joining, or holding stakes in international ventures. It examines the creation and management of business ventures that have international dimensions and provides insights into economic and formal/informal institutions affecting entrepreneurship. This course further addresses the issues specific to international venturing including search and identification of opportunities in foreign markets, logistics of international business expansion, cross-cultural business communication, international sourcing, international deal-making and networking. This course will also demonstrate the importance of cross-cultural communication and the benefits of being sensitive and mindful of cultural differences in international business. Concepts of negotiation styles, cultural differences and etiquette, and conflict analysis will be discussed at length. *Frequency*: Infrequent.

ENT 3900 Entrepreneurship Internship (3 credits)
The Huizenga College internship fosters learning through the application of classroom theory in the workplace. During the course, the student also focuses on practical career skills and personal professional goals with individual guidance from the professor. The minimum work requirement is 180 hours during one semester (16 weeks). Contact ENT Faculty for registration. *Prerequisites*: ENT Faculty permission, good academic standing, GPA of 2.5 or higher, and completion of at least 36 credit hours. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Fall, Winter, and Summer.

ENT 3910 Special Topics in Entrepreneurship (3 credits)
Topics in entrepreneurship that are not included in a regular course offerings. *Prerequisites* may be required. Specific content and prerequisites are announced in the course schedule for the given term. *Frequency*: Upon request and see academic department chair.

ENT 4400 Franchise Management (3 credits)
This course emphasizes the important aspects of starting and managing a franchise business. Specific attention is placed on the characteristics of the franchisor and franchisee;

evaluation of franchising opportunities; legal concerns of franchising; the development of appropriate strategies and the successful planning, implementation and launching of a new business. *Frequency*: Every Fall.

ENT 4800 Entrepreneurship Experience (3 credits)
Students will learn through the case study method, computer simulations, and from local businesses researching the issues and challenges facing entrepreneurs. The course includes finance, marketing, human resources, valuation techniques, turnaround management, exit strategies, and ethical considerations. Student teams will choose a function business for their term project. They will identify specific issues, problems, and recommend solutions through written and oral presentations. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Winter.

ENT 4810 Social Entrepreneurship Experience (3 credits)
Social Entrepreneurship Experience is for students with an interest in social innovation and social entrepreneurship who are seeking to identify opportunities and develop strategies to introduce innovations to the marketplace through start-up, emerging, and established organizations. The results of the students' entrepreneurial experience will have a positive impact on society. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Winter.

ENT 4966 Travel Study in Entrepreneurship (3 credits)
This travel study course aims to provide students with a thorough understanding and firsthand look at a specific area of the world through the lenses of business and entrepreneurship. Students will be introduced to the challenges organizations face when working In the specific country of travel. The course is taught using a combination of in-country and pre-arrival lectures, company visits, and presentations. *Frequency*: Upon request see academic Department Chair.

ENVS—Environmental Science

ENVS 1100 Introduction to Environmental Science (3 credits)
General Environmental Science provides students with a broad overview of a highly interdisciplinary subject by examining how humans can best live with Earth's environment. This course concentrates on the biological nature of environmental science: NIMBY, environmental justice, biological communities, biodiversity, population, food, and hunger. *Frequency*: Every Fall and Winter.

ENVS 1200 Environmental Science (3 credits)
Environmental Science provides students with a broad overview of a highly interdisciplinary subject by examining how humans can best live within the limits of the environment. The course concentrates on the biological and physical elements of natural systems, including the concepts of ecology, evolution, and earth systems science. The course includes an ethical and philosophical perspective, including stewardship, law, policy, and environmental justice. Also discussed are solutions to environmental problems with respect to current events. *Frequency*: Every Fall and Winter.

ENVS 1500 Natural History of South Florida (4 credits)
Through classroom, field trip, and practical experience, this course provides instruction on the general ecology, habitats, vegetation types, wildlife, and conservation issues of Fresh Water Wetlands, Coastal Systems and Upland Systems in South Florida. The course addresses society's role toward various ecosystems and discusses environmental ethics. The course will provide students with examples of common behaviors that negatively affect local species and present simple alternatives that can be incorporated into their daily lives. Students will also be taught naturalist interpretation skills during hikes through local natural areas. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Fall

ENVS 2000 Biodiversity of Alaskan Ecosystems (3 credits)
This course is an introduction to Alaska's diverse wildlife in a biological, ecological and evolutionary context. The course will cover biological and ecological aspects of the diverse flora and fauna located throughout Alaska's ecosystems including such topics as natural history, geography and geology, ecosystem characterization and connections, and wildlife populations and conservation. This course is designed to prepare students for a 10 day field course to explore Alaska's wilderness and observe its biodiversity first hand. *Prerequisite*: BIOL 1100 or higher. *Frequency*: Every fall, odd Year

ENVS 2001 Biodiversity of Alaskan Ecosystems Field Course (1 credits)
This field-based course introduces Alaska's diverse wildlife in a biological, ecological and evolutionary context. The course will provide students with an overview of the recent research and current issues related to the diverse flora and fauna of Alaska's ecosystems, including effects of climate change, overconsumption and management of populations, and pollution effects of mining and fossil fuel extraction. Local culture and native tribes will be introduced, as well as geography and geology, ecosystem characterization and connections, and wildlife populations and conservation. Students will also meet with local scientists and participate in fieldwork and seminars. Students will be able to observe first-hand the ecological concepts and biological characteristics of Alaska's wildlife. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisites*: ENVS 2000. *Frequency*: Summer, even years.

ENVS 2100 Environmental Science Laboratory (3 credits)
Environmental science laboratory presents students with an opportunity to experience the practical work of an environmental scientist. Students will work collaboratively and use hands-on approaches to gain practical experience in many areas of this interdisciplinary science. Through laboratory, classroom, and on- and off-campus field experiences, students will learn to use equipment, make observations, collect data and test hypotheses related to environmental problems. Specific topics include population biology, biological diversity, geographic information systems, environmental quality/pollution, geology, environmental justice and environmental restoration. The course will include a collaborative capstone project investigating an ongoing, local environmental issue. *Prerequisites*: ENVS 1100 or ENVS 1200 or BIOL 1510 or BIOL 1510H. *Frequency*: Every Winter.

ENVS 2200 Introduction to Geology/Lab (4 credits)
Introduction to Geology/Lab covers elements of historical and physical geology, two essential courses from the geology curriculum. The course includes an introduction to the composition and physical processes of the earth, as well as the history of the planet. This course will serve as a prerequisite Environmental Geology (ENVS 3000). *Frequency*: Fall.

ENVS 3000 Environmental Geology/Lab (4 credits)
Environmental geology is an applied science that uses geologic principles to identify, analyze and mitigate problems that occur where humans interact with geologic environments. This course covers basic concepts of physical geology including earth materials, plate tectonics, deformation and mountain building, and earth surface processes. Additional topics may include sustainability, environmental hazards, environmental policy, and transport and fate of environmental contamination. Students will examine environmental problems on a global and local scale. *Prerequisite*: ENVS 2200 and CHEM 1300 or CHEM 1300H or CHEM 1500. *Frequency*: Every Winter.

ENVS 3100 Environmental Issues (3 credits)
Environmental Issues is designed to teach students that most of today's issues in environmental science are highly controversial and that advocating a policy stand on an environmental concern requires the balancing of the pros and cons of an issue. Several current areas will be introduced in an unbiased manner. The students will gain experience taking sides and debating issues by presenting objective perspectives on environmental topics. *Prerequisites*: BIOL 1040, ENVS 1100, or ENVS 1200. *Frequency*: Every Fall.

ENVS 3170 Everglades Ecology and Conservation (3 credits)
An overview of the Greater Everglades Ecosystem that integrates biological, geological, ecological, conservation, social, economic and political aspects to the ecosystem and its current restoration efforts. The course will examine the main biological and physical features of South Florida, and the ecological processes that make this a unique ecosystem. The course will also examine man's relationship with the ecosystem since the times of their earliest occupation in the region to present. The course incorporates classroom time and 4 all-day Saturday fieldtrips. *Prerequisites*: ENVS 1100 or BIOL 1510 or BIOL 1510H. *Frequency*: Every Fall.

ENVS 3200 Ocean and Earth Cycles (3 credits)
Did you know that nearly the entire periodic table of elements is dissolved in seawater? Or that changes in seawater chemistry caused some of Earth's largest mass extinction events? Containing about 97% of Earth's water, the ocean acts as a giant solvent that dissolves rocks, minerals, and atmospheric gases. This course will serve as an introduction to the field of marine chemistry and the study of chemical cycles within the Earth system. Students will learn about the chemical composition of seawater, biogeochemical cycles, and how humans are currently changing ocean chemistry at geologically unprecedented rates. Course frequency: Fall, even years.

ENVS 3300 Introduction to Global Climate Change (3 credits)
The Earth's climate is changing at an unprecedented rate, which will result in a range of consequences including increased global temperatures, glacial retreat, sea level rise, and changes in global and local precipitation patterns. This class will provide students with an overview of the current state of climate science and the potential impacts of modern climate change on society. By taking an Earth systems perspective, students will examine climate change from global to local scales, learn about global biogeochemical cycles, and place modern climate change in the context of the geological past. *Prerequisites* :BIOL 1500 and CHEM 1300. *Frequency*: Fall Odd Years.

ENVS 3400 Symbiosis (3 credits)
Symbioses are intimate and persistent interspecific interactions that encompass the continuum of relationship outcomes from mutualisms to parasitism, and along with evolution, form the basis of our understanding of life on the planet. These relationships are biologically important because they are globally ubiquitous and form the basis of most ecosystems, but they also challenge multiple tenets of biology: (1) the concept of an individual, (2) the primacy of antagonism in explaining ecological patterns, and (3) the universality of descent with modification in evolution. In our symbiotic world, you are never alone. This course emphasizes the enormous diversity of intimate interactions between organisms and is an introduction to the biology and ecology of symbiotic associations and their evolution. This course is a reading and discussion intensive course that is intended to inspire independent thinking and scientific debate among the students. There is no text sufficient to cover the scope of this course, rather students will read selected primary literature, reviews, and book chapters to survey broad perspectives and identify broad patterns across multiple disciplines. *Frequency*: Even Years Winter.

ENVS 4900 Special Topics in Environmental Science (3 credits)
Topics in advanced environmental science and studies that are not included in a regular course offering. *Prerequisites* may be required. Specific content and prerequisites are announced in the course schedule for the given term. Students may re-enroll for Special Topics covering different content. *Frequency*: Upon request.

ENVS 4900A Special Topics in Environmental Science (3 credits)
Topics in advanced environmental science that are not included in a regular course offering. Students may re-enroll for Special Topics covering different content. *Frequency*: Upon request. *Prerequisites*: May be required. Specific content and prerequisites are announced in the course schedule for the given term.

ENVS 4900B Special Topics in Environmental Science (3 credits)
Topics in advanced environmental science that are not included in a regular course offering. *Prerequisites* may be required. Specific content and prerequisites are announced in the course schedule for the given term. Students may re-enroll for Special Topics covering different content. *Frequency*: Upon request.

ENVS 4950 Internship in Environmental Science (1-3 credits)
A work experience for 16 weeks in the student's major area of study or area of career interest. Consult academic division for specific details and requirements. *Prerequisites*: cumulative GPA of 2.5 or higher, major GPA of 3.0 or higher, completion of 60 or more credit hours, supervision of instructor, and permission of department chair. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Upon request.

ENVS 4950A Internship in Environmental Science (1-3 credits)
A work experience for 16 weeks in the student's major area of study or area of career interest. Consult academic division for specific details and requirements. *Prerequisites*: cumulative GPA of 2.5 or higher, major GPA of 3.0 or higher, completion of 60 or more credit hours, supervision of instructor, and permission of department chair. *Frequency*: Upon request.

ENVS 4990A Independent Study in Environmental Science (1-3 credits)
The student selects and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. *Prerequisite*: To be determined by the faculty and department chair. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Upon request.

ENVS 4990B Independent Study in Environmental Science (1-3 credits)
The student selects and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisite*: To be determined by the faculty and department chair. *Frequency*: Upon request.

ENVS 4990C Independent Study in Environmental Science (1-3 credits)
The student selects and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisite*: To be determined by the faculty and department chair. *Frequency*: Upon request.

ENVS 4990D Independent Study in Environmental Science (1-3 credits)
The student selects and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisite*: To be determined by the faculty and department chair. *Frequency*: Upon request.

ESED—Exceptional Student Ed

ESED 3505 Practicum II (1 credits)
The focus of this course, which builds on experiences in EDUC 2505, is a 45-hour field experience that allows teacher candidates to conduct classroom observations in an identified content area and participate in the instructional process. Field experience activities emphasize instructional delivery and facilitation, assessment and data-driven decision making, continuous professional improvement, and ethics in teaching. The teacher candidate prepares and delivers effective lessons, utilizes the necessary academic vocabulary/educational terminologies, uses research-based instructional techniques and strategies that meet the needs of diverse student populations, and implements effective classroom instructional management techniques. Teacher candidates are placed in classrooms with experienced cooperating teachers who have clinical educator training and a history of successful teaching. This placement occurs through the Office of Placement Services in cooperation with school districts. *Prerequisite*/s: EDUC 2505. *Frequency*: Every Fall.

ESED 3540 Introduction to Language and Speech Disabilities (3 credits)
The study of language development and disorders, which includes the impact of language on learning and augmentative forms of communication, is investigated. Individual needs and remediation concerns are addressed from early childhood to adulthood in the area of Language development. Impact of inclusion and alternate strategies for delivery of services in the mainstream for exceptional language learners is investigated. In addition to class meetings, a minimum of ten (10) hours of field experience is required. *Prerequisites*: EDUC 3330, EDUC 3350, and passing scores on the Florida Teacher Certification Examination General Knowledge Test. *Frequency*: Every Fall and Winter.

ESED 3540F Introduction to Language & Speech Disabilities (3 credits)
The study of language development and disorders, which includes the impact of language on learning and augmentative forms of communication, is investigated. Individual needs and remediation concerns are addressed from early childhood to adulthood, in the area of Language development. Impact of inclusion and alternate strategies for delivery of services in the mainstream for exceptional language learners is investigated. In addition to class meetings, a minimum of ten (10) hours of field experience is required. *Frequency*: Every Winter

ESED 3561 Families, Professionals, and Exceptionality (3 credits)
A study of theory, research, and best practices related to family-professional partnerships from both general and special education is conducted. Families are studied as interactive systems from a multicultural perspective. Concepts and techniques of developing empowerment through collaboration are discussed and applied for it is through such partnerships that reliable alliances develop. In addition to class meetings, observation, and participation in a field setting is required. *Prerequisites*: ESOL 3340, EDUC 3330, and EDUC 3350. *Frequency*: Every Fall and Winter.

ESED 3561F Families, Professionals, & Exceptionalities (3 credits)
A study of theory, research, and best practices related to family-professional partnerships, from both general and special education, is conducted. Families are studied as interactive systems from a multicultural perspective. Concepts and techniques of developing empowerment through collaboration are discussed and applied, for it is through such partnerships that reliable alliances develop. In addition to class meetings, observation, and participation in a field setting is required. *Frequency*: Every Winter.

ESED 3570 Foundations of Learning Disabilities (3 credits)
This course is a study in the fundamental knowledge in the field of specific learning disabilities. Concepts, theories, characteristics, causes of specific learning disabilities, as well as assessment and teaching methods are presented to the teacher candidate. *Frequency*: Every Fall.

ESED 3570F Foundations of Exceptional Student Education (3 credits)
This course is a study in the fundamental knowledge in the field of specific learning disabilities. Concepts, theories, characteristics, causes of specific learning disabilities, as well as assessment and teaching methods are presented to the teacher candidate. *Frequency*: Every Fall

ESED 4320 Classroom Management for Typical and Atypical Learners in the Multicultural Classroom (3 credits)
This course examines classroom management as the interrelationship of appropriate curricula, methods, materials, student behavior, family factors, and teacher behavior from culturally diverse perspectives. Additionally, this course addresses the classroom management needs of students with Emotional/Behavioral Disorders (EBD), focusing on the history, identification, and screening/evaluation approaches. Academic and data-based ethical behavioral strategies for intervention are discussed and applied. A minimum of 10 hours of field experience in a classroom is required. This course is ESOL infused. *Frequency*: Every Winter.

ESED 4320F Elementary Classroom Management for Typical & Atypical Learners in Multicultural Classrooms (3 credits)
This course examines classroom management as the interrelationship of appropriate curricula, methods, materials, student behavior, family factors, and teacher behavior from culturally diverse perspectives. Additionally, this course addresses the classroom management needs of students with Emotional/Behavioral Disorders (EBD), focusing on the history, identification, and screening/evaluation approaches. Academic and data-based ethical behavioral strategies for intervention are discussed and applied. A minimum of 10 hours of field experience in a classroom is required. This course is ESOL infused. *Frequency*: Every Winter

ESED 4360 Classroom Procedures for Emotional/Behavioral Disorders (3 credits)
This course addresses information about learners with Emotional/Behavioral Disorders (EBD). The nature, history of the problem and relevant conceptual approaches are presented along with specific identification, screening and evaluation techniques. Additionally, factors related to family, school and culture are emphasized within a social systems perspective. Finally, academic and behavioral strategies for intervention are discussed and applied. In addition to class meetings, observation, and participation in a clinical setting are required. *Prerequisites*: EDUC 3330, EDUC 3350, and EDUC 3535. *Frequency*: Every Fall and Winter.

ESED 4530 Classroom Procedures for the Intellectually and Developmentally Delayed (3 credits)
Emphasis is placed on instructional strategies for teaching students who are intellectually and developmentally disabled. The development, implementation and evaluation of individualized educational plans are stressed. Special approaches to teaching functional skills, developmental programming, and data-based management for students ranging in age from kindergarten through high school are investigated and applied. In addition to class meetings, a clinical experience is required. *Prerequisites*: Pass all sections of the Florida GKT (GKEG, GKES, GKMA, and GKRE), EDUC 3350 or EDUC 3350F and EDUC 3525 or EDUC 3525F and ESOL 3340 or ESOL 3340F. *Frequency*: Every Winter.

ESED 4530F Classroom Procedures ESE (3 credits)
Emphasis is placed on instructional strategies for teaching students who are intellectually and developmentally disabled. The development, implementation and evaluation of individualized educational plans are stressed. Special approaches to teaching functional skills, developmental programming, and data based management for students ranging in age from kindergarten through high school are

investigated and applied. In addition to class meetings, a clinical experience is required. *Frequency*: Every Winter.

ESED 4550 Methods and Materials for Teaching Learners with Specific Learning Disabilities (SLD) (3 credits)
Emphasis is placed on instructional strategies for teaching students with specific learning disabilities. Specialized approaches to teaching basic skills and adaptation of curriculum and materials for students ranging in age from kindergarten through high school are investigated and applied. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting is required. This course has a mandatory university supervision component of the clinical experiences. *Prerequisites*: Pass all sections of the Florida GKT (GKEG, GKES, GKMA, and GKRE). *Frequency*: Every Fall.

ESED 4550F Methods and Materials for Teaching Learners with Specific Learning Disabilities (SLD) (3 credits)
Emphasis is placed on instructional strategies for teaching students with specific learning disabilities. Specialized approaches to teaching basic skills and adaptation of curriculum and materials for students ranging in age from kindergarten through high school are investigated and applied. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting is required. This course has a mandatory university supervision component of the clinical experiences. *Frequency*: Every Fall

ESED 4570 Exceptional Student Education Internship (12 credits)
This course for Exceptional Student Education majors offers a comprehensive review and practical application of educational philosophy, methods, and strategies through a 12-week clinical experience (internship) consisting of 450 hours that includes coursework and seminars. The central coursework is composed of a 12-week clinical experience, with the concurrent seminar serving as a supportive and reinforcing component. During the seminar sessions, the teacher candidate will explore, in depth, such topics as school board rules, regulations and policies; professional ethics; best practices; national and state standards; teaching strategies; current trends in education; teaching competencies; student assessment; and reflective practices. This course requires candidates to demonstrate professional, pedagogical, and content standards, including ESOL competencies and skills. *Prerequisites*: EDUC 2500, ESOL 2903, EDUC 3330, ESOL 3340, EDUC 3350, EDUC 3360, EDUC 3525, EDUC 3535, ESED 3540, ESED 3561, ESED 3570, ESED 4320, ELEM 4340, ELEM 4350, ELEM 4360, ESED 4360, EDUC 4200, ESED 4530, ELEM 4540, ESED 4550, ELEM 4560, ESOL 4565, and passing scores on all subtests of the Florida Teacher Certification Examination. Experiential Education and Learning: Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Fall and Winter.

ESOL—ESOL-Engl Speakers/Other Lang

ESOL 2903 Cross Cultural Studies (3 credits)
This course will enable students to expand their knowledge of a multiplicity of cultural groups nationwide. This knowledge will allow them to identify culture-specific verbal and nonverbal communications and school behaviors resulting from cultural variations and their influence on student behavior/attitudes. The use of recent research findings and cross-cultural awareness will assist participants in maximizing student learning and in designing culturally-sensitive instructional materials while exhibiting appropriate teacher behaviors in cross-cultural school settings. In addition to class meetings, a 10 hour virtual field experience is required for this course. *Prerequisite*: None. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Fall and Winter.

ESOL 2903F Cross Cultural Studies (3 credits)
This course will enable students to expand their knowledge of a multiplicity of cultural groups nationwide. This knowledge will allow them to identify culture-specific verbal and nonverbal communications and school behaviors resulting from cultural variations and their influence on student behavior/attitudes. The use of recent research findings and cross-cultural awareness will assist participants in maximizing student learning and in designing culturally-sensitive instructional materials while exhibiting appropriate teacher behaviors in cross-cultural school settings. In addition to class meetings, a 10 hour virtual field experience is required for this course. *Prerequisite*: None. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Fall.

ESOL 3340 Survey of TESOL for Teachers (3 credits)
This course surveys the five areas of TESOL: cross cultural studies, applied linguistics, methods, curriculum, and assessment. In this course, participants will learn to identify and select instructional strategies, materials, technologies and assessments for the development of academic language and content-area proficiency of English language learners. A 10-hour observation field experience is required for this course. *Prerequisite*: ESOL 2903. *Frequency*: Every Winter.

ESOL 3340F Survey of TESOL for Teachers (3 credits)
This course surveys the five areas of TESOL: cross cultural studies, applied linguistics, methods, curriculum, and assessment. In this course, participants will learn to identify and select instructional strategies, materials, technologies and assessments for the development of academic language and content-area proficiency of English language learners. A 10-hour observation field experience is required for this course. *Prerequisite*: ESOL 2903F. *Frequency*: Every Winter.

ESOL 4565 Second Language Learning (3 credits)
In this course, participants will learn to select and apply appropriate ESOL materials, curriculum, technology, and differentiated instructional strategies and methods for the language proficiency development of English language learners in content area classrooms. The primary focus on the development of materials, activities and lesson plans differentiated for beginning and intermediate level English language learners will be guided by the Sheltered Instructional Observation Protocol (SIOP) and aligned with state-approved curriculum and ESOL standards. Participants will learn and apply ESOL-accessible technology to support ELL learning in various content areas. Participants will also apply elements of Response to Intervention (RTI) in planning to work with English language learners both by examining case studies and by creating a communication plan for ESOL parent stakeholders. *Prerequisites*: ESOL 2903F or ESOL 2903 and ESOL 3340F or ESOL 3340. *Frequency*: Every Fall.

ESOL 4565F Second Language Learning (3 credits)
In this course, participants will learn to select and apply appropriate ESOL materials, curriculum, technology, and differentiated instructional strategies and methods for the language proficiency development of English language learners in content area classrooms. The primary focus on the development of materials, activities and lesson plans differentiated for beginning and intermediate level English language learners will be guided by the Sheltered Instructional Observation Protocol (SIOP) and aligned with state-approved curriculum and ESOL standards. Participants will learn and apply ESOL-accessible technology to support ELL learning in various content areas. Participants will also apply elements of Response to Intervention (RTI) in planning to work with English language learners both by examining case studies and by creating a communication plan for ESOL parent stakeholders. *Prerequisites*: ESOL 2903F and ESOL 3340F. *Frequency*: Every Fall.

ESOL 4901 Methods of Teaching ESOL

(3 credits)
This course will assist participants in identifying and selecting instructional strategies, approaches, and materials for the development of listening, speaking, reading and writing skills in ESOL classrooms. Knowledge of these elements will be demonstrated by development and presentation of lesson plans appropriately based on age, language proficiency, cultural background and learning styles. A 10 hour field experience is required for this course. *Prerequisite*: ESOL 2903. *Frequency*: Every Fall and Winter.

ESOL 4902 ESOL Curriculum and Materials Development (3 credits)
This course will assist participants in identifying and selecting instructional strategies, approaches, and materials for the development of listening, speaking, reading and writing skills in ESOL classrooms. Knowledge of these elements will be demonstrated by development and presentation of lesson plans appropriately based on age, language proficiency, cultural background and learning styles. A 10 hour field experience is required for this course. *Prerequisite*: ESOL 2903. *Frequency*: Every Fall and Winter.

ESOL 4904 Linguistics for ESOL Educators (3 credits)
This course provides insight into dialect diversity and the structure of language, including phonology, morphology, and syntax. Causes of linguistic interference for students from diverse language backgrounds are analyzed. An emphasis is placed on students being able to apply the International Phonetic Alphabet (IPA) for purposes of spoken language analysis. Students will analyze language and determine appropriate instructional strategies, using knowledge of phonology, morphology, syntax, semantics, and discourse. A course in applied linguistics is essential to understand how first and second languages develop in students. For the teacher of LEP students significant insights can be made regarding the student's rate of progress in learning a new language and the potential difficulties that student might encounter. This course is required by all students seeking their ESOL endorsement. Students should check with their advisors as to the full sequence of ESOL course that they may be required to take to obtain their ESOL endorsement. *Prerequisite*: ESOL 2903. *Frequency*: Every Fall and Winter.

ESOL 4905 Testing and Evaluation in ESOL (3 credits)
Participants will learn to identify suitable ESOL assessment instruments and placement tests for ESOL students. Identification of available tests and construction of necessary ESOL test items in the cultural and language arts areas will be learned. The design and interpretation of appropriate testing--proficiency and achievement measures--as well as the interpretation of such assessment, will be stressed. Traditional assessment procedures as well as authentic assessment will be incorporated into required activities. The bilingual/special education interface is also considered. A variety of necessary record keeping methods for different types of assessment will be discussed and used in assignments. A 10 hour field experience is required for this course. Pre-requisite: ESOL 2903. *Frequency*: Every Fall and Winter.

EXSC—Exercise Science

EXSC 1000 Lifetime Aerobic Activity (1 credits)
This course provides students with an opportunity to experience various aerobic activities that can be continued throughout the lifespan. Students will learn to assess a baseline level of fitness, devise and implement a plan to improve that fitness level, and reassess at the end of the class. They will learn criteria for determining selection of activity. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit *Frequency*: Fall, Winter and Summer.

EXSC 1001 Strength Training for Life (1 credits)
This course provides students with an opportunity to experience various aerobic activities that can be continued throughout the lifespan. Students will learn to assess a baseline level of fitness, devise and implement a plan to improve that fitness level, and reassess at the end of the class. They will learn criteria for determining selection of activity. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit *Frequency*: Fall, Winter and Summer.

EXSC 1002 Introduction to Group Exercise (1 credits)
This course provides students with an opportunity to experience various aerobic activities that can be continued throughout the lifespan. Students will learn to assess a baseline level of fitness, devise and implement a plan to improve that fitness level, and reassess at the end of the class. They will learn criteria for determining selection of activity. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit *Frequency*: Fall, Winter and Summer.

EXSC 1201 Exercise and Sports Medicine (3 credits)
Introduction to prevention, recognition, and acute care management techniques of injuries to the physically active. The focus will be on application to populations engaging in various intensities of exercise and sport. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Fall and Winter.

EXSC 1400 Health and Fitness (3 credits)
This course will provide students with the basic concepts of health and wellness. Students will also identify strategies for health promotion and chronic disease management across the lifespan. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Fall and Winter.

EXSC 1450 Introduction to Exercise Science (3 credits)
This course is designed to introduce all the core concepts of exercise science early in the curriculum. It will provide beginning students with an overview of the foundational content within the area of exercise science as well as options available for professional career opportunities, career development, and employment. Through an introductory review of body systems and physiological concepts, students will gain an understanding and appreciation for the how the body adapts to exercise both acutely and chronically. Basic concepts related to metabolism, skeletal muscle physiology, biomechanics, cardiovascular fitness, nutrition and sports neuroscience will be covered.

EXSC 2090 Sports Neuroscience (3 credits)
This course integrates the fields of neuroscience with exercise and sports science. The course will explore the neuroscience of exercise and performance, including measures of motor and sensory systems (e.g., afferent and efferent motor pathways) and brain function (e.g., motivation, behavior, and arousal) as it applies to exercise. This course includes an analysis of these measures as they affect exercise and sports performance. *Frequency*: Fall and Winter.

EXSC 2300 Sports Nutrition (3 credits)
This course includes the study of nutrition, biochemical processes in energy metabolism, and nutrition-related health problems. Additional emphasis will be placed on nutrition as it relates to physical performance, sports, and fitness. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Fall and Winter.

EXSC 2400 Strength and Conditioning (3 credits)
This course will be an introduction to basic principles of weight training. Introductory techniques for strength and conditioning will be presented, practiced, and evaluated.

EXSC 3300 Emergency Care and First Aid (3 credits)
Students will learn to recognize, assess, and treat the acute injuries and illnesses

of athletes and others involved in physical activities, preventing disease transmission, emergency care of injuries such as splinting, and to provide proper medical referral. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Fall and Winter.

EXSC 3700 Kinesiology (3 credits)
A study of the anatomy, physiology, and biomechanics of the muscle system as it relates to the principles of movement. Students will learn the muscle groups involved with specific movements and the results of the action of particular muscle groups on overall movement. Both normal and impaired movements will be analyzed. *Prerequisite*: BIOL 3320. *Frequency*: Every Fall and Winter.

EXSC 3740 Exercise Physiology with Lab (4 credits)
Study of the integration of cardiopulmonary, neuromuscular, and musculoskeletal systems as they apply to the movement of the body through space. Studied at the chemical, cell, and organismal levels. Includes use of instrumentation and procedures commonly employed to measure and analyze cardiopulmonary, neuromuscular, and musculoskeletal systems. *Prerequisite*: BIOL 3320. *Frequency*: Every Fall and Winter.

EXSC 3760 Biomechanics of Human Movement with Lab (4 credits)
This course provides the application of mechanical concepts to movement problems in sport, rehabilitation, and fitness. The anatomical and mechanical principles that dictate the limits and potential of human movement will be addressed. There is an overlying theme of movement observation, interpretation, and remediation with regard to biomechanics. Includes a laboratory component. *Prerequisite*: EXSC 3700. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Fall and Winter.

EXSC 3820 Exercise Prescription with Lab (4 credits)
This course is designed to assist the student with measurement and interpretation of health and fitness related factors necessary for prescribing preventative and rehabilitative exercise programs. Focus areas include cardiorespiratory fitness, flexibility, body composition, muscular strength and endurance, and risk stratification. Includes a laboratory component. *Prerequisite*: ATTR 2400. *Frequency*: Every Fall and Winter.

EXSC 3850 Adapted Community Fitness Programming (3 credits)
This course offers hands on experience personal training Special Olympic athletes. Students will be partnered with an athlete with special needs with whom they will conduct a fitness assessment, develop a fitness program, and implement the program directly. Students will work directly with staff from Broward Special Olympics as well as faculty in the Health and Human Performance Department. Experiential Education and Learning (ExEL): Successful completion of this course at Nova Southeastern University satisfies 1 ExEL unit. Course pre-requites: EXSC 3820

EXSC 3900 Sports Supplements for Athletic Performance (3 credits)
This course includes the study of macronutrient manipulation, nutrient timing, and the use of dietary supplements (e.g. creatine, beta-alanine, amino acids, etc.) to enhance sports performance, increase skeletal muscle mass and muscle fiber cross-sectional area, decrease fat mass, and optimize recovery. This course thus explores the physiology of the human organism and is designed to provide a framework in which the student can understand how the human body adapts to various nutritional strategies at the cellular, molecular, and organismal levels in exercising individuals. The course will cover both the basic and applied science aspects of nutritional and supplemental strategies as they relate to the acute and chronic response to exercise. *Prerequisite*: EXSC 3740. *Frequency*: Every Fall.

EXSC 4100 Adapted Physical Activity (3 credits)
This course is designed to provide students with the scientific knowledge and practical skills to assess, prescribe and implement exercise and fitness programs for clients with a wide variety of disabilities. Specifically, students will learn federal legislation influences, unique physiological and biomechanical aspects, exercise cautions and contraindications, and effective methods of instruction for these clients. This course is designed to enhance students' current level of knowledge of the material required to prepare for either the Certified Special Populations Specialist (CSPS) or Certified Inclusive Fitness Trainer(CIFT) exams sponsored by the National Strength and Conditioning Association, and American College of Sports Medicine in collaboration with the National Center on Health, Physical Activity and Disability, respectively. *Frequency*: Every Fall and Winter.

EXSC 4200 Motor Learning/Development (3 credits)
This course provides students with the ability to analyze the emerging interrelationships among the motor, social, emotional, and cognitive forms of behavior and development. The course will discuss topics related to, but not limited to the developmental perspectives, physical growth, maturation and aging, perceptual motor development, physiological changes and exercise, sociocultural influences on motor development, theories, experimental studies and current issues in the acquisition, performance, and retention of motor skills. *Prerequisite*: PSYC 3400

EXSC 4220 Motor Learning with Lab (4 credits)
This course provides students with the ability to analyze the emerging interrelationships among the motor, social, emotional, and cognitive forms of behavior and development. The course will discuss topics related to, but not limited to the developmental perspectives, physical growth, maturation and aging, perceptual motor development, physiological changes and exercise, sociocultural influences on motor development, theories, experimental studies and current issues in the acquisition, performance, and retention of motor skills, includes a laboratory component. *Prerequisites*: EXSC 3700. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Fall and Winter.

EXSC 4300 Research Methods in Sport and Physical Education (3 credits)
This course offers a foundation for conducting research in the areas of exercise/physical activity and sport. Specific attention will be on structure and interpretation of the research structure and data analysis (qualitative and quantitative) for publication and presentation. *Frequency*: Every Fall and Winter *Prerequisite*: MATH 3020 or MATH 3020H or MATH 2020 or MATH 2020H. *Frequency*: Every Fall and Winter

EXSC 4400 Exercise and Sport Administration (3 credits)
Description: This course offers an in-depth background of the standards, policies and practices of organization, supervision and administration for sport and exercise programs and facilities. *Frequency*: Every Fall and Winter *Prerequisite*: EXSC 3800.

EXSC 4500 Advanced Strength and Conditioning (3 credits)
This course is designed to provide students with the scientific knowledge and practical skills to train various active populations for the primary goal of improving athletic performance. Specifically, students will learn to conduct sport-specific testing sessions, design and implement safe and effective strength training and conditioning programs and provide guidance regarding nutrition and injury prevention relative to strength and conditioning. The course is designed to enhance students? current level of knowledge of the material required to prepare for either the Certified Strength and Conditioning Specialist (CSCS) or Certified Personal Trainer (CPT) exams sponsored by the National Strength and Conditioning Association. *Prerequisites*: EXSC 3800 or EXSC 3820, and EXSC 2400 and EXSC 3700. *Frequency*: Every Winter.

EXSC 4901 Practicum in Exercise Science (3 credits)
This course places students in the workplace with the expectation that the experience will allow them the opportunity to apply and integrate content from all the courses in the program. Workplace site selection is based upon individual student goals and include, but are not limited to, rehabilitation facilities, professional fitness centers, sport performance centers, senior centers, and wellness centers (corporate and community). The Practicum Director and site supervisors will evaluate students' performances throughout the semester. Additionally, registration for a national certification in the exercise science field (i.e. NSCA-CSCS) is required prior to the completion of the course. Experiential Education and Learning (ExEL): Successful completion of this course at Nova Southeastern University satisfies 1 ExEL unit. Course Pre-requisites: EXSC 3740, EXSC 4400 (EXSC 4400 may be taken concurrently)

EXSC 4950 Internship in Exercise and Sport Science (1-12 credits)
A work experience for 16 weeks in the student's major area of study or area of career interest. Consult academic division for specific details and requirements. *Prerequisites*: cumulative GPA of 2.5 or higher, major GPA of 3.0 or higher, completion of 60 or more credit hours, supervision of instructor, and permission of academic director. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Fall and Winter.

EXSC 4950A Internship in Exercise and Sport Sciences (A) (1-12 credits)
A work experience for 16 weeks in the student's major area of study or area of career interest. Consult academic division for specific details and requirements. *Prerequisites*: cumulative GPA of 2.5 or higher, major GPA of 3.0 or higher, completion of 60 or more credit hours, supervision of instructor, and permission of academic director. *Frequency*: Every Fall and Winter.

EXSC 4950B Internship in Exercise and Sport Sciences (B) (1-12 credits)
A work experience for 16 weeks in the student's major area of study or area of career interest. Consult academic division for specific details and requirements. *Prerequisites*: cumulative GPA of 2.5 or higher, major GPA of 3.0 or higher, completion of 60 or more credit hours, supervision of instructor, and permission of academic director. *Frequency*: Every Fall and Winter.

EXSC 4990 Independent Study in Exercise and Sport Science (1-3 credits)
This course will be an advanced delivery to basic principles of research methodology. Students will assist faculty with empirical or library based research techniques. Faculty will oversee students on an individual basis. *Frequency*: Every Fall and Winter.

EXSC 4990A Independent Study in Exercise and Sport Science (A) (1-3 credits)
The student selects and independently carries out library and/or empirical research. Faculty supervision is provided on an individual basis. *Prerequisite*: To be determined by the faculty and the division director. *Frequency*: Every Fall and Winter.

EXSC 4990B Independent Study in Exercise and Sport Science (B) (1-3 credits)
The student selects and independently carries out library and/or empirical research. Faculty supervision is provided on an individual basis. *Prerequisite*: To be determined by the faculty and the division director. *Frequency*: Every Fall and Winter.

EXSC 4990C Independent Study in Exercise and Sport Science (C) (1-3 credits)
The student selects and independently carries out library and/or empirical research. Faculty supervision is provided on an individual basis. *Prerequisite*: To be determined by the faculty and the division director. *Frequency*: Every Fall and Winter.

FCAP—Family Ctr Access Plus

FCAP 0173 Access Plus (0 credits)
Access Plus program is a college support program for students with Autism Spectrum Disorder, who are accepted and enrolled in NSU's undergraduate programs.

FILM—Film Studies

FILM 2000 Introduction to Film (3 credits)
This course focuses on understanding film as an art form through examining its history and stylistic elements. Emphasis will be on technological, aesthetic, and social elements of film; various genres and periods in film will be studied, along with the application of techniques and criticism and evaluation to film. *Prerequisite*: COMP 1500 or COMP 1500H. *Frequency*: Every Fall and Winter.

FILM 3030 Gender and Film (3 credits)
This course focuses on the representation of gender and sexuality in mainstream, independent, and experimental cinema. Emphasis will be on using the lens of film theory and gender studies to analyze how films construct or challenge ideologies of gender, sexuality, and identity. *Frequency*: Odd Year Winter.

FILM 3040 Women and Film (3 credits)
This course focuses on the application of film to examine how gendered images construct and marginalize women in both mainstream and independent cinema. *Prerequisite*: one FILM course; and COMP 2000 or 2010 or 2020 or COMP 2000H. *Frequency*: Odd Year Winter.

FILM 3050 Literature and Film (3 credits)
This course focuses on the adaptation of literary texts into film texts. Emphasis will be on the process and consequences of literary adaptation into film and the similarities and differences between the reading and analysis of literary texts and film texts. *Prerequisite*: one FILM course; and COMP 2000 or 2010 or 2020 or COMP 2000H. *Frequency*: Odd Year Fall.

FILM 4000 History of Film (3 credits)
This course focuses on the history of film, from the silent era to the modern, digital era. Emphasis will be on the technological developments of film science, and the historical and social contexts that influenced the production of film over the last century. *Prerequisites*: one FILM course; and COMP 2000 or COMP 2010 or COMP 2020 or COMP 2000H. *Frequency*: Even Year Winter.

FILM 4100 Global Cinema (3 credits)
This course examines non-U.S. contributions to the art and industry of film. Films from around the globe are studied in relation to corresponding film trends across decades and within the context of film and cultural history. Aesthetic and critical impacts of various national cinemas both locally and worldwide are also considered. *Frequency*: Even Year Fall.

FILM 4500 Major Directors (3 credits)
This course examines the life and work of a major film director from a variety of critical perspectives and using a variety of films. Directors that may be focused on include Alfred Hitchcock, Stanley Kubrick, Martin Scorsese, and Woody Allen. *Prerequisites*: one FILM course; and COMP 2000 or COMP 2010 or COMP 2020 or COMP 2000H. *Frequency*: Odd Year Fall.

FILM 4900 Special Topics in Film (3 credits)
Topics, which vary from year to year, may include a study of film in relation to a specific field (politics, philosophy, history), an exploration of a particular genre of film (comedy, western, musical, crime), or period (silent film). Specific focus to be announced. May be repeated once for credit, if content changes and with written consent of division director. *Prerequisites*: one FILM course; and COMP 2000 or COMP 2010 or COMP 2020 or COMP 2000H. *Frequency*: Even Year Winter.

FILM 4990 Independent Study in Film (1-3 credits)
The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. Written consent of instructor and division director required. *Prerequisites*: One FILM course and COMP 2000 or 2010 or

2020 or COMP 2000H. *Frequency*: Every Fall and Winter.

FIN—Finance

FIN 2000 Personal Finance (3 credits)
A course designed to help students cope with the financial aspects of life such as taxes, budgeting, insurance, savings, investing, credit and credit card financing, auto and home financing, retirement planning, and estate planning. Environmental, Social, and Governance (ESG) issues will be covered in this course. *Prerequisites*: MATH 1040 or higher. *Frequency*: Every Fall and Winter.

FIN 2000H Personal Finance Honors (3 credits)
Excellent personal financial management is important for wealth creation. Students will get a comprehensive hands-on overview of the core areas of personal finance. This includes: a financial plan, personal financial statements, personal taxes, cash management, buying big items like a house and a car, credit score, credit card management, consumer loans, life, health and property insurance, investment planning, retirement planning, and estate planning. This knowledge will assist you to develop good personal financial management practices. This is an essential course for all students. Environmental, Social, and Governance (ESG) issues will be covered in this course. This course is open to HONORS students only. *Prerequisites*: MATH 1040 or higher. *Frequency*: Upon request see academic Department Chair.

FIN 2020 Introduction to Stock Market and Sustainability (3 credits)
The course introduces the basics of investing in the stock market. It introduces the concept of risks and returns, describes the link between the economy and the stock market. Provides a general overview of investment strategies and valuation, and incorporates environmental, social and governance factors into the fundamental investment process. *Frequency*: Fall and Winter.

FIN 2030 Unlocking the Mysteries of Cryptocurrency (3 credits)
Cryptocurrency is a digital innovation that has taken the world rapidly and has stirred a lot of curiosity. This course will unlock the mystery of cryptocurrency. It will cover the nuts and bolts of cryptocurrency. This includes its history and usage for exchange of goods and services. This course will also cover blockchains and cryptocurrency. It will cover investing in cryptocurrency and its incorporation in a diversified portfolio. This course will also discuss the relationship between cryptocurrency and environmental, social, and governance (ESG) concerns. *Frequency*: Winter.

FIN 3010 Corporation Finance (3 credits)
Applies financial management to organizations. Topics include ratio analysis, leverage, cash budgeting, and capital structure. Environmental, Social, and Governance (ESG) issues will be covered in this course. *Prerequisites*: ACT 2030 or ACT 2200, ECN 2020, AND MATH 2020. *Frequency*: Every Fall and Winter.

FIN 3110 Financial Management (3 credits)
This course picks up where Corporation Finance (FIN 3010) left. The goal of this course is to provide the conceptual framework and practical tools to analyze financial decisions. Students will gain a deeper understanding of how to measure risk and return of assets, estimate a cost of capital, determine the appropriate mix of debt and equity a company should have in its balance sheet, implement a reasonable payout policy, raise equity capital in public markets, and assess how firms manage working capital needs and currency risks. The course emphasizes real-world examples and applications in Excel to help students understand the concepts more directly. Environmental, Social, and Governance (ESG) issues will be covered in this course. *Frequency*: Every Fall and Winter

FIN 3120 Principles of Investments (3 credits)
This course covers modern investment theory with applications in the debt, equity and derivative markets, with an introduction to portfolio management. Topics include financial assets, risk/return, bond yields, durations, option pricing, and futures. The concepts can be applied to personal investing, but the course is geared more toward institutional investing. Environmental, Social, and Governance (ESG) issues will be covered in this course. *Prerequisite*: FIN 3010. *Frequency*: Every Fall.

FIN 3130 Securities Analysis (3 credits)
Securities Analysis builds on the foundation of investment management developed in FIN 3120 by focusing on efficient diversification, portfolio management, fundamental and technical analysis, equity valuation, and portfolio performance evaluation. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. Environmental, Social, and Governance (ESG) issues will be covered in this course. *Prerequisite*: FIN 3120. *Frequency*: Every Winter.

FIN 3150 Banking and Financial Institutions (3 credits)
Studies the operation in commercial banks, savings and loan associations, and saving banks. Topics include loans, mortgages, bonds, investments, trusts, marketing, and auditing. Discusses the impact of federal and state regulations on financial institutions. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. Environmental, Social, and Governance (ESG) issues will be covered in this course. *Prerequisite*: FIN 3010. *Frequency*: Every Fall.

FIN 3900 Finance Internship (3 credits)
The Huizenga College internship fosters learning through the application of classroom theory in the workplace. During the course, the student also focuses on practical career skills and personal professional goals with individual guidance from the professor. The minimum work requirement is 180 hours during one semester (16 weeks). Contact Academic Advising for registration. ACADEMIC REQUIREMENTS: good academic standing, GPA of 2.5 or higher, and completion of at least 36 credit hours. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Fall and Winter.

FIN 3910 Special Topics in Finance (3 credits)
Topics in finance that are not included in a regular course offerings. *Prerequisites* may be required. Specific content and prerequisites are announced in the course schedule for the given term. *Frequency*: Upon request and see academic department chair.

FIN 4120 Advanced Financial Management (3 credits)
This course explores the role of the financial manager in finding sources of corporate funds, valuation, and capital budgeting. This course also examines financial forecasting and short and long-term financing. Environmental, Social, and Governance (ESG) issues will be covered in this course. *Prerequisites*: FIN 3115 OR FIN 3110. *Frequency*: Every Winter.

FIN 4130 Portfolio Theory (3 credits)
This course covers portfolio theory with an emphasis on capital asset pricing, arbitrage pricing, pricing of derivatives, interest rates, and bond management. Internet exercises will be used extensively. Environmental, Social, and Governance (ESG) issues will be covered in this course. *Prerequisite*: FIN 3130. *Frequency*: Upon request see academic Department Chair.

FIN 4310 Financial Planning Fundamentals and Insurance (3 credits)
Financial Planning Fundamentals is the first course in the Financial Planning Minor program, which meets specific criteria for educating students who wish to fulfill the education component for obtaining CFP® certification. This course is intended to cover the CFP Board's principal knowledge topics in the areas of Professional Conduct and Regulation, General Financial Planning Principles, Education Planning and Risk Management and Insurance Planning. This course introduces the fundamental knowledge in various areas of financial planning from

a professional financial planning viewpoint. More specific topics include personal financial statements, time value of money, education funding, economic and legal environments, ethics and professional conducts, interpersonal communication, insurance principles and needs analysis; various insurances in health, disability, long-term care, life and property and casualty, and business use of insurances. *Frequency*: Fall

FIN 4320 Investment Planning (3 credits)
Investment Planning is one of the required courses in the Financial Planning Minor program, which meets specific criteria for educating students who wish to fulfill the education component for obtaining CFP® certification. This course is intended to cover CFP Board's principal knowledge topics in the area of Investments Planning. Topics include investment vehicles and risks; quantitative investment analysis; securities and portfolio analysis; investment strategies; and alternative investments. *Frequency*: Upon request see academic Department Chair.

FIN 4330 Tax Planning (3 credits)
Tax Planning is one of the required courses in the Financial Planning Minor program, which meets specific criteria for educating students who wish to fulfill the education component for obtaining CFP® certification. This course is intended to cover CFP Board's principal knowledge topics in the area of Tax Planning. Topics include basic tax laws; taxation of individuals, businesses, trusts and estates; alternative minimum tax; tax management techniques; taxation of property transactions and passive activity; and charitable donations. *Frequency*: Fall

FIN 4340 Retirement Planning (3 credits)
Retirement Planning is one of the required courses in the Financial Planning Minor program, which meets specific criteria for educating students who wish to fulfill the education component for obtaining CFP® certification. This course is intended to cover CFP Board's principal knowledge topics in the area of Retirement Savings and Income Planning. Topics include retirement needs analysis; social security, Medicare and Medicaid; qualified and other tax-advantaged plans; distributions; and business succession planning. *Frequency*: Winter

FIN 4350 Estate Planning (3 credits)
Estate Planning is one of the required courses in the Financial Planning Minor program, which meets specific criteria for educating students who wish to fulfill the education component for obtaining CFP® certification. This course is intended to cover CFP Board's principal knowledge topics in the area of Estate Planning. Topics include titling and transfer of property; estate planning documents; gift and estate tax; marital deduction; trust and business transfer techniques; and postmortem and nontraditional estate planning. *Frequency*: Winter

FIN 4360 Financial Planning Capstone (3 credits)
Financial Planning Capstone is the last course in the Financial Planning Minor program, which meets specific criteria for educating students who wish to fulfill the education component for obtaining CFP® certification. In this course, students are required to demonstrate the ability to integrate, apply and communicate their knowledge of financial planning topics taught in the courses in the Financial Planning Minor program. Students need to prove their ability to apply the financial planning process to real-life situations. *Prerequisites*: FIN 4320 & FIN 4330 & FIN 4340 & FIN 4350; or by instructor approval. *Frequency*: Winter

FIN 4370 Financial Planning Review (3 credits)
Financial Planning Review is an elective course in the Financial Planning Minor program. This course is intended to review most areas of the CFP Board's principal knowledge topics, and appropriate for the students who met the CFP Board's education requirements and registered for the CFP® Certification Examination. The Exam maintains the knowledge and abilities required to deliver financial planning services to clients, as outlined in Job Task Domains and Principal Topics of CFP Board. This course is usually offered in a term preceding the July CFP® Exam Testing Window. *Frequency*: Upon request see academic Department Chair.

FIN 4550 International Finance (3 credits)
Topics include international monetary systems, foreign exchange markets, international parity conditions and currency rates, management of currency exposures, and multinational capital budgeting and capital structure. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. Environmental, Social, and Governance (ESG) issues will be covered in this course. *Prerequisites*: FIN 3010 and ECN 2025 or ECN 2025H. *Frequency*: Every Winter.

FIN 4920 Advanced Special Topics (3 credits)
Examines topics in finance that are not included in regular course offerings. Specific content and prerequisites may vary. Students may re-enroll for special topics covering different content. *Frequency*: Upon request see academic Department Chair

FIN 4966 Travel Study in Finance (3 credits)
This travel study course aims to provide students with a thorough understanding and firsthand look at a specific area of the world through the lenses of business and finance. Students will be introduced to the challenges organizations face when working In the specific country of travel. The course is taught using a combination of in-country and pre-arrival lectures, company visits, and presentations. Environmental, Social, and Governance (ESG) issues will be covered in this course. *Frequency*: Upon request see academic Department Chair.

FIN 4990 Independent Study in Finance (3 credits)
The student works independently under the guidance of a faculty member to learn more about a subject area for credit. Faculty supervision is provided on an individual basis. *Prerequisite*: To be determined by the faculty and department chair. *Frequency*: Upon request and see academic department chair.

FREN—French

FREN 1210 Elementary French I (3 credits)
Introduction to the essentials of French language with emphasis on grammar, vocabulary, writing, and oral skills. Introduction to the cultural practices of the Francophone world. Not open to native speakers. *Frequency*: Every Fall and Winter.

FREN 1220 Elementary French II (3 credits)
Continuation of the essentials of French language with emphasis on grammar, vocabulary, writing, and oral skills. Continuation of study of the cultural practices of the Francophone world. Not open to native speakers. *Prerequisites*: FREN 1210 or permission of instructor or a French Placement Exam score of 20-35. *Frequency*: Every Fall and Winter.

FREN 2210 Intermediate French I (3 credits)
Readings in French literature and culture. Study of French idioms and syntax. Further development of oral and written French. Not open to native speakers. *Prerequisite*: FREN 1220 or a French Placement Exam score of 36-50. *Frequency*: Every Fall.

FREN 2220 Intermediate French II (3 credits)
Continuation of French 2210. Readings in French literature and culture. Study of French idioms and syntax. Further development of oral and written French. Not open to native speakers. *Prerequisites*: FREN 2210 or a French Placement Exam score of 51 or higher. *Frequency*: Every Winter.

GENG—General Engineering

GENG 1000 Introduction to Engineering (1 credits)
Topics in this course include introduction to the engineering profession, engineering design, and problem solving. Focus on communications, collaborative learning, use of resources, development of engineering study skills, and strategies for student success. Pre-requisite: MATH 1200 or higher. *Frequency*: Every Fall.

GENG 1012 Engineering Graphics (3 credits)
Topics in this course include engineering graphics in a professional engineering context, including sketching and working drawings, multiple views, sections, solid modeling software, drawing standards, tolerance and dimensioning. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisites*: MATH-1200 or higher. *Frequency*: Every Fall.

GENG 1016 Introduction to Engineering Design (3 credits)
This class focuses on giving students core engineering background used in engineering design. Topics include statics; strength of materials; design stress and safety factors; electrical theory for circuits in series and parallel; engineering economics; and fundamental energy principles. This class focuses on giving students core engineering background used in engineering design. Topics include statics; strength of materials; design stress and safety factors; electrical theory for circuits in series and parallel; engineering economics; and fundamental energy principles. Pre-requisites: GENG 1000 and GENG 1012.

GENG 2000 Engineering Design and Project Management I (2 credits)
Topics in this course include historical engineering achievements, focusing on the design process and project management issues; engineering failures, emphasizing the impacts on the engineering profession and society; and contemporary issues facing society, focusing on the role of engineering solutions. *Prerequisite*: GENG 1016. *Frequency*: Every Fall.

GENG 2022 Statics (3 credits)
Topics in this course include analysis of equilibrium of particles, addition and resolution of forces, equivalent system of forces, equilibrium of rigid bodies, centroid and moment of inertia, structural analysis, internal forces, friction, and virtual work. Pre-Requisite: MATH 2200 or MATH 2200H. Co-Requisite PHYS 2400. *Frequency*: Every Fall.

GENG 2050 Computer Applications in Engineering (3 credits)
Topics in this course include application of modern programming tools and languages to solve engineering problems. Co-requisite: MATH 2100. *Frequency*: Every Winter.

GENG 2070 Materials and Processes (3 credits)
Topics in this course include study of the materials used in engineering and related manufacturing processes. Materials topics include material properties and product attributes, and different solidification processes and their applications. Manufacturing processes include particulate processing, metal forming and sheet metalworking, material removal processes, property enhancing and surface processing, joining and assembly, manufacturing systems and manufacturing support systems. *Prerequisites*: GENG-1000, CHEM-1300.

GENG 2450 Dynamics (3 credits)
This course emphasizes fundamental principles in particle and rigid body dynamics. Topics include rectilinear translation, curvilinear motion, rotation, plane motion, work-energy, and impulse-momentum. Pre-Requisites: MATH-2200, GENG-2022. *Frequency*: Every Winter.

GENG 3000 Engineering Design and Project Management II (3 credits)
Topics in this course include product architecture, configuration design, parametric design, and embodiment design. An example project demonstrates the steps of engineering design such as arrangement of physical elements and modularity, preliminary selection of materials and manufacturing processes, modeling and sizing of parts, robust design and tolerances, and engineering drawings. A detailed design report with supporting documents will be presented. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. Pre-Requisites: GENG-1016, GENG-2000, GENG-2022. *Frequency*: Every Winter.

GENG 3012 Thermal and Fluid Systems (3 credits)
This course emphasizes the fundamental principles of thermodynamics, fluid mechanics, and heat transfer. Topics include laws of thermodynamics, power systems, refrigeration systems, fluid statics, viscous flow, heat conduction, convection, radiation, and design of representative fluid-thermal energy components and systems. Pre-Requisites: MATH 3300, MATH 3400, PHYS 2400. *Frequency*: Every Winter.

GENG 3024 Mechanics of Materials (3 credits)
Topics in this course include the behavior of deformable bodies subjected to axial loading, torsion, and bending. Includes stress-strain relations, elastic deflections of beams, effects of combined loading, buckling of slender columns, and failure criteria for ductile and brittle materials. *Prerequisites*: GENG 2022 and GENG 2070. *Frequency*: Winter

GENG 3050 Sensors, Measurements, and Controls (3 credits)
This course covers fundamentals of linear systems techniques for the analysis of signals and systems in both the discrete and continuous time domains. It also covers signal representation in the Fourier, Laplace, and Z transform domains, as well as the sampling theorem. The course also emphasizes basic operations of linear systems and its system theory interpretations, such as convolution, sinusoidal analysis, frequency response, window analysis, discrete Fourier transforms, and digital filters. Pre-Requisites: EENG 2710 and MATH 3400. *Frequency*: Every Winter.

GENG 3420 Engineering Economics (3 credits)
Topics in this course include analysis of cash flows including cost, revenue, and benefits that occur at different times. Evaluation of engineering projects using equivalent worth, benefit-cost, and rate of return including impact of depreciation, and taxes. *Prerequisite*: MATH 2200. *Frequency*: Every Fall.

GENG 3800 Quality Control of Engineers (3 credits)
Topics in this course include analytical procedures associated with Statistical Quality and Process Control. Includes design of experiments, and system approaches to maintenance and improvement of process quality. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisite*: MATH 4500. *Frequency*: Fall.

GENG 4010 Senior Capstone Design Project I (3 credits)
The emphasis in this course is an open-ended design project that exposes students to the practice of engineering design and problem solving. An emphasis on real problems and working with real clients. Students are required to visit facilities, interact with client employees, determine on-site data measurement strategies, and perform any necessary literature search. Develop proposal for project to be performed in GENG 4020 Senior Capstone Design Project II. *Prerequisite*: GENG 3000. *Frequency*: Every Fall.

GENG 4020 Senior Capstone Design Project II (3 credits)
This course completes the project established in GENG 4010. In this course, a prototype of an engineering product is made and tested. Quality control is performed to ensure satisfactory performance, based on the original requirements. In the case that the project is a research study, data gathering, and data analysis are performed, and the results are included in a poster presentation. *Prerequisite*: GENG 4010. *Frequency*: Every Winter.

GENG 4910 Engineering Ethics Seminar (1-4 credits)
This course aims at teach computer engineering students how to avoid, and if possible resolve, any harmful situation in the workplace or profession, while being fully aware of the legal constraints, implications, and the organizational structure. This seminar course will briefly review the current

frameworks of ethics and discuss examples of ethical dilemmas in computer engineering practice, present an established systematic method for resolving ethical situations, and discuss issues prevalent in professional ethics caused by cultural differences. *Prerequisite*: Consent of division director. *Frequency*: Every Fall.

GEOG—Geography

GEOG 2050 Survey of Geography (3 credits)
Study of geographic characteristics, area relationships, and major regional problems, and their impact on the Western world. Study of physical, human, economic, and political resources. *Frequency*: Every Fall and Winter

GEOG 2075 Geographical Information Systems (3 credits)
Geographical Information Systems is an introductory survey course that gives the student a comprehensive introduction to the basic design principles of data-based management systems for the capture, analysis, and display of spatial data. *Frequency*: Every Fall and Winter

GEOG 2260 Geography of Natural Resources (3 credits)
Study of natural resources within the framework of the man-environment system. Included are problems related to pollution, populations, technology, growth, conservation of the environment, and developmental planning as they relate to the various geographic areas of the Western world and the non-Western world. *Frequency*: Every Fall.

GEOG 2900 Special Topics in Geography (1-3 credits)
Topics in geography that are not included in regular course offerings and may be taken without prerequisites. Specific content is announced in the course schedule for a given term. Students may reenroll for special topics covering different content. *Frequency*: Upon request.

GEOG 3000 Geography of Ecotourism (3 credits)
Geography of Ecotourism examines physical and cultural attributes of countries and regions in the context of tourism. A general emphasis provides a broad overview of tourism around the world, but the majority of the instruction deals with the examination of ecotourism from a thematic viewpoint so that practitioners can learn to identify geographic locations with specific attractions and apply concepts so as to construct activities in any country. *Frequency*: Every winter.

GEOG 3050 Applied Geographic Information Systems (3 credits)
The course will explore applied topics in GIS including: GIS database development, Web-based GIS applications, spatial and 3-D analysis, and model development. This course builds on basic principles and applications developed in GEOG 2075, and will prepare students from various disciplines to use advanced GIS analytical tools in project development. *Prerequisite*: GEOG 2075. *Frequency*: Every Fall.

GEOG 3075 Geospatial Field Methods (3 credits)
This course teaches students to geo-reference field observations, photos, and data for analysis and reports. Students are introduced to geospatial technology, including Global Positioning System (GPS), mobile Geographic Information System (GIS) tools, and basic GIS for field data gathering. The course consists of lecture, computer laboratory, student presentations, and field trips for data collection. This course is designed for students from diverse disciplines interested in using geospatial technology in their studies, research, and career. *Prerequisite*: GEOG 2050 or GEOG 2075. *Frequency*: Winter, odd years.

GEOG 4050 Space-Borne and Aerial Image Processing (3 credits)
This course is designed to introduce students to the principles of satellite and aerial remote sensing and to teach methods for analysis and interpretation of digital imagery. Students will explore digital image processing of color satellite imagery used for monitoring soil, vegetation and water resources. In addition, the integration of GIS technology with remote sensing will be discussed. Students will also be exposed to the latest developments in airborne and satellite remote sensing technology and how it enhances decision making in science, engineering, emergency management and agriculture. Students who take this course will gain essential training towards a career in the natural resource, urban planning, emergency management, or intelligence communities. *Prerequisite*: GEOG 2075. *Frequency*: Even Year Winter.

GEOG 4900 Advanced Special Topics in Geography (1-3 credits)
Advanced topics in geography that are not included in regular course offerings. Specific content and prerequisites are announced in the course schedule for a given term. Students may reenroll for special topics covering different content. *Frequency*: Upon request.

GEOG 4950 Internship in Geography (1-12 credits)
A work experience for 16 weeks in the student's major area of study or area of career interest. Consult academic division for specific details and requirements. *Prerequisites*: cumulative GPA of 2.5 or higher, major GPA 3.0 or higher, completion of 60 or more credit hours, supervision of instructor, and permission of department chair. *Frequency*: Upon request.

GERO—Gerontology

GERO 2000 Introduction to Gerontology (3 credits)
This course explores the demography of aging and its implications for society, social structure, work and retirement, health care and housing, and the effects of an aging society on public policy. *Prerequisite*: PSYC 1020 or PSYC 1020H. *Frequency*: Every Fall.

GEST—Gender Studies

GEST 2050 Introduction to Gender Studies (3 credits)
This course introduces students to the interdisciplinary field of gender studies. It is designed to help students develop a critical framework for thinking about questions relating to gender and the ways that gender is constructed and institutionalized. Attention is paid to ongoing debates concerning public and private, the politics of embodiment and sexuality, equality and difference, the intersection of gender with other axes of subordination, identity politics and essentialism. *Prerequisite*: COMP 1500 or COMP 1500H. *Frequency*: Every Fall.

GEST 4900 Special Topics in Gender Studies (3 credits)
This course serves as a capstone to gender studies and provides the opportunity for treatment of special topics and/or internships combined with independent research projects. *Prerequisites*: GEST 2050; and COMP 2000 or COMP 2010, or COMP 2020 or COMP 2000H. *Frequency*: Even Year Fall.

GEST 4990 Independent Study in Gender Studies (3 credits)
The student selects, and carries out independently, library and /or empirical research. Faculty supervision is provided on an individual basis. Written consent of instructor and division director required. *Prerequisites*: GEST 2050; and COMP 2000 or COMP 2010 or COMP 2020 or COMP 2000H. *Frequency*: Every Fall and Winter.

GIS—Geographic Info Systems

GIS 3100 Applied Geographic Information Systems for Healthcare (3 credits)
This course covers the geographic theories' framework and applied methodologies that combine health data into Geographic Information Systems (GIS) for healthcare. Students will learn about mapping and analyzing social determinants of health, analysis and improving health access, and work on locational problems in healthcare. In doing so, students will transform health data into maps and case study projects to inform management and policy decisions.

Spatial analysis tools will introduce them to issues of proximities, demand estimations, market and territory studies with focus on community health problems as well as to site suitability analysis for i.e. locations of new health centers. This course contains lectures on the framework of health GIS, and teaches, with applied tutorial-style demonstrations, the foundations of data-driven decisions that improve health care decisions and related outcomes tackling population health and healthcare management challenges of today and tomorrow. *Frequency*: Every Winter.

GNST—General Studies

GNST 2901 Workshop in General Studies (1 credits)
This course is designed to introduce students to the multidisciplinary, general studies major. In this course students are introduced to the concept of multidisciplinary studies. The course assists students in identifying the concentrations that will comprise their major and will help them develop the rationale that links these concentrations into a coherent major. *Prerequisite*: COMP 1500 or COMP 1500H and completion of 30 undergraduate credits. *Frequency*: Every Fall and Winter.

GNST 4901 General Studies Capstone Experience (3 credits)
This course serves as the capstone for the General Studies major. Students will be required to complete a research project drawing on the two concentrations they have chosen for their program under the guidance of the instructor, employing appropriate methodologies for the disciplines selected. Students will select a faculty member with expertise in the relevant disciplines as a reader for their capstone project. The reader will provide guidance in the development of the capstone project. Students will also read and discuss scholarship relating to disciplines from a variety of disciplinary areas. *Prerequisites*: COMP 2000 or COMP 2000H or COMP 2010 or COMP 2020 and GNST 2901 and 90 or more earned credits. *Frequency*: Every Fall and Winter.

HAAH—Arts and Humanities

HAAH 1000M Wicked Wit: Satire in Literature, Film and Television (3 credits)
Even Year Winter This course focuses on the methods, intentions, and impact of satire, from its origins in classical literature through its "Golden Age" in the eighteenth century and its enduring, acerbic presence in 20th- and 21st-century literature, film, television, and on the Web. Students will explore the ways that satire challenges routinely accepted ideas and practices, and targets injustice, selfishness, and hypocrisy in people and in their social institutions. Satisfies general education requirements in Arts and Humanities. *Prerequisite*: Honors students only. *Frequency*: Even Year Winter.

HAAH 2000M The U.S. at War (3 credits)
This course offers an examination of the social, cultural and political implications of the many wars fought in the history of the United States from the Revolutionary War to the War on Terror. Students will be asked to explore the extent to which warfare has influenced the course of American history and has contributed to the shaping of American culture. Satisfies general education requirements in Arts and Humanities. *Prerequisite*: Honors students only. *Frequency*: Even Year Winter.

HAAH 2010X Race in Art (3 credits)
The history of art is usually introduced through the Western perspective. This honors course will examine and introduce a non-western approach to understanding the history of art through the social construct of race. Students will begin to deconstruct the way images, media, and perspective interfere in art globally. The chronological review of art history through readings, writing assignments, and demonstrations will further identify how western art history is perceived and learned in response to the vision of the "other." *Prerequisite*: Honors students only. *Frequency*: Even Year Winter.

HAWC—HAWC- Health&Wellness Coaching

HAWC 1000 Introduction to Coaching (3 credits)
This course introduces students to role of the coach in diverse settings. Students will learn key skills, techniques, and gain an understanding of the coaching process. *Frequency*: Every Fall and Winter.

HAWC 1001 Human Systems and Family Relationships (3 credits)
This course considers the individual in context, assisting students to understand the complexity of interactional factors shaping their clients' lives. This course will assist students to understand their own relationships better, as well as those of their clients and colleagues. This course covers general systems theory, cybernetics, language systems, and natural systems theory. This overview of the most important systems theories will broaden the student's understanding of the complexity of systems, and how systems shape and determine individual responses. *Frequency*: Every Fall and Winter.

HAWC 1002 Overview of Lifespan Wellness (3 credits)
This course covers the different health and wellness needs of individuals as they progress through developmental stages from early childhood to old age. Students will learn to vary approaches and coaching strategies depending on the developmental needs of individual clients. Just as individuals move through recognizable stages of development during the life cycle, couples and families also move through defined developmental stages. This course will also cover important family life cycle events such as family formation, family loss and reintegration, and expanding/contracting boundaries. *Frequency*: Every Fall and Winter.

HAWC 2003 Ethics of Coaching (3 credits)
This course prepares the student for the ethical and legal practice of coaching. Emphasis will be on state, national, and international guidelines for the practice of coaching. *Frequency*: Every Fall and Winter.

HAWC 2005 Coaching in Health Care Systems (3 credits)
This course prepares the student for practice in the medical settings. Larger systems issues specific to medical settings will be discussed, and practical strategies for advocating for coaching clients within these systems identified and practiced. *Frequency*: Every Fall.

HAWC 2006 Mindfulness and Meditation for Health (3 credits)
Mindfulness and meditation practices offer evidence based positive results in both psychotherapy and medicine. In this course students will learn the basics of meditation, and the techniques for reorienting to the present moment. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Fall, Winter, and Summer.

HAWC 2030 Couple and Family Coaching (3 credits)
This course also focuses on the special issues involved in coaching individuals who are parents. The student will learn about parenting practices and contextual factors which can influence the client's ability to cope with parenting, such as social support and remembered childhood experiences. Specific attention will be given to parents of children who are not 'typical' due to medical or communication reasons. *Frequency*: Every Fall and Winter.

HAWC 2031 Coaching across the Lifespan (3 credits)
This course focuses on the special issues involved in coaching children and teens. The student will learn basic developmental information, and contextual factors which can influence development. Examples of such factors are individual learning differences, family and social support, and school context. This course focuses also focuses on the special issues involved with coaching individuals in later life. The student will learn basic aging information, and the contextual factors which can influence the client's ability to cope with

aging, such as social support and effective caregiving. *Frequency*: Every Winter.

HAWC 2050 Coaching Diverse Populations (3 credits)
Best practices in coaching require the coach to have a sensitive awareness of race, class, culture, and gender issues, within a context of equity and respect for difference. This course will explore individual and group privilege, and how coaches may promote social justice for their clients. *Frequency*: Every Fall and Winter.

HAWC 2060 Coaching in Educational Settings (3 credits)
This course prepares the student to practice in school-based settings. Larger systems issues that are specific to educational settings will be discussed, and practical strategies for coaching clients within these systems will be identified and practiced. Every Fall and Winter.

HAWC 3007 Solution Focused Coaching (3 credits)
This course introduces the student to the practice of solution focused coaching. Basic principles of the solution focused approach are outlined, and the practice of coaching is clearly defined and practiced. *Frequency*: Every Fall and Winter.

HAWC 3008 Coaching Practicum I (3 credits)
This course allows the student to practice coaching with individuals, couples, families and groups. Placement will be arranged at a relevant community setting. *Prerequisite*: HAWC 1000, HAWC 1001, HAWC 1002, HAWC 2003, and HAWC 2030 *Frequency*: Every Fall and Winter.

HAWC 3010 Private Practice of Coaching (3 credits)
This course prepares the student for the private practice of coaching. Students are introduced to best practices in private practice, and to business strategies for developing a private practice. *Prerequisite*: HAWC 1000 and HAWC 2003; *Frequency*: Every Fall and Winter.

HAWC 3011 Coaching Practicum II (3 credits)
This course allows the student to practice coaching in the community with individuals, couples, families, and groups. Placement is arranged at a relevant community setting. The course is a continuation of Coaching Practicum I. *Prerequisites*: HAWC 1000, HAWC 1001, HAWC 1002, 2003, HAWC 2030 and 3008; *Frequency*: Every Fall and Winter.

HAWC 3019 Integrative Wellness Approaches (3 credits)
This course explores insights of traditional folk and non-Western approaches to health and wellness, as well as key concepts of both osteopathic and allopathic medicine. The student will learn evidence-based best practices gleaned from diverse traditions. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit *Frequency*: Every Fall and Summer.

HAWC 3030 Recovery Coaching (3 credits)
In this course students will learn principles of recovery coaching. Recovery coaching is a form of strength-based support for clients dealing with addiction related issues and are in recovery from alcohol, other drugs, food, and other forms of addictive behaviors. Every Fall and Winter.

HAWC 3032 Trauma Coaching (3 credits)
In this course the role coaches can play in supporting clients with trauma and how it differs from therapists will be described. Introduction to the theoretical aspects of trauma will be provided. Emphasis will be placed on its practical application in the context of coaching. A bio-psycho-social approach will also be taken. Specific traumas to include but are not limited to: mass shootings, pandemics, witnessing an accident or death, and abuse, etc. *Frequency*: Every Fall.

HAWC 3033 Grief Coaching (3 credits)
In this course students will learn about the meaning of grief coaching and the role of a grief coach. The responsibilities of a grief coach such as supporting the client during the transition post the loss and assisting them in understanding the grieving process will be highlighted. Introduction to the theoretical aspects of grief will be provided. Emphasis will be placed on its practical application in the context of coaching. A bio-psycho-social approach will also be taken. *Frequency*: Every Fall and Winter.

HAWC 3035 Neuroscience and Coaching (3 credits)
In this course, students will learn about how the brain works so they can develop a better understanding of how they can facilitate coaching processes that align with how the brain tends to function naturally. Clients come to coaches looking to create change and ultimately to transform the way they think, behave, perform, interact with others, approach their work and lives, and live a healthier life. To be effective coaches, we need to understand how the brain supports change and transformation. *Frequency*: Every Fall and Winter.

HAWC 4012 Advanced Solution Focused Coaching I (3 credits)
This course broadens the student's understanding of solution focused coaching with in-depth attention to best practices. Advanced issues in solution focused coaching are considered. *Prerequisites*: HAWC 1000; HAWC 1001, HAWC 2003 and HAWC 3007; *Frequency*: Every Winter.

HAWC 4014 Research Methods and Evaluation in Coaching (3 credits)
This course prepares the student to become an educated and critical consumer of research in the health and wellness field. In addition, this course prepares students to evaluate their own practice. *Frequency*: Every Fall and Winter.

HAWC 4025 Advanced Solution Focused Coaching II (3 credits)
This course moves to a deeper consideration of solution focused coaching, with a critical examination of best practices. Faculty work individually with students to assist with the identification of individual strengths as a coach and future professional niche. *Prerequisites*: HAWC 1000, HAWC 1001, HAWC 2003, HAWC 3007, and HAWC 4012; *Frequency*: Every Fall (Course Launch Academic Year: 2023-2024).

HAWC 4034 Chronic Health Conditions and Coaching (3 credits)
This course focuses on the special issues involved in coaching individuals with chronic health conditions including but not limited to diabetes mellitus, Type I or Type II; heart related disorders, neurological conditions, etc. The students will learn basic disease information, and contextual factors which can influence the client's ability to cope with the illness. *Frequency*: Every Fall (Course Launch Academic Year: 2023-2024).

HAWC 4990A Independent Study in Health and Wellness Coaching (A) (1-3 credits)
The student selects and independently carries out library and/or empirical research. Faculty supervision is provided on an individual basis. Written consent of instructor and program director required. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisite*: HAWC 4014; *Frequency*: Every Fall, Winter, and Summer (Student request IS from Health and Wellness Coaching Faculty and department approval)

HAWC 4990B Independent Study in Health and Wellness Coaching (B) (1-3 credits) (1-3 credits)
The student selects and independently carries out library and/or empirical research. Faculty supervision is provided on an individual basis. Written consent of instructor and program director required. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisite*: HAWC 4014; *Frequency*: Every Fall, Winter, and Summer (Student request IS from Health and Wellness Coaching Faculty and department approval)

HAWC 4990C Independent Study in Health and Wellness Coaching (C) (1-3 credits)
The student selects and independently carries out library and/or empirical research. Faculty supervision is provided on an individual basis.

Written consent of instructor and program director required. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisite*: HAWC 4014; *Frequency*: Every Fall, Winter, and Summer (Student request IS from Health and Wellness Coaching Faculty and department approval)

HAWC 4990D Independent Study in Health and Wellness Coaching (D) (1-3 credits)
The student selects and independently carries out library and/or empirical research. Faculty supervision is provided on an individual basis. Written consent of instructor and program director required. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisite*: HAWC 4014; *Frequency*: Every Fall, Winter, and Summer (Student request IS from Health and Wellness Coaching Faculty and department approval)

HDFS—Human Develop & Family Studies

HDFS 3000 Research Methods in Human Development and Family Studies (3 credits)
Introduction to quantitative and qualitative research methods used to study human development and families. Provides experience conducting observations and survey interviews, evaluating research results, and writing research reports. *Prerequisites*: SOCL 2130 and PSYC 2350. *Frequency*: Every Fall.

HDFS 3200 Child Welfare, Law, and Social Policy (3 credits)
This class will acquaint students with various areas in which public policies and laws affect children and families, and in which developmental/family research and practice are germane to legal policy (and case law); the methods through which empirical research findings may influence case law and legislation (amicus curiae and policy briefs); and, the relationship between the fields of family studies/social science, policy, and law, and how this knowledge can affect study design/dissemination and clinical/practical work. Key areas of focus will include: relevant prevention vs. intervention approaches to promoting child/family welfare and mental health; and, family violence prevention and intervention efforts. *Prerequisite*: SOCL 2130. *Frequency*: Every Fall.

HDFS 3500 Children with Special Needs (3 credits)
Multi-disciplinary approach to the study of issues related to exceptional children and their families. Explores social, emotional, and economic aspects of exceptionality for both children and families; examines processes of identification, intervention, and integration of children who deviate significantly from developmental norms. *Prerequisite*: PSYC 2350. *Frequency*: Every Fall.

HDFS 4800 Community Practicum in Human Development and Family Studies (3 credits)
Supervised experiences in established career-related positions at a community agency; focus selected on basis of professional interest (some sites may require a background check). *Prerequisite*: SOCL 2130, PSYC 2630, and PSYC 2350. *Frequency*: Every Winter.

HDFS 4880 Senior Seminar in Human Development and Family Studies (3 credits)
Students will have the opportunity to integrate information from a variety of perspectives in human development and family studies. Each seminar will have a focal theme that will allow students to gain new perspectives, as well as apply knowledge from prior courses and experiences. This course is presented as a capstone experience; therefore students with advanced standing in the HDFS major will benefit the most from the seminar. *Prerequisite*: HDFS 3000. *Frequency*: Every Winter.

HDFS 4990A Independent Study A in Human Development and Family Studies (3 credits)
The student selects and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. *Prerequisites*: HDFS 3000 and written consent of instructor and division director. *Frequency*: Every Fall and Winter.

HDFS 4990B Independent Study B in Human Development and Family Studies (3 credits)
The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. *Prerequisites*: HDFS 3000 and written consent of instructor and division director. *Frequency*: Every Fall and Winter.

HDFS 4990C Independent Study C in Human Development and Family Studies (3 credits)
The student selects and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. *Prerequisites*: HDFS 3000 and written consent of instructor and division director. *Frequency*: Every Fall and Winter.

HDFS 4990D Independent Study D in Human Development and Family Studies (3 credits)
The student selects and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. *Prerequisites*: HDFS 3000 and written consent of instructor and division director. *Frequency*: Every Fall and Winter.

HIPS—HIPS-History and Political Sci

HIPS 2900 Research Methods in History and Politics (3 credits)
This course provides an introduction to the research methods that political scientists, historians, and international studies scholars use to answer questions. The course is intended to provide students with analytic tools with which they can critically evaluate research in these fields and train the student to pose and answer research questions of their own. Students complete a semester-long research assignment with an emphasis on using appropriate methodology, employing original sources, developing interpretative skills grounded in creative and responsible scholarship, improving writing skills, using discipline specific citation, and delivering oral presentations. *Prerequisites*: POLS 1200 or INST 1500 or one HIST course and COMP 2000 or 2020 or COMP 2000H. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. Course frequency, every Fall

HIPS 4500 Special Topics in History and Politics (3 credits)
An advanced course in selected topics in history and political science. Specific focus to be announced. May be repeated once for credit, if content changes and with written consent of division director. *Prerequisites*: One POLS or one HIST class, plus COMP 2000, COMP 2010, or COMP 2020 *Frequency*; Every Winter.

HIPS 4900 Senior Seminar Capstone (3 credits)
This course is intended as a capstone experience for all history, political science, and international studies majors. The objective is to have the student draw on everything they have learned in their prior courses by means of an intensive study of a single topic of historical, political, or international concern or controversy. The learning method employed in this class will combine extensive readings in primary and secondary source materials with a major research paper that is subject to rigorous academic standards. Topics will vary. *Prerequisites*: Completion of a minimum of 90 credits and HIPS 2900 or INDS 2901. Research Methods in History and Political Science. *Frequency*: Every Winter.

HIST—History

HIST 1050 The United States: From Settlement to Superpower (3 credits)
The United States: From Settlement to Superpower (3 credits) This course provides an overview of American history from European exploration to the present, with a particular emphasis on the creation and evolution of the United States. The instructor will identify a number of themes highlighting key developments, episodes or periods in American history that have proved critical in shaping the state, culture and society of the

contemporary United States. These themes will serve as the focal point for all classroom activities and assignments.

HIST 1120 The West: Patricians, Serfs, and Citizens (3 credits)
HIST 1120 The West: Patricians, Serfs, and Citizens (3 credits) This course provides an overview of western history from Greek and Roman civilization to the present, with a particular emphasis on the evolution of western political institutions, legal systems, social structures and culture. The course will develop themes highlighting key developments, episodes or periods in western history that have proved critical in shaping the political, legal, and social systems of modern Europe. These themes will serve as the focal point for all classroom activities and assignments.

HIST 1170 The World: From Gatherers to Globalization (3 credits)
The World: From Gatherers to Globalization (3 credits) This course examines the theme of how the modern, interconnected world is rooted in a complex interplay of factors that have shaped the global human story. The course will develop this theme by highlighting key developments, Nova Southeastern University • Undergraduate Student Catalog • 2021–2022 COURSE DESCRIPTIONS 356 episodes or periods in history that have proved critical in shaping the make-up of the modern world, including states, cultures and societies. These changes and developments will serve as the focal point for all classroom activities and assignment.

HIST 2150 Latin American and Caribbean History (3 credits)
This course involves a survey of Latin America and the Caribbean history from the 15th century to the present. Beginning with an examination of indigenous cultures at the time of European arrival, the course will trace the impact of colonialism, slavery, and political revolution on the history of Latin America and the Caribbean. The course will also provide an overview of modern American systems and societies and their place in a rapidly changing, increasingly interdependent world. *Prerequisite*: COMP 2000, COMP 2010, or COMP 2020. *Frequency* Fall Even Years.

HIST 2400 African History (3 credits)
This class will focus on Africa as a vast continent that is characterized by enormous ethnic, religious, geographic, and historical diversity. Emphasis will be on the transatlantic slave trade and its impact on Africa and Africa's relations with the outside world. European colonization of Africa and the extent to which it shaped the modern history of the continent; and the history of South Africa and the rise and fall of the Apartheid Regime. *Prerequisite*: COMP 1500 or COMP 1500H. *Frequency*: Odd Year Fall.

HIST 2500 Topics In Asian History (3 credits)
The course explores different themes and issues in Asian history. The instructor will introduce students to key themes and ideas through lectures and readings and engage with students in exploring selected topics through in-class discussions and exercises. Student assignments will emphasize the examination of historical evidence in an effort to assess how these key themes and issues have shaped specific Asian peoples, states, and societies. *Frequency*: Every Winter.

HIST 3010 Constitutional History I (3 credits)
A study of the origin and development of the American constitutional system from the colonial period to 1870. The course will examine seminal decisions of the United States Supreme Court during this period in their political, social, and economic context. *Prerequisites*: COMP 2000, COMP 2010, or COMP 2020 or COMP 2000H. *Frequency*: Fall.

HIST 3020 Constitutional History II (3 credits)
Continuation of the study of the constitutional system of the United States. The course covers the period 1870 to the present with special emphasis on Supreme Court decisions in the areas of federal-state relations, individual liberties, and civil rights. *Prerequisite*: HIST 3010. *Frequency*: Winter.

HIST 3130 Vietnam (3 credits)
This course takes an interdisciplinary approach to examine the origins and causes of the Vietnam War, explore the ways it was fought, and evaluate its impact on American society, politics, and life. Specific focus will be on the way that the Vietnam conflict inspired feelings of strife and anger, confusion and frustration to an entire generation of Americans as America's first "lost" war. *Prerequisites*: COMP 2000, COMP 2010, or COMP 2020. *Frequency*: Odd Year Winter.

HIST 3140 The Holocaust (3 credits)
A study of the history of the Holocaust. This course will look at the causes, reasons, results, and implications of the Holocaust from both a European and American perspective. *Prerequisites*: COMP 2000, COMP 2010, or COMP 2020. *Frequency*: Even Year Fall.

HIST 3240 Irish History (3 credits)
This course will study Irish history from the Neolithic era to the 21st century, focusing on the colonial relation between Britain and Ireland, including the 17th-century Plantation, the Cromwellian and Williamite wars, the United Irishmen and the 1798 Rising, the Act of Union, the Great Hunger (Famine) and emigration to America, and the formation of the Irish Republic and the Northern Irish state in 1922. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisites*: COMP 2000 or COMP 2010 or COMP 2020 or COMP 2000H. *Frequency*: Odd Year Fall.

HIST 3400 U.S. Foreign Relations (3 credits)
This course will examine the emergence of the United States as the dominant political, economic, and military power on the world stage in the twentieth century. Students will attempt to identify reasons for this development and endeavor to come to a fuller understanding of the nature and scope of America's global commitments. The course will trace the development of American foreign relations from the Spanish-America War of 1898 through the Cold War, concluding with an examination of the evolution of American foreign policy in the post-Cold War and the ramifications of recent developments at home and abroad. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisite*: COMP 2000, 2010, or 2020 or COMP 2000H. *Frequency*: Even Year Winter.

HIST 3550 America Transformed (3 credits)
This course follows a thematic approach to the history of the United States from the 1850s to the end of World War I. The course will emphasize the political, cultural, and social transformation of the U.S. throughout this period, focusing on various episodes or developments that profoundly shaped U.S. history in that era e.g. the slavery and abolition, the Civil War, industrial revolution and immigration, the Gilded Age, the Progressive era, WWI, etc. *Prerequisite*: COMP 2000, COMP 2010, or COMP 2020. *Frequency*: Every Fall.

HIST 3650 America Remade (3 credits)
This course follows a thematic approach to the history of the United States from the 1920s into the twenty-first century. The course will emphasize the political, cultural, and social transformation of the U.S. throughout this period by focusing on major episodes or developments that have shaped the modern United States e.g. the Roaring Twenties, the Great Depression, McCarthyism, the Civil Rights movement, the Watergate era, etc. *Prerequisite*: COMP 2000, COMP 2010, or COMP 2020. *Frequency*: Every Winter.

HIST 3850 The Civil Rights Trail (3 credits)
This travel will meet as a regular sixteen-week ground course every fall semester and involves two mandatory travel trips. The course will involve an in depth exploration of the history of Civil Rights movement, from the historic Supreme Court Brown decision in 1945 until the assassination of Martin Luther King, Jr. in 1968. The travel portion of the course will involve visits to locations on the Civil Rights Trail such Atlanta, Georgia, and Birmingham, Alabama. The course may also involve some shorter day trips in Florida to sites such as

Dodgertown in Vero Beach, the African-American Research Library in Fort Lauderdale, St. Augustine Civil Rights Museum or Mims in Brevard County. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisite*: COMP 2000, COMP 2010, or COMP 2020. *Frequency*: Fall Even.

HIST 4700 Genocide in the 20th Century and Beyond (3 credits)
This course will examine the history of genocide beginning in the 20th century focusing mostly on Europe and Africa: the Holocaust, the Balkans, Rwanda and Darfur. As part of this study, students will travel to see the first-hand manifestations and implications of genocide. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit." *Prerequisites*: COMP 2000, 2010, or 2020 or COMP 2000H. *Frequency*: Even Year Winter.

HIST 4950 Internship in History (1-12 credits)
A 10-20 hour per week field or work experience for 16 weeks (or more) in the student's major area of study. Consult academic division for specific details and requirements. *Prerequisite*: cumulative GPA of 2.5 or higher, completion of 60 or more credit hours, and permission of department chair. *Frequency*: Every Fall and Winter.

HIST 4990 Independent Study in History (1-3 credits)
The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. Written consent of instructor and division director required. *Prerequisites*: COMP 2000, COMP 2010, or COMP 2020 or COMP 2000H. *Frequency*: Every Fall and Winter.

HONR—Honors

HONR 1000C Honors Seminar: Myth and Fairy Tale in Modern Culture (3 credits)
This course will focus on the influence of mythology and fairy tale on the cultural and psychological fabric of modern life. As students read various myths, fairy tales, and literature, as well as study images of myth and tale in advertising and film, they will attempt to make connections between underlying recurrent themes that find their roots in the earliest stories of humanity. The reading and analysis of texts and images will be complemented by the development of individual writing skills, emphasizing critical thinking and the clear, sophisticated, and creative expression of ideas.

HONR 1000D Honors Seminar: Future History (3 credits)
This course is an extrapolation of the future based on assumptions about, and concerns with, the present. Taking both a utopian and a dystopian form, these explorations of historic imagination say as much about where we think we are today as where we think we are heading in the future. It will further explore the various forces that shape historic change and seek to place ourselves and our personal world within this process.

HONR 1000G Honors Seminar: The Problem of Consciousness (3 credits)
What is consciousness? How does the brain do its work and produce its dazzling, if taken for-granted, capabilities? If we all share similar capacities, how does each brain manage to make itself unique? Although these similar questions have been asked for hundreds, if not thousands, of years, the past decade has provided more tools for answering them than at any other time in human history. Data from many fields of inquiry have begun to converge. Students who take this course will be exposed to these exciting new findings and will also explore resulting controversies.

HONR 1000J Honors Seminar: Culture Wars (3 credits)
An examination of the "hot button" topics that divide the American people, this seminar will delve into the issues and perspectives which shape American culture. It will ask not only what these issues are but why they divide us. Among the topics to be examined are abortion, free speech, evolution, gay rights, and affirmative action.

HONR 1000N Honors Seminar: Genetics and Genealogy (3 credits)
Through lecture, discussion, review of primary literature, case studies, videotapes and class presentations, this course will investigate the relationships among the studies of genetics, human evolution and genealogy. Students will be expected to extract their own DNA and analyze it for various molecular markers as well as create their family history tree and narrative which they will present in class.

HONR 1000S Honors Seminar: The Nature of Truth (3 credits)
This seminar will examine the nature of the concept of truth as it appears in the human culture and civilization. Special attention will be paid to truth as disposition or virtue of character and the notion of truth as it has appeared in various religious contexts, as well as the impact these notions have had on philosophy, history, psychology, literature and the arts, and science.

HONR 1000U Honors Seminar: You: A Critical Analysis (3 credits)
This course is designed for students to be able to take an introspective view of who they are, including their history, their belief systems, and their future. Students will explore, through a social science lens, various areas of how they choose to live life and will think critically about how they view themselves. The course will focus on aspects of personal growth and a scientific understanding of choice making. Course activities or assignments require students to disclose some personal information about themselves. Honors students only. *Frequency*: Odd Year Winter.

HONR 1000W Honors Seminar: We Are All Biased: Social Stratification (3 credits)
This course will examine how the various groups with which people identify impact their perspectives on a variety of current and historic issues as well as one-on-one interaction with others. Using socio-economic class, race, ethnicity, sex, and gender as independent variables as well as combinations of these groups, students will analyze and evaluate historic and current events to determine how inequality is established and maintained in our society. *Prerequisite*: Honors students only. *Frequency*: Even Year Fall.

HONR 1010A Honors Seminar: Read It, Watch It, Play It: Transmedia Storyworlds (3 credits)
This course focuses on understanding the ways in which dynamic storyworlds influence our perception and consumption of narratives. We will examine how these worlds are presented to audiences, as well as the ways in which industries, creators, and audiences interact with and influence these worlds. Exploring the sociocultural importance of various narratives facilitates critical participatory accountability and responsibility, as well as a critical awareness of the consumer materiality surrounding us. Using a variety of theoretical perspectives, this seminar critically examines the ways in which we understand the production, distribution, and consumption of popular storyworlds across written texts, film and television, and gaming media. *Prerequisite*: Honors students only. *Frequency*: Even Year Fall.

HONR 1010B Honors Seminar: The Healthy Woman, Mothers to Cyborgs (3 credits)
What defines a healthy woman? This course provides students with an opportunity to explore this question from a humanities perspective. Course goals are to analyze the ways women's health has been imagined and expressed in literary and cultural texts. Materials will emphasize how the myths, attitudes, and beliefs surrounding women's health have evolved since the advent of modern medicine in 1800s America and Britain. *Prerequisite*: Honors students only. *Frequency*: Even Year Fall.

HONR 1010C Honors Seminar: Alt-Facts & Fake News: Media Literacy in the Digital Age (3 credits)
Alternative facts. Fake news. Post-truth. These terms have each gained much circulation in

the last few years. But, what is fake news? How can you tell if news is fake? Why is fake news used and how does it work? When did people first start making fake news? In this general education honors course, we will answer these questions as we learn to critically read and understand many kinds of information/misinformation (news stories, statistics, images, social media posts); analyze the persuasiveness of news articles; review how misinformation spreads across different platforms; consider multiple perspectives and opinions while confronting biases; and research and write your own persuasive news stories. *Prerequisite*: Honors students only. *Frequency*: Even Year Winter.

HONR 1010D Honors Seminar: Water & Sustainability (3 credits)
Water is essential. It sustains us as human beings, supports economic productivity, and plays a central role in global climate. Water is also a key element to international peace and stability. Yet the value of water and its infrastructure are largely invisible and receive little media coverage unless a problem is imminent such as a broken water pipe or prolonged drought. As reports around the world indicate that a global water crisis is looming, it is important that we understand the basics of water from various disciplinary perspectives so that we may develop innovative solutions to water needs. During this experiential learning seminar, students will explore the basic principles of water and explore ways we can ensure availability and sustainable management of water and sanitation for all (UN Sustainable Development Goal #6). Through active learning, field trips, readings, information presentations, class discussions, individual and collaborative projects, and reflection, students will gain a broad understanding of water-related issues from various perspectives including science, law, business, education, engineering, conflict resolution, and others. *Prerequisite*: Honors students only. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Less than once every two years.

HONR 1010E The US Supreme Court and the Cultural Revolution: Studying the Legacy of the Warren Court (3 credits)
The purpose of this course is to explore societal and cultural issues in various areas of the law and the legal implications that result. Students will evaluate case law and literature that probe the centerpiece cases heard by the Warren Court. Students will evaluate how an era so affected American history and answered questions on segregation, a person's right to counsel, freedom of religion, right to privacy, criminal procedure, and free speech.

HONR 1010G Intro to Protein Modeling (3 credits)
This course will give students an overview and introduction to the research process in the sciences by designing a protein model based on a yearly theme. The course will introduce students to the process of using computational tools to explore protein structures, and connect structure to function. Students will develop a research question and use 3D protein models to begin to look for an answer. Students will present their protein models to the class and have the opportunity to present their findings at local and national conferences. *Frequency*: Odd Year Fall.

HONR 1500 Honors Reading Seminar (1 credits)
The Honors Reading Seminar is designed to provide focused study on one selected text. Under faculty leadership, Honors students will read and discuss the text in small groups. Students will take a leadership role to prepare discussions. Texts will be selected on a semester to semester basis and may reflect the annual theme. This course is an elective and does not satisfy requirements for general education. *Frequency*: Every Fall and Winter.

HONR 1510T Honors Reading Seminar: Brene Brown (1 credits)
The Honors reading seminar is designed to provide focused study on one selected text. Under faculty leadership, Honors students will read and discuss the text in small groups. Students will take a leadership role to prepare discussions. This course is an elective and does not satisfy requirements for general education. Honors students only. *Frequency*: Less than once every two years.

HONR 1510U Honors Reading Seminar: Grace M. Cho (1 credits)
The Honors reading seminar is designed to provide focused study on one selected text. Under faculty leadership, Honors students will read and discuss the text in small groups. Students will take a leadership role to prepare discussions. This course is an elective and does not satisfy requirements for general education. Honors students only. *Frequency*: Less than once every two years.

HONR 1510V Honors Reading Seminar: Upton Sinclair (1 credits)
The honors reading seminar is designed to provide focused study on one selected text. Under faculty leadership, honors students will read and discuss the text in small groups. Students will take a leadership role to prepare discussions. This course is an elective and does not satisfy requirements for general education. *Frequency*: Less than every two years.

HONR 1510W Honors Reading Seminar: Michael Schur (1 credits)
The honors reading seminar is designed to provide focused study on one selected text. Under faculty leadership, honors students will read and discuss the text in small groups. Students will take a leadership role to prepare discussions. This course is an elective and does not satisfy requirements for general education. *Prerequisite*: Honors students only. *Frequency*: Less than every two years.

HONR 1510X Honors Reading Seminar: Catherine Burns (1 credits)
The Honors reading seminar is designed to provide focused study on one selected text. Under faculty leadership, Honors students will read and discuss the text in small groups. Students will take a leadership role to prepare discussions. This course is an elective and does not satisfy requirements for general education. Honors students only. *Frequency*: Less than once every two years.

HONR 1510Y Honors Reading Seminar: Randy Pausch (1 credits)
The Honors reading seminar is designed to provide focused study on one selected text. Under faculty leadership, Honors students will read and discuss the text in small groups. Students will take a leadership role to prepare discussions. This course is an elective and does not satisfy requirements for general education. Honors students only. *Frequency*: Less than once every two years.

HONR 2000C Honors Seminar: History of Economic Development (3 credits)
This course will examine the history and evolution of economics as a basic human institution with emphasis on distinctions between growth and development. The challenge of sustainable development will be analyzed within the broader historical context of human rights, environmental consequences, and ideological goals and outcomes. Students will design and discuss alternative economic models for the future that emphasize sustainability.

HONR 2000E Honors Seminar: Utopias and Dystopias (3 credits)
This course focuses on the dual concepts of utopias and dystopias--ideal visions of society and nightmarish visions of society. Various manifestations of utopias and dystopias in literature, philosophy, film, and mythology will be focused on as students explore the desire of humans to conceive of an ideal society, as well as the advantages and dangers of such conceptions. *Frequency*: Less than once every two years.

HONR 2000F Honors Seminar: Philosophy and Politics in Film (3 credits)
This course provides an introduction to thinking critically about philosophical and political issues by understanding how they can be manifest in popular film. Students will develop greater awareness of how to view film as a vehicle for ideological content. Topics could include, but not be limited to

human rights, epistemology, personal identity (including the role of memory), temporality, the philosophy of religion, democratic ideals/plutocratic reality, workers unions, capitalism and gangsterism, the allure of fascism, environmental despoliation, etc. Satisfies general education requirement in Arts and Humanities. *Prerequisite*: Honors students only. *Frequency*: Less than once every two years.

HONR 2000H Honors Seminar: Famous American Trials (3 credits)
This course will examine famous trials in American history that reflect major social changes, cultural conflicts and political struggles from the late 19th century through the 20th century.

HONR 2000K Honors Seminar: Inappropriate Relationships (3 credits)
This course will focus on various types of relationships that have been deemed "inappropriate". A social science perspective will be used to examine the societal context in which these relationships develop, are maintained, and terminate. The course will also focus on the impact that these relationships have on society and society's impact on the individuals in the relationship.

HONR 2000N Honors Seminar: The "F" Word: Feminism and Culture (3 credits)
This course will examine the role of 1st, 2nd, and 3rd wave feminisms in women's cultural history. By exploring the social and political contexts of the struggle for equal rights for women, students will learn to separate the myths (images of feminism) from the reality (contributions of feminism) in the lived experience of women. Although it will focus primarily on American feminist history, the course will consider its European roots.

HONR 2000R Honors Seminar: The Misbehaving Brain (3 credits)
Students will develop an understanding of the neural correlates and behavioral impairments seen in different neuropsychiatric and neurological disorders. The aim of this course is to provide an overview of abnormal brain functioning in the context of specific neurological diseases and disorders, such as schizophrenia and stroke.

HONR 2000U The Idea of the Hospital (3 credits)
This course explores the hospital through a humanities perspective with an emphasis on literary, cultural, and historical documents. The course will also consider the role hospitals play as theme and background for literature and personal narratives.

HONR 2000V The Good, the Bad and the Ugly: Philosophy and the Western Film (3 credits)
This course critically examines philosophical issues that arise in the Western film genre, including the individual and community, justice and vengeance, violence, moral virtue and vice, knowledge and understanding, personal identity, and death. Theories of philosophers such as Plato, Aristotle, Hobbes, Kant and Nietzsche, as well as contemporary material will be used to discuss selected films.

HONR 2000W Honors Seminar: The Pathography: Patients' Stories of Illness (3 credits)
This course explores the experience of illness through patient narratives in fiction, biographies and autobiographies. These narratives, in turn, shed light on contemporary medical practice. The course will examine such themes as battle, journey, and rebirth in patients' narratives. *Frequency*: Odd Year Fall.

HONR 2000X Honors Seminar: Conspiracy Theories (3 credits)
This course examines the role conspiracy theories have played in U.S. history from the inception of the Republic to the present day. At various times charges of conspiracies involving Masons, Jews, Slaves, Communists and Right Wing extremists (to name but a few) have played an integral role in U.S. history, while conspiracy theories involving U.F.O.s, presidential assassinations, and terrorist attacks have often taken deep root in the public imagination despite concerted efforts to refute them. This course will challenge students to think objectively and critically about these conspiracies (and the tendency towards paranoia in American politics) by analyzing them within the context of the passage of American history and the evolution of American democracy. Satisfies general education requirements in Arts and Humanities. *Prerequisite*: Honors students only. *Frequency*: Odd Year Winter.

HONR 2010A Sleep and Dreams (3 credits)
The focus of this course is to provide students with an in-depth introduction to the biological and behavioral features of various states of sleep, sleep disorders and dreams with a focus on emotional and psychological correlates. *Frequency*: Odd Year Fall.

HONR 2010B Deciphering Diversity in the Law (3 credits)
The purpose of this course is to explore societal and cultural issues in various areas of the law and the legal implications that result. Students will evaluate case law and literature that probe issues such as conceptions of property rights, gender and sexual orientation discrimination, immigration rights, intercultural human rights, and cultural differences in assessing the appropriateness of such rights. Students will interpret how the Constitution and case law has affected special classes of people throughout the United States' legal history. An emphasis on US Supreme Court cases will guide students in identifying diversity in the law. *Prerequisite*: Honors students only. *Frequency*: Less than once every two years.

HONR 2010G Medical London: Culture and Context (3 credits)
Much of medical practice in the Western world has as its roots medical practice in Western Europe, and for centuries, London served as one of the major European centers of medical education and practice. This seminar examines the cultural context of medicine and medical education in London though various lenses. Readings from a variety of literary, historical, medical and cultural sources will acquaint students with London medical practice and the unique challenges it has faced during past centuries. The course also includes a required trip to London with walks to specific sites related to medical practice arranged geographically. The travel component is required for successful completion of the course. *Frequency*: Odd Year Winter.

HONR 2010J Witch-Hunts! (3 credits)
Throughout American history the identity of specific individuals and/or groups have been branded by those in power as so great of a threat to the public good that it justified extreme, even violent, acts of suppression by the government or private citizens. Ironically, over time, the judgment of history often reverses the picture, branding those doing the attacking as evil and the oppressed as good people wrongfully victimized. This course will explore this dynamic, examining the origins, content, and effects of specific historical witch-hunts as well as the evolving verdict of history about these events.

HONR 2010K Honors Seminar: Assassin's Creed (3 credits)
This course is a social and cultural history of assassination, especially in American history. The course will focus on how each assassination helps inform one's understanding of American history and the political, social and cultural forces at work surrounding each assassination and attempted assassination.

HONR 2010N Honors Seminar: Alcohol, Drugs, and Society (3 credits)
This course will employ a sociological perspective to examine substance use, as well as problems and policies related to substance use. Topics reviewed in this course include a brief history of substance use in the U.S., classical and contemporary theoretical explanations, substance use cultures, vulnerable populations, substance use prevention, and legal issues and drug policies. In addition, each week will include a special topic students will explore in detail using sociological-based research. This course will require students to read, engage in critical thinking, and participate in discussions.

HONR 2010P Honors Seminar: Law and Literature (3 credits)
This honors seminar will examine the interrelationship of the law and literature. The seminar considers how attorneys may use literary techniques and devices and how literary themes influence the life and practice of the lawyer. The course will compare approaches of the law and literature to various problems, from assisted suicide to murder, focusing on when the human element as expressed in literature can properly serve as a tool for the lawyer. Students will analyze rhetorical strategies common to legal and literary texts, and recognize the value of good writing technique. *Prerequisite*: Honors students only. *Frequency*: Even Year Winter.

HONR 2010R Honors Seminar: Design Thinking (3 credits)
Design thinking is a process and a mindset that encourages creativity and innovation to solve complex problems and create solutions such as products, programs, services, experiences, spaces, and business strategies. This project-based course introduces students to design thinking and how it can be applied in various disciplines such as business, education, engineering, healthcare, and information systems. Through information presentations, readings, class discussions, activities, individual and multi-disciplinary collaborative projects, and reflection, students will apply design thinking tools and techniques to solve problems and create innovative solutions. There are no pre-requisites and no technical experience is required. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit.

HONR 2010S Introduction to Biomedical Research (1 credits)
This course provides students an overview and introduction to the research process in the medical and other health professions. Each student will prepare and submit a proposal for a medical or other health professions research project. The course introduces students to the process of developing research proposals designed to expand the body of knowledge in the field of medicine and other health professions. *Prerequisite*: Honors students only. *Frequency*: Less than once every two years.

HONR 2010T The Nuclear Dilemma (3 credits)
Drawing from the resources of the social sciences, this course presents an overview of those factors which led to the creation of atomic weapons as well as an examination of the social and political forces which contributed to their use and continued deployment. The course provides portraits of the relevant key personalities involved in weapons development and investigates the causal factors which led to the decision to use atomic weapons at Hiroshima and Nagasaki. The social, political, psychological, and economic impact of atomic weapons on the national consciousness is examined through a detailed study of the Cold War economy, the Cuban Missile Crisis and the continued threat posed by such weapons. *Prerequisite*: Honors students only. *Frequency*: Odd Year Fall.

HONR 2010U Reel Science (3 credits)
This course focuses on how depictions of science in film and television affect and influence culture and society. Various realms of science, such as biomedical, environmental, genetic, and geophysical, are explored. The course examines questions of scientific accuracy, ethical dilemmas, aesthetic rendering, and societal impact. *Prerequisite*: Honors students only. *Frequency*: Odd Year Winter.

HONR 2010V Latino Voices (3 credits)
This course is designed as an introduction to the political, social, economic, and cultural history of Latinos in the United States. Students in this course will become familiar with Latino groups living in the United States and learn about the various cultural practices and products (music, essays, film, literature, visual art and performance) of this growing segment of the US population. Students will explore diverse discourses within various Latino groups and approach debates relevant within these communities. Some topics that will likely be discussed include: identity formation (race, class, gender, sexuality, and nationality), acculturation, linguistic variation, racism and colonialism, and immigration and exile. *Prerequisite*: Honors students only. *Frequency*: Even Year Winter.

HONR 2010W War Stories: Gender and Soldiering in Contemporary America (3 credits)
With an emphasis on the late 20th-and early 21st century, "War Stories: Gender and Soldiering in War-time America" will use a combination of fiction and non-fiction readings as well as narrative and documentary films to look at the ways in which gender informs, shapes and is impacted by soldiers' experiences of war on the battlefield and on the home front in contemporary America. Veterans and campus professionals who are familiar with social, psychological and physiological problems associated with war trauma may be invited as guest speakers. *Prerequisite*: Honors students only. *Frequency*: Odd Year Fall

HONR 2020A Honors Seminar: Autism Today: The Individual and Family (3 credits)
Through a combination of traditional lectures, guest speaker appearances, Autism Spectrum Disorder (ASD) will be explored through individuals with autism and their family members, and the personnel and agencies who support them. Beginning with a historical look at the recognition of this disorder, changes in the understanding of the disorder and diagnostic criteria over time, and the impact on prevalence rate, the course will then address issues in a variety of family issues and the resources in the community to support both the individual with ASD and his or her family members. The course will be presented by professionals from a variety of agencies and programs to give undergraduate students in the Honors College information about autism, the positive and negative impacts on the family, and resources to help them cope. Assignments are designed to foster critical thinking and reflection on the experiences of individuals with autism and their families. *Prerequisite*: Honors students only. *Frequency*: Every Fall.

HONR 2020B Honors Seminar: Autism Today: Field Experience (3 credits)
Through a combination of traditional lectures and active participation experiences, autism spectrum disorder (ASD) will be explored through educational and clinical experiences. The lectures will be presented by professionals from a variety of disciplines to allow undergraduate students in the Honors College to experience autism from different professional viewpoints. Field experiences will be designed to match the information within the week's lecture. Assignments are designed to foster critical thinking and reflection on the experiences of service providers working with individuals with ASD. *Prerequisite*: Honors students only. HONR 2010Q or HONR 2020A. *Frequency*: Less than once every two years.

HONR 2020C You Be the Judge (3 credits)
This course provides students with an opportunity to think about societal and legal issues from a unique perspective – that of judge. Students will have a chance to try their hand at deciding real cases with their own attempts at principled and fair reasoning through exploration of interesting and sometimes strange legal controversies. Through examination of the court's actual solutions to the cases considered, students will be able to compare the legal and ethical repercussions of the original judges' decisions to their own. Additionally, philosophical issues embedded in these legal controversies will be more fully explored through examination of works in legal philosophy. This course does not require any previous background in law. The course satisfies general education requirements in arts and humanities. *Prerequisite*: COMP 1500. Pre-Requisites: Honors students only. *Frequency*: Infrequent.

HONR 2020D Invasive Species Ecology and Management (3 credits)
This Honors College course will cover the main biological and historical aspects of invasive species ecology, including both terrestrial

and aquatic systems. Particular emphasis is placed on the development of government policies regarding exotic and invasive species and the state, U.S. federal, and international management measures intended to control the effects of current invasive species and to minimize the risk of future introductions. Over the semester-long course, students will be provided with a broad overview of exotic and invasive species, including lectures, interactive discussions, and outside reading and synthesis assignments. The beginning third of the course will cover basic concepts of invasive species biology, ecology, and theory; the second third will discuss predicting and describing impacts; and the last third will put the concepts from the prior two thirds into larger policy and management contexts. Students will also attend an invasive species collection event and a meeting of the Florida Fish and Wildlife Conservation Commission (FWC) during the term. Pre-Requisites: Honors Student Only. *Frequency*: Even Year Winter.

HONR 2020E Grant Writing for Human Subjects Research and Human Services Programming (3 credits)
This course introduces the skills of writing grant proposals to governmental and private foundation funding agencies for human subjects research and human services programming projects. It provides hands-on application of planning and communication skills in grant writing through faculty and peer-group iterative feedback. Necessary skills that will be developed in this course include how to seek funding opportunities; articulate specific aims; develop goals, objectives, and implementation plans; write literature reviews that express the background and relevance of one's proposal; craft a research strategy/program plan; construct a budget and budget justification; and develop a logic model. Each student will develop one Letter of Intent and one grant proposal during the course of the semester in a topic area they select based on intellectual interest and passion for further exploration. When students finish the class they will have an informed understanding of the grant cycle, and they will be able to perform basic grant writing effectively and to serve as a peer-reviewer on small grant proposals. *Prerequisite*: Honors students only; COMP 1500 and COMP 2000. *Frequency*: Odd Year Winter.

HONR 2020F Public Health and Health Disparities (3 credits)
This course will examine social and behavioral health disparities from a public health perspective. Topics reviewed in this course will include historical factors contributing to racial/ethnic inequalities, social determinants of health, vulnerable and at risk populations, and recent and current events, including the Flint water Crisis and disparities related to climate change. In addition, each student will have the opportunity to explore a topic of interest over the course of the semester, culminating in a final presentation. This course is discussion-based and students will be required to read, engage in critical thinking and participate in classroom activities. *Prerequisite*: Honors students only. *Frequency*: Odd Year Winter.

HONR 2020G Play to Win: Research Methods for Video Game Studies (3 credits)
This course focuses on several methods for studying video games as primary objects of research. Students will play a wide selection of games across genres and platforms to better understand the scope of the medium and its media ecologies. Students will also read foundational video game studies texts, lead discussions, and produce research about games in different formats as means to participate in interdisciplinary scholarship. Tracing the development of the medium from its non-digital origins alongside exploring contributions to the field of game studies can facilitate critical awareness and responsibility in the ways we engage with video games and their sociocultural, political, and economic effects. *Prerequisite*: Honors students only. *Frequency*: Every Odd Winter.

HONR 2020H Backyard Ecology (3 credits)
Biodiversity is a desirable quality in the function and esthetic appreciation of ecosystems. Its decline is worrisome since humans rely on many "free" ecological services provided by functional ecosystems. Scientists have coined the name "Anthropocene" as the recent age in which humans have caused profound alterations to our natural world. The most significant human impacts include habitat destruction and species introductions. Establishing small spaces for wild organisms around our homes can partially offset this impact and associated loss of species from local areas. This course will introduce basic concepts of biology and ecology and encourage the exploration of urban refuges for wild organisms. The documentation of species living near human dwellings and descriptions of their contributions to local ecosystem function forms the backbone of this course. Students may choose to work on campus or near their residence to obtain the required photographic images and/or videos documenting the diversity of life at that location. A presentation at the end of the semester will summarize their findings and provide context for a better understanding of their specific altered ecosystem. *Prerequisites*: Honors students only. *Frequency*: Every Winter.

HONR 2020J The Protest Song in America (3 credits)
Can a song function as a catalyst for a social/political movement? In "Ohio," Neil Young recounts the tragic shooting at Kent State University in 1970. Students gathered to protest the Vietnam War; the demonstration concluded with the Ohio National Guard opening fire on the crowd, leaving four students dead. Young, lamenting this tragedy in his song asks his listeners: "What if you knew her; and found her dead on the ground; how can you run when you know?" This course explores the apparent connection between songs and social/political movements in the US. The course traces this connection from the founding of the nation to the Civil War, and to the present day #BlackLivesMatters movement. Through a consideration of various musical styles/genres (folk, bluegrass, rap, hip hop, punk, and rock & roll, to name a few), this course will consider the rhetorical function, potential, and limits of musical protest in transforming American civic life. Specific attention will be paid to anti-capitalist and labor songs; songs against fascism; music of the Civil Rights movement and Vietnam Era; and recent music addressing police brutality and structural racism. *Frequency*: Every odd Winter.

HONR 2020K Ancient Egyptian Religion and Magic (3 credits)
For almost two hundred years scholars have been laboring to understand the religious beliefs and practices of the ancient Egyptians. This course explores possible explanations for these beliefs and practices, including the Egyptian conception of divinity and why the Egyptians believed in such a large number of gods; why such enormous resources were dedicated to the worship of these gods; the Egyptians' conceptions of the afterlife, and the enormous expense of energy in preparing for that afterlife. This course will frame these explorations by applying Cognitive Science of Religion (CSR) theories to explain the religious beliefs and practices of the ancient Egyptians, and in doing so, will evaluate the extent to which whether or the theories of the CSR are successful in explaining Egyptian religion. *Frequency*: Odd Year Winter.

HONR 2020L Nutrition Facts and Fiction (3 credits)
This course focuses on current trends and controversies in nutrition science. Students will examine the scientific evidence and discuss selected topics in nutrition, with the goal of identifying as well as challenging current trends in the field. Course topics may include fad diets, healthy weight movements, and global food crises, among others. This course emphasizes the appraisal of scientific evidence, student collaboration, and identification of research gaps in the field. Associated Honors Pillar: Inquiry. Honors students only. *Frequency*: Odd Year Fall.

HONR 2900 Special Topics in Honors (1-3 credits)
Study in selected topic not represented by other HONR course offerings. Specific focus

to be announced. May be repeated once for credit if content changes. *Frequency*: Less than once every two years.

HONR 4150 Honors Travel Study (1-6 credits)
This interdisciplinary honors travel course involves academic instruction and directed learning outside of the traditional classroom. The course enables students to explore important themes and issues in specific areas of knowledge related to our diverse and interdependent world. Students work in groups under leadership of faculty and will reflect their travel experiences through the examination of art, history, science, literature, psychology, and culture. *Prerequisite*: Honors students only. *Frequency*: Less than once every two years.

HONR 4990 Independent Study: Honors Thesis Research (1-3 credits)
Students carry out independent research related to an approved project or honors thesis. Faculty mentoring is provided on an individual basis. Approval of faculty member, department chair, and dean of the Honors College is required. This course is an elective course and does not satisfy requirements for general education. *Prerequisite*: Honors students only.

HONR 4990A Independent Study: Honors Thesis Research (A) (1-3 credits)
Students carry out independent research related to an approved project or honors thesis. Faculty mentoring is provided on an individual basis. Approval of faculty member, department chair, and dean of the Honors College is required. This course is an elective course and does not satisfy requirements for general education. *Prerequisite*: Honors students only. *Frequency*: Upon Request

HONR 4990B Independent Study: Honors Thesis Research (B) (1-3 credits)
Students carry out independent research related to an approved project or honors thesis. Faculty mentoring is provided on an individual basis. Approval of faculty member, department chair, and dean of the Honors College is required. This course is an elective course and does not satisfy requirements for general education. *Prerequisite*: Honors students only. *Frequency*: Upon Request

HONR 4990C Independent Study: Honors Thesis Research (C) (1-3 credits)
Students carry out independent research related to an approved project or honors thesis. Faculty mentoring is provided on an individual basis. Approval of faculty member, department chair, and dean of the Honors College is required. This course is an elective course and does not satisfy requirements for general education. *Prerequisite*: Honors students only. *Frequency*: Upon Request

HONR 4990D Independent Study: Honors Thesis Research (D) (1-3 credits)
Students carry out independent research related to an approved project or honors thesis. Faculty mentoring is provided on an individual basis. Approval of faculty member, department chair, and dean of the Honors College is required. This course is an elective course and does not satisfy requirements for general education. *Prerequisite*: Honors students only. *Frequency*: Upon Request

HONR 4990E Independent Study: Honors Thesis Research (E) (1-4 credits)
Students carry out independent research related to an approved project or honors thesis. Faculty mentoring is provided on an individual basis. Approval of faculty member, department chair, and dean of the Honors College is required. This course is an elective course and does not satisfy requirements for general education.

HONR 4990F Independent Study: Honors Thesis Research (F) (1-4 credits)
Students carry out independent research related to an approved project or honors thesis. Faculty mentoring is provided on an individual basis. Approval of faculty member, department chair, and dean of the Honors College is required. This course is an elective course and does not satisfy requirements for general education.

HONR 4990G Independent Study: Honors Thesis Research (G) (1-4 credits)
Students carry out independent research related to an approved project or honors thesis. Faculty mentoring is provided on an individual basis. Approval of faculty member, department chair, and dean of the Honors College is required. This course is an elective course and does not satisfy requirements for general education.

HRM—Human Resource Mgmt.

HRM 4160 Human Resource Management (3 credits)
Surveys personnel policies, techniques, and methods. Topics include wage and salary management, personnel selection and placement, labor relations, and employee rights. *Frequency*: Every Fall and Winter.

HRM 4300 Managing Workplace Diversity (3 credits)
Prepares students to manage in the diverse work place. Emphasis is on practical, experiential classroom activities designed to help students understand the range of cultural behaviors and expectations found in the work place. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Fall and Winter.

HRM 4310 Training and Development (3 credits)
Training and development are effective practices that support organizations in socialization, development, and retention of human resources. This course examines theories and practices relevant to training and development. Following the structure of the ADDIE model, the course introduces the concepts and methods used in needs assessment, training design, development and implementation, and evaluation. Popular training programs are also reviewed in terms of their relations to the organizational strategy. *Frequency*: Every Winter

HRM 4320 Recruitment and Staffing (3 credits)
This course focuses on the effective management of the movement of employees into and through organizations. In order to achieve a competitive advantage through human resources, organizations strive to attract, develop, and retain talent by matching them with compatible positions and assignments. The course examines concepts and administrative tools and practices staffing planning, recruitment, selection, performance management. It also discusses the legal issues related to recruitment and staffing. *Frequency*: Even Years, Fall

HRM 4330 Total Rewards: Compensation and Benefits (3 credits)
This course focuses on how organizations use pay systems and benefit plans as a method of attracting and retaining top talent. It also introduces and analyzes the basic concepts of compensation administration in organizations by providing an intensive study of the wage system, methods of job evaluation, wage and salary structures, and the legal constraints on compensation programs. Topics include design of pay systems, analysis and evaluation of pay systems, legally required and voluntary benefit options. *Prerequisite*: HRM 4160 *Frequency*: Every Winter

HS—Human Services

HS 1100 Social Issues and Human Services Delivery Systems (3 credits)
This course will review contemporary and historical social issues in the United States, with an emphasis on at-risk populations and disenfranchised groups. Social problems such as gangs, substance abuse, homelessness, child abuse, poverty, and immigration will be addressed, in addition to political, economic, policy, and educational implications. Systems of delivery within the human services field will be introduced and examined. *Frequency*: Every Fall.

HS 1200 Introduction to Human Services Administration (3 credits)
This course provides an overview of Human

Services Administration as a profession. Emphasis is placed on providing familiarity with the roles and functions of Human Services workers/administrators and an examination of the factors necessary to enter the Human Services field. The course focuses on the history of helping, the human services movement, current issues related to human services, managed care, and models of service delivery. The ethical principles that guide the Human Services Administration profession will also be examined. *Frequency*: Every Fall.

HS 1300 Interpersonal Assessment Skills in Human Relations (3 credits)
This course provides an opportunity to learn basic skills essential for the assessment of interpersonal relations. Students will examine interpersonal dynamics and communication in families, the workplace, community organizations, and social settings. An emphasis is placed on developing skills in listening, observation, and analysis. Case studies will be used to explore a variety of presenting problems and appropriate assessment strategies. *Frequency*: Every Fall and Winter.

HS 1400 Counseling and Assessment in Human Services (3 credits)
Provides an overview of assessment procedures used in counseling settings including intelligence, achievement, interests, personality, observational assessments, and career. Students will consider cultural and ethical factors in determining appropriate evaluation instruments, procedure and interpretation of test data. Application of test data in human services settings will be emphasized. *Frequency*: Every Fall and Winter.

HS 2100 Administration of Recreational and Leisure Services (3 credits)
This course will discuss contemporary recreational therapy program organizational principles and administrative issues, such as assessment, instruction, evaluation, and supervision of staff and clients in recreational activities as part of a therapeutic/rehabilitative program. *Frequency*: Every Winter.

HS 3120 Grant Writing and Management (3 credits)
This course will introduce students to the purpose of grant writing and the basic components of a variety of grant applications/proposals. Students will learn how to identify an organization's needs, locate funding opportunities, access resources, and organize team members to create a competitive grant proposal. Emphasis will be placed on developing skills needed to read and understand application guidelines, and write a successful grant proposal. Students will also be introduced to post-award procedures and grant management, including evaluation and reporting. *Frequency*: Every Fall.

HS 3130 Nonprofit Leadership (3 credits)
This course will equip students with a foundation in leadership through learning major leadership theories and their applications in the nonprofit sector. Students will build upon skills of decision-making, understand issues related to compliance, gain knowledge of the importance and function of community collaborations, and will be able to demonstrate ethical decision-making. Case studies that demonstrate challenges within nonprofit organizations will be discussed and analyzed. *Frequency*: Every Fall.

HS 3140 Fundraising and Philanthropy (3 credits)
This course examines various funding streams of nonprofit organizations, including government sources, public and private foundations, corporations, and individuals. This course explores historical issues related to philanthropy in the United States and the role of philanthropy in the nonprofit sector. Students will develop an understanding of fundraising plans, which include strategies for identifying and building relationships with potential donors. Legal and ethical issues pertaining to fundraising will be discussed. *Frequency*: Every Winter.

HS 3150 Strategic Planning in Human Services (3 credits)
This course will examine the strategic planning process in public and non-profit organizations. Emphasis will be placed on the theory and practice of strategic planning and management theory in the non-profit sector. The course will cover various approaches to designing and conducting strategic planning, including involvement of stakeholders and specific techniques for conducting environmental scans, strategic issue identification, strategy formulation. *Frequency*: Every Winter.

HS 3300 Ethical and Professional Issues in Human Services (3 credits)
This course provides a basic overview of the legal and ethical issues associated with the human services profession. A case study approach will be applied to provide a variety of realistic situations to illustrate potential ethical challenges and dilemmas. In addition, students will gain familiarity with the ethical standards of the American Counseling Association, the American Psychological Association, and related professional organizations. *Frequency*: Every Fall.

HS 3315 Human Services and Cultural Diversity (3 credits)
This course will examine the role of cultural diversity in human services/helping professions and will allow students the opportunity to increase self-awareness with regard to worldviews and personal beliefs about diversity issues. Key aspects of cultural competency will be reviewed including its history, definitions, and selected conceptual models, in addition to its relevance and importance in the development and administration of human services organizations. *Frequency*: Every Fall and Winter.

HS 3330 Human Behavior and the Social Environment (3 credits)
This course will examine theories of how the environment affects human behavior. Interactions between individuals and groups of people, impact of culture and society on one's values, perceptions of the world, and beliefs will be explored. Additionally, influence of gender, sexual orientation, religion, spirituality, and socioeconomic class, on perceptions, experiences, and development across the lifespan will be discussed as well. Students will have the opportunity to self-reflect on how the multiple dimensions of the environment impacts their behavior and how it makes sense in context. The application of theoretical frameworks, such as the ecological model, to assessment and intervention practices in social work will also be examined. *Frequency*: Every Fall and Winter.

HS 3340 Interviewing and Assessment (3 credits)
Social workers use interviewing skills to develop and foster therapeutic relationships with their clients, gather information, and facilitate change. This course is designed to teach basic interviewing techniques, including active listening, observation, interpretation, and communicating empathy. In addition, students will learn mental health diagnostic codes, and assessment writing skills and techniques. The course will also address issues in cross-cultural interviewing and in specific problematic interview situations. *Frequency*: Every Winter and Summer.

HS 3350 Social Work Practice (3 credits)
This course will prepare students for practice in the field of social work through developing a wide range of skills needed for generalist social work practice. Students will develop interviewing skills, listening skills, and learn how to create an alliance and co-collaborate goals with clients. Additionally, students will gain an understanding of ethical standards in social work practice, learn the stages of the helping process, and identify common methods of assessment. Contextual variables will be examined, such as environmental and interpersonal stressors. Overall, students will gain knowledge and build upon skills that assess and provide assistance for individuals, families, groups, and communities. *Frequency*: Every Winter and Summer.

HS 3410 Case Management Methods (3 credits)
Students will explore case management practice from intake to termination including

completing an initial interview, dealing with difficult topics, receiving and releasing information, preparing a plan of service, documentation, and termination. Topics to be explored include a theoretical approach to case management, cultural competence, resources and referrals, and creating a treatment plan in accordance with ?best practices. *Frequency*: Every Fall.

HS 3420 Advocating for Individuals with Special Needs (3 credits)
Advocating for Individuals with Special Needs: (3 credits) This course focuses on teaching students principles and strategies of advocacy for individuals with special needs in a variety of settings, including agency, legislative, legal, and community. Included are such topics as ethics in advocacy, important related laws, types of services available, how to find services, and strategies for advocacy. *Frequency*: Every Winter.

HS 3430 Special Topics in Advocacy (3 credits)
This class is designed for exploring contemporary issues and topics in advocacy. An overview of the impact of government policies on families and contemporary American social services will be provided. Students will learn how to assess the effectiveness of policies and programs from a family perspective, learn about the policy-making process, and critically examine different roles professionals can play in influencing policy development. In addition, awareness on a range of social issues, such as poverty and homelessness, disabilities, mental illness, and racial and gender inequality will be covered. This course will allow students to assess and develop their personal leadership, while emphasizing the values, knowledge, and skills required for effective advocacy. *Frequency*: Every Winter and Summer.

HS 3440 Assessment and Treatment Planning (3 credits)
This course examines all the components that are essential when completing assessments and treating plans. Methods used to screen and evaluate clients? needs, issues, strengths, and weaknesses through various techniques are examined and then tied to the treatment planning process. Understanding the client in context and use of referrals and resources is discussed. Proper documentation of assessment and treatment planning, as well as ethics involved, will be examined as well. *Frequency*: Every Fall.

HS 3500 Introduction to Human Factors in Aviation (3 credits)
This course examines the effects of human factors on the aviation industry; namely, how human behaviors affect flight safety, planning, problem solving, resource management, organization, and communication. Students will explore how these variables are impacted by the ability to recognize and manage stress and will have the opportunity to learn anxiety reduction strategies to enhance effective decision-making in the cockpit. Emphasis will be placed on understanding the steps necessary for good judgment and developing decision-making skills to mitigate risk. Students will also gain an understanding of human factors in aviation within the changing landscape of the aviation industry and public policy related to aviation. *Frequency*: Every Fall and Winter.

HS 3510 Systems Analysis of the Impact of Human Factors on Decision Making in Aviation (3 credits)
This course is designed to ground students in the fundamentals of cockpit management. Specifically, students will be oriented to the principles of aerodynamics, airplane control, and flying rules and regulations. Considerations and steps in aircraft inspection and maintenance, in addition to cockpit orientation and the basic tenets of cockpit management will be covered. Students will be introduced to pre- and post-flight procedures, in addition to aircraft and environmental considerations through take-off, flight, and landing. Emphasis will be placed on human factors impacting cockpit management, including physiological and psychological mechanisms. Basic emergency procedures are also covered. *Frequency*: Every Fall and Winter.

HS 3520 Strategic Forecasting & Evaluation of Human Performance Factors in Aviation (3 credits)
This course provides students with advanced instruction on factors affecting cockpit/flight management. Topics include managing aircraft systems in a variety of environments, flight planning, communications, navigation, laws and rules related to private aviation, and orientation to in-flight environmental considerations unique to flight. *Prerequisite*: HS 3510. *Frequency*: Every Fall and Winter.

HS 3530 Integration of Technical Foundations of Flight Management (3 credits)
In this course, students will gain Instrument Flight Rules (IFR) training. This training will enable students to develop proficiencies in using the aircraft's instruments and navigational equipment. Organization and planning are emphasized to effectively combine the information from charts, plates, radios and ATC. Furthermore, this course will provide students with an understanding of instrument management through take-off, flight, and landing while simultaneously exploring the human factors that affect each phase of flight. Examines in detail how human factors such as stress, emotion, attention management, health/physiology, and human psychology impact cockpit management. Advanced strategies for monitoring and modulating human factors are also discussed. Case examples will be utilized to further students understanding of how mistakes could have been avoided or have been avoided in the aviation industry. *Prerequisite* HS 3520. *Frequency*: Every Winter.

HS 3540 Application of fundamental Competencies in Commercial Aviation (3 credits)
The Commercial License course examines in greater depth and breadth flight management by analyzing issues and topics unique to commercial aviation. This course is designed to develop the student's advanced aeronautical knowledge and skill in the operation of complex airplanes to a level commensurate with safe operations as a commercial pilot. Topics include management of commercial aircraft systems in a variety of environments, commercial flight planning, laws and rules governing commercial aviation, and the development of skills needed to communicate and navigate commercial flights. *Prerequisite*: HS 3530. *Frequency*: Every Fall and Winter.

HS 3550 Leadership Principles & Effective Communication in Flight Instruction (3 credits)
The Certified Flight Instructor course provides students with the fundamentals of flight instruction. Specifically, the objective of this flight training course is to develop in each student adequate instructional knowledge and skill in the procedures and pilot operations needed to safely exercise the privileges of a certified flight instructor certificate with an airplane - single-engine rating. The course examines flight management, while simultaneously educating students in the skills necessary to teach others how to fly. Topics include human learning, memory, and motivation; teaching and supervisory methods; overcoming barriers to effective communication; professionalism; and lesson planning. *Prerequisite*: HS 3540. *Frequency*: Every Fall and Winter.

HS 3990 Supervised Experience in Human Services (3 credits)
This field experience will be individually arranged and will provide supervised on-site experience (175 hours). Students are expected to propose three agencies in the human services field and will complete their field experience in one of these. These experiences will provide an in-depth look at the operations and organization of human services agencies, program development and evaluation, fundraising and issues faced by human services organizations in changing economic and political climates and will be supervised by NSU faculty on a weekly basis. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Fall and Winter.

HS 4100 Rehabilitation Principles and Case

Management (3 credits)
The purpose of this course is to study the progression of rehabilitating individuals with disabilities in our society today. The relationship that exists among the different agencies and entities in the rehabilitation process will be highlighted and emphasized along with factors that facilitate or hinder the collaborative process. Principles and current practices in the process of rehabilitation will be introduced. These may include: the goals and models of case management in rehabilitation, client/consumer interviewing and assessment, planning for appropriate and effective intervention strategies, services, and benefits included in a rehabilitation plan, monitoring & evaluation of client progress, and follow up and closure. *Frequency*: Every Winter and Summer.

HS 4200 Accountability in Human Services Administration (3 credits)
This course provides an overview of the concept of accountability in Human Services Administration. Students will be introduced to the many ways individuals and agencies are held accountable (i.e., financially, legally, ethically) and the roles stakeholders serve in human services organizations. Special emphasis will be placed on strategies to ensure legal and ethical practices, and to maintain compliance with oversight agencies (i.e., accrediting bodies, grantors, ethical oversight committees, etc.). *Frequency*: Every Winter.

HS 4250 Program Planning and Evaluation (3 credits)
This course provides an overview of the competencies necessary to critically plan, implement and evaluate human service programs. Relevant program evaluation models are reviewed and a primer of quantitative and qualitative research methods is provided. Data collection techniques and the ethics and standards of evaluation practice are also covered. Social and human service trends relevant to program planning are also addressed in order to assist in the development of human service programs to meet future societal needs. *Frequency*: Every Winter.

HS 4800 Directed Study in Applied Human Services I (3 credits)
Students work collaboratively with faculty to create an applied learning experience in the human services. This experience will provide an in-depth look at the operations and organization of human services agencies, program development and evaluation, ethics, communication, supervision, and the myriad issues faced by human services organizations in changing economic and political climates. Students will be supervised by NSU faculty on a weekly basis. *Frequency*: Every Fall

HS 4850 Directed Study in Applied Human Services II (3 credits)
Students work collaboratively with faculty to create an applied learning experience in the human services that builds on the experience and knowledge gained in HS 4800 Directed Study in Applied Human Services I. This experience will provide an in-depth look at the operations and organization of human services agencies, program development and evaluation, fundraising and issues faced by human services organizations in changing economic and political climates and will be supervised by NSU on a weekly basis. *Prerequisites*: HS 3990 or HS 4800 and Approval by the program. *Frequency*: Every Winter.

HS 4995 Supervised Experience in Human Services II (3 credits)
The second component of the field experience will be individually arranged as well and will provide supervised on-site administrative experience (175 hours). Students will select their second choice of Community Based Organization (CBO) and will complete their field experience in this site. These experiences will now provide a hands-on implementation of principles and theory learned as it relates to nonprofit systems, program development and evaluation, fundraising, finance and budget issues faced by nonprofit organizations along with factors that impact change in economic and political climates. Students will be supervised by NSU faculty on a weekly basis. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisite*: HS 3990. *Frequency*: Every Fall and Winter.

HSBS—Social and Behavior Sci

HSBS 2000F Philosophy and Politics in Film (3 credits)
This course provides an introduction to thinking critically about philosophical and political issues by understanding how they can be manifest in popular film. Students will develop greater awareness of how to view film as a vehicle for ideological content. Topics could include, but not be limited to human rights, epistemology, personal identity (including the role of memory), temporality, the philosophy of religion, democratic ideals/plutocratic reality, workers unions, capitalism and gangsterism, the allure of fascism, environmental despoliation, etc. Satisfies general education requirement in Social and Behavioral Sciences.

HSBS 2000L Ideologies of the Twentieth Century (3 credits)
This course will examine the competing great ideologies of the twentieth century - Communism, Fascism, Liberalism and Socialism. After an examination of Liberalism and the ideas of the Enlightenment, students will discuss why Communists, Fascists and Socialists rejected classical Liberalism, with its emphasis upon limited government, the rights of the individual, and free market economics. Students will then consider the characteristics of the societies that anti-liberal thinkers created. Satisfies general education requirements in Social and Behavioral Sciences.

HSBS 2000Q Interpersonal Perception (3 credits)
This course examines the psychological processes involved in our perception of other's behavior, personality, and affective states. The goal of the course is to provide students with a broad survey of the factors that influence the way in which we perceive people, and to give students experience with the methods with which experimental psychology investigates these issues. Readings are from such diverse fields as nonverbal communication, social cognition, empathy, gender studies, cognitive development, and personality psychology. Satisfies general education requirements in Social and Behavioral Sciences. *Prerequisite*: Honors students only. *Frequency*: Less than once every two years.

HSCI—Science

HSCI 1000T Science in the News (3 credits)
This general education honors seminar is designed to give students the ability to see or hear news stories about the latest scientific discoveries and current events in science and assess the importance of these issues in our daily lives. Scientific topics may include but are not limited to: medicine, natural sciences, meteorology, climatology, and physics. This course satisfies general education requirement in Science. *Prerequisite*: Honors students only. *Frequency*: Every Fall.

HSCI 1010F The Physiology of Stress (3 credits)
Using a combination of lectures, peer-reviewed journal articles, group discussions, case studies, and personal evaluations and applications, students will learn about the physiological aspects of stress and its effects on the human body – with emphasis being placed on the physical, hormonal, and neurological aspects of human physiology. Students will be expected to keep a notebook with their personal applications and will be required to present their applications in class. *Frequency*: Even Year Fall.

HSCI 2010H Epidemics: Germs and Their Power over Humanity (3 credits)
Microscopic germs have continually devastated the human population for much of recorded history. Epidemic diseases such as bubonic plague, smallpox, and tuberculosis have not only caused the death of nearly a billion people, they have also done more

to alter the course of human history than any government, person, or battle. Empires have fallen, wars have been decided, city design has been revolutionized, and human interaction has forever changed due to these tiny parasites. This course will systematically review the ten most deadly and influential epidemics and examine their cause, spread, and long-term social, historical, and political effects on humanity. This course satisfies general education requirement in Science. *Prerequisite*: Honors students only. *Frequency*: Every Fall.

HSCI 2020H Backyard Ecology (3 credits)
Biodiversity is a desirable quality in the function and esthetic appreciation of ecosystems. Its decline is worrisome since humans rely on many "free" ecological services provided by functional ecosystems. Scientists have coined the name "Anthropocene" as the recent age in which humans have caused profound alterations to our natural world. The most significant human impacts include habitat destruction and species introductions. Establishing small spaces for wild organisms around our homes can partially offset this impact and associated loss of species from local areas. This course will introduce basic concepts of biology and ecology and encourage the exploration of urban refuges for wild organisms. The documentation of species living near human dwellings and descriptions of their contributions to local ecosystem function forms the backbone of this course. Students may choose to work on campus or near their residence to obtain the required photographic images and/or videos documenting the diversity of life at that location. A presentation at the end of the semester will summarize their findings and provide context for a better understanding of their specific altered ecosystem. *Prerequisites*: Honors students only. *Frequency*: Less than every two years.

HUMN—Humanities

HUMN 1000A Aristotle's Nicomachean Ethics (1 credits)
This one-credit seminar course will introduce students to one of the most widely read and influential works of moral philosophy in the western tradition, Aristotle's Nicomachean Ethics. No previous preparation is presupposed. Pass/Fail Only. *Frequency*: Odd Year Fall.

HUMN 1000B Dante's Inferno (1 credits)
The one-credit seminar course will examine the Inferno, the first and perhaps most well-known section of Dante Alighieri's Divine Comedy. Themes of study will include Dante's religious theories and cosmological philosophy, the motivations, religious and cultural, behind Dante's conceptions of sin and punishment, and the influence that Dante's ideas have had on subsequent writers, thinkers, and the general public. No previous preparation is presupposed. Pass/Fail only. *Frequency*: Even Year Fall.

HUMN 1000C Eliot's Middlemarch (1 credits)
This one-credit seminar course will introduce students to the social and cultural milieu of the Victorian period, through one of the most widely read and influential novels in English literature, George Eliot's Middlemarch. No previous preparation is presupposed. Pass/Fail only. *Frequency*: Even Year Winter.

HUMN 1000D Austen's Emma (1 credits)
This one-credit seminar course will introduce students to the late eighteenth century author, Jane Austen, and one of the most widely read and influential novels in English literature, Emma. No previous preparation is presupposed. Pass/fail only. *Frequency*: Odd Year Winter.

HUMN 1000F Cervantes' Don Quixote (1 credits)
The novel, Don Quixote, by Cervantes, is probably one of the world's most influential and recognized books ever written. The exchanges between the novel's two main characters, Don Quixote and Sancho Panza, will engage students in a story that, while entertaining, makes very profound statements about medieval society, politics, and values. From a critical perspective, the novel occupies a seminal position in the development of modern writing. Through his novel Cervantes reveals the fascination with narrative processes and techniques that have made him an inspiration for many writers of our time. No previous preparation is presupposed. Pass/Fail only. *Frequency*: Odd Year Fall.

HUMN 1000G Shelley's Frankenstein (1 credits)
This one-credit seminar course will examine Mary Shelley's Frankenstein, one of the most seminal works of world literature. Themes of study will include the influence of Shelley's parentage and marriage on her work, scientific theories of the 19th century that influenced the novel, issues of human heroism and frailty, and the ethical concerns that transcended Shelly's own time period. Consideration will also be given to the various ways that the Frankenstein story has manifested itself in popular culture up through the modern era. No previous preparation is presupposed. Pass/fail only. *Frequency*: Even Year Fall.

HUMN 1000I Hume's Enquiry (1 credits)
This one-credit seminar course involves a close reading of a seminal work in early modern philosophy, David Hume's An Enquiry Concerning Human Understanding. No previous preparation is presupposed. Pass/fail only. *Frequency*: Even Year Winter.

HUMN 1000J Descartes' Meditations (1 credits)
This one-credit seminar course involves a close reading of a seminal work in early modern philosophy, Descartes' Meditations on First Philosophy. No previous preparation is presupposed. Pass/fail only. *Frequency*: Odd Year Winter.

HUMN 1000K Woolf's Mrs. Dalloway (1 credits)
This course examines Virginia Woolf's classic novel, Mrs. Dalloway, in light of The Hours, the film adaptation based on Michael Cunningham's re-working of the Dalloway novel. The course will explore Woolf's pioneering use of stream of consciousness/interior monologue, as well as the feminist and existential themes at the heart of Woolf's artistic vision. Comparing it to The Hours encourages students to recognize the enduring values of a classic work within a contemporary frame. No previous preparation is presupposed. Pass/fail only. *Frequency*: Odd Year Fall.

HUMN 1000M Nietzsche's Beyond Good and Evil (1 credits)
This one-credit seminar course will introduce students to one of the most widely read and influential works of philosophy in the western tradition, Nietzsche's Beyond Good and Evil. No previous preparation is presupposed. Pass/Fail only. *Frequency*: Even Year Fall.

HUMN 1000N Plato's Apology (1 credits)
This one-credit seminar course will introduce students to one of the most widely read and influential works of philosophy in the western tradition, Plato's Apology. No previous preparation is presupposed. Students will be graded on a pass/fail basis only. *Frequency*: Even Year Winter.

HUMN 1000P Mill's On Liberty (1 credits)
This one-credit seminar course will introduce students to one of the most widely read and influential works of political philosophy in the western tradition, John Stuart Mill's On Liberty. No previous preparation is presupposed. Students will be graded on a pass/fail basis only. *Frequency*: Odd Year Winter.

HUMN 1000Q Plato's Phaedo (1 credits)
This one-credit seminar course will introduce students to one of the most widely read and influential works of philosophy in the western tradition, Plato's Phaedo. No previous preparation is presupposed. Students will be graded on a pass/fail basis only. *Frequency*: Odd Year Fall.

HUMN 1200 Introduction to World Religions (3 credits)
This course provides an introduction to significant forms of religion around the world, including Hinduism, Buddhism, Confucianism,

Taoism, Shinto, Judaism, Christianity, and Islam, as well as tribal religious traditions and beliefs. The course will focus on the historical development of these faiths, as well as look at the worldview of each of these traditions, to develop a better understanding and appreciation for the diverse religious traditions of the world. *Frequency*: Every Fall.

HUMN 1995 Prior Learning in Foreign Language (1-12 credits)
This course number and prefix indicate award of lower-level undergraduate prior learning credit in foreign language. This course is repeatable up to 12 credits.

HUMN 2200 Introduction to Medical Humanities (3 credits)
This course provides students with an opportunity to explore the relationship between medicine, medical practice, and two or more disciplines within the humanities: the arts, philosophy, history, literature, and cultural studies. Students will assume an active role in discussions, presentations, and other aspects of the course. *Prerequisite*: COMP 1500. *Frequency*: Every Fall.

HUMN 2300 Introduction to World Mythology (3 credits)
This course provides a broad overview of myths from various geographic areas and historical periods, including Egyptian, Mesopotamian, Greek, Roman, Celtic, Germanic, Asian, North and South American, African and Australian traditions. The course emphasizes the importance of myth in world cultures. *Prerequisite*: COMP 1500 or COMP 1500H. *Frequency*: Even Year Fall.

HUMN 2350 Introduction to Folklore (3 credits)
This course explores various definitions of folklore, focusing on the ways that literature, art, music, performance, and religion all contribute to a culture. Students will be exposed to multiple storytelling techniques and how the many disciplines included in the study of folklore can be understood as forms of narration that tell the story of a culture's evolution. Folklore of different ethnographic backgrounds will be covered, including modern American folklore. *Prerequisite*: COMP 1500 or COMP 1500H. *Frequency*: Odd Year Fall.

HUMN 3010 Communication Traditions (3 credits)
This course addresses the role of argument and communication in public discourse. Students will become intelligent consumers of public discourse through learning the traditions of the art of communication from ancient times through the present. Students will study compelling speakers and speeches from rhetorical and philosophical viewpoints. *Prerequisite*: COMP 2000, 2010, or 2020 or COMP 2000H. *Frequency*: Odd Year Winter.

HUMN 3300 Native American Myth and Storytelling (3 credits)
This course will investigate traditional Native American and Inuit (Eskimo) oral narratives, including tales of shamans (medicine men) and tricksters, warriors and corn goddesses. The material will be studied from both native and scholarly perspectives. Students will be exposed to local Native American (i.e. Seminole and Miccosukee) traditions in the course. *Prerequisites*: HUMN 2300 or HUMN 2350 and COMP 2000, 2010, or 2020 or COMP 2000H. *Frequency*: Even Year Winter.

HUMN 3610 The Harlem Renaissance (3 credits)
This course will examine the Harlem Renaissance, the period from the end of World War I and through the middle of the 1930's Depression, during which African-American artists produced a body of work in the graphic arts, poetry, fiction, drama, essay, music, particularly jazz, spirituals and blues, painting, dramatic revues, and others. The notions of racial consciousness will be explored, as well as the common themes of alienation, marginalization, the use of folk material, the use of the blues tradition, and the problems of writing for an elite audience. *Prerequisite*: COMP 2000, COMP 2010, COMP 2020 or COMP 2000H. *Frequency*: Odd Year Winter.

HUMN 3995 Prior Learning in Foreign Language (1-12 credits)
This course number and prefix indicate award of upper-level undergraduate prior learning credit in foreign language. This course is repeatable up to 12 credits.

HUMN 4100 Death and Dying (3 credits)
A multidisciplinary examination of significant topics related to the process of dying and death, such as changing western attitudes toward death, problems and solutions that may arise for those experiencing the dying process (including the dying, family, and friends), the grieving process, and non-western approaches to death and dying. *Prerequisites*: one ARTS, HIST, HUMN, FILM, LITR, PHIL, or THEA course; and COMP 2000, COMP 2010, or COMP 2020 or COMP 2000H. *Frequency*: Every Fall and Winter.

HUMN 4200 Asian Thought (3 credits)
An introduction to the fundamental teachings of significant religious and philosophical systems of Asia, offering a broad overview of such topics as Wu Wei, karma, reincarnation, impermanence, the nature of the mind, the paths of enlightenment, and basic practices such as meditation and compassionate action. *Prerequisites*: one ARTS, FILM, HIST, HUMN, LITR, PHIL or THEA course; and COMP 2000, COMP 2010, or COMP 2020. *Frequency*: Every Winter.

HUMN 4310 The Vampire (3 credits)
This course investigates the development of the vampire tradition in Eastern and Western myth and legend; 19th and 20th century literacy and artistic representations of the vampire; and psychological and medical explanations of the phenomenon. *Prerequisites*: one ARTS, HIST, HUMN, LITR, PHIL, or THEA course; and COMP 2000, COMP 2010, or COMP 2020 or COMP 2000H. *Frequency*: Even Year Winter.

HUMN 4900 Special Topics in the Humanities (3 credits)
Advanced studies in selected cross-disciplinary areas of the humanities, including such topics as comparative religion, death and dying, or popular culture. Specific focus to be announced. May be repeated once for credit, if content changes and with written consent of division director. *Prerequisites*: one ARTS, FILM, HIST, HUMN, LITR, PHIL, or THEA course; and COMP 2000, COMP 2010, or COMP 2020 or ARTS 2300H or HIST 1030H or HIST 1040H or PHIL 3180H. *Frequency*: Even Year Winter.

HUMN 4950 Internship in the Humanities (1-12 credits)
A 10-20 hour per week field or work experience for 16 weeks (or more) in the student's major area of study. Consult academic division for specific details and requirements. *Prerequisite*: cumulative GPA of 2.5 or higher, completion of 60 or more credit hours, and permission of division director. *Frequency*: Every Fall and Winter.

HUMN 4950A Internship in the Humanities (3 credits)
A 10-20 hour per week field or work experience for 16 weeks (or more) in the student's major area of study. Consult academic division for specific details and requirements. *Prerequisite*: cumulative GPA of 2.5 or higher, completion of 60 or more credit hours, and permission of division director. *Frequency*: Every Fall and Winter.

HUMN 4990 Independent Study in Humanities (1-6 credits)
The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. Written consent of instructor and division director required. *Prerequisites*: one ARTS, HIST, HUMN, LITR, or PHIL course; and COMP 2000, COMP 2010, or COMP 2020 or COMP 2000H or ARTS 2300H or HIST 1030H or HIST 1040H or LITR 2010H or LITR 2011H or LITR 2021H or LITR 2030H or LITR 2031H or PHIL 3180H. *Frequency*: Every Fall and Winter.

IENG—IENG-Industrial & Syst Eng

IENG 3010 Principles and Methods of Industrial and Systems Engineering (3 credits)
Topics in this course include systems

engineering methodologies, and processes; conceptual system design; testing; design review; multiple criteria design decisions; and design for reliability. Introduces engineering management and organization principles, team building, leadership, motivation, and quantitative decision making. *Prerequisite*: GENG 2000. *Frequency*: Every Fall.

IENG 3060 Systems Optimization (3 credits)
Introduces mathematical tools applied to system optimization, including problem formulation, identification of decision variables, use of graphical methods, linear programming, concepts of duality, and sensitivity analysis. Applications include transportation, network analysis, project management and other engineering areas. *Prerequisites*: MATH 2200 and MATH 4500. *Frequency*: Every Winter.

IENG 4010 Work Measurement and Human Factors (3 credits)
Topics in this course include work place design and analysis: Human information processing, motor skills, hand tool designs, biomechanics, and work-related injuries. Work measurement, motion analysis, human interface design and response. In addition, muscle fatigue analysis will be utilized as an quantitative method for ergonomic assessment. *Prerequisites*: GENG 2050 and GENG 3000. *Frequency*: Every Fall.

IENG 4020 Analysis of Production Systems and Facility Design (3 credits)
Topics in this course include tools and approaches for design and analysis of production systems including strategy, aggregate planning, inventory, location, layout, scheduling, forecasting, and production control systems. *Prerequisites*: GENG 2050 and GENG 2070 and GENG 3000. *Frequency*: Every Fall.

IENG 4065 Discrete System Modeling (3 credits)
Topics in this course include simulation with emphasis on discrete event models. Model building, data integration, verification and validation, statistical analysis of simulation results, and applications to engineering problems. *Prerequisites*: MATH 4500 and GENG 2050 and GENG 2070. *Frequency*: Every Winter.

INB—International Business

INB 3550 International Business (3 credits)
Surveys the legal and cultural environment of international business; the international financial system; management of international operations; personnel and labor relations; international marketing; international economics, trade, and finance; multinational enterprise; and international accounting. *Prerequisite*: ECN 2025. *Frequency*: Every Fall and Winter.

INB 4300 Export/Import Trade (3 credits)
Studies the management of the export/import department, including government regulations affecting imports; financing, insuring, transporting, and marketing of exported or imported raw materials and finished products; methods of purchasing foreign products and selling domestic goods abroad; joint marketing; licensing; and distributor relations. *Prerequisite*: MKT 3320. See Department Chair. *Frequency*: Fall.

INB 4600 International Management (3 credits)
Explores the context of international management and the organization of multinational firms. Topics include organizational problems in international operations, international financial management, international personnel management, relations with host governments, and comparative management. *Prerequisite*: INB 3550. *Frequency*: Every Fall and Winter.

INDS—INDS-Interdisciplinary Studies

INDS 2901 Interdisciplinary Reading Seminar (1 credits)
The interdisciplinary studies reading seminar is designed to provide focused study on one selected text. Under faculty leadership, INDS students will read and discuss the text in small groups. Students will take a leadership role to prepare discussions. Texts will be selected on a semester-by-semester basis with a view to the highlighting an interdisciplinary approach to our understanding of our world and the society we live in. Instructors will use debate and discussion around the reading to help students select the minor concentrations they wish to pursue for the major. *Prerequisite*: None. *Frequency*: Every Fall and Winter.

INST—International Studies

INST 1500 Global Issues (3 credits)
This course examines some of the increasingly complex and diverse issues confronting humanity. It examines the great diversity of opinion that people hold on important global issues, such as population, natural resource utilization, development, human rights, and values. Students may not receive credit for both INST 1500 and GLBS 1500. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Fall and Winter.

INST 1500H Global Issues Honors (3 credits)
This course examines some of the increasingly complex and diverse issues confronting humanity. It examines the great diversity of opinion that people hold on important global issues, such as population, natural resource utilization, development, human rights, and values. Students may not receive credit for both INST 1500H and GLBS 1500H. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisite*: Honors students only.

INST 2000 International Political Economy (3 credits)
This course is an examination of the intersection of the political and economic worlds. Although these worlds are often presented as self-contained spheres, the reality is that politics and economics are inherently intertwined. This course focuses on the post-World War II era and the processes often described as "globalization." We begin by introducing the competing theoretical perspectives that scholars and policymakers use to understand and explain international political economy. We will also identify and examine the roles that the three main actors (states, markets, and corporations) play in our increasingly globalized world and how their roles have shifted and changed since 1945. Throughout the course we will focus on several larger themes concerning international political economy, including the following: What exactly do we mean by "globalization"? What role have states and corporations played in facilitating globalization? What institutions have been created to implement and manage globalization? And perhaps most important: Who have been the winners and losers under globalization? *Frequency*: Every Year Winter

INST 4950 Internship in International Studies (3 credits)
A 10-20 hour per week field or work experience for 16 weeks (or more) in the student's major area of study. Consult academic division for specific details and requirements. *Prerequisite*: cumulative GPA of 2.5 or higher, completion of 60 or more credit hours, and permission of department chair. *Frequency*: Every Fall and Winter.

INST 4990 Independent Study in International Studies (1-12 credits)
The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. Written consent of instructor and division director required. *Prerequisites*: One INST course and COMP 2000, 2010, or 2020. *Frequency*: Every Fall and Winter.

ISM—Information Systems Mgmt.

ISM 3660 Management Information Systems (3 credits)
Information and communication technologies and their application in business processes are essential components of today's global business environment. This course explores the use of computers in business, as well as database management and information system fundamentals. The use of these systems to build customer relationships are

also discussed. *Frequency*: Every Fall and Winter.

LED—Leadership

LED 3000 Introduction to Leadership (3 credits)
Welcome to Introduction to Leadership! This course is designed to introduce students to major leadership concepts and demonstrate effective application of the theoretical knowledge to real world business environment. Upon the completion of the course, students are expected to develop a comprehensive knowledge of leadership principles and acquire an understanding of current challenges and opportunities associated with this particular competency. Through interactive discussions, case analysis and practical applications, students will develop a working knowledge of relevant leadership skills and behaviors. *Frequency*: Every Fall and Winter.

LED 3200 Creativity and Work Performance (3 credits)
This course will address the tools and techniques that individuals and organizations use to increase their creative capacity and work place applications. The focus will be on creative behaviors and the value creativity brings to all types of organizations from entrepreneurial businesses to large companies, from hospitals to law offices, from solo practitioners to government agencies and not for profits. Creative leaders such as Steve Jobs, Robert Johnson and Marissa Mayer will be discussed. The influence of both individual and team creativity on organization success will be considered. The course will be offered in a seminar format and will include many experiential learning activities, including work at an international innovative company. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Fall.

LED 4300 Situational Leadership (3 credits)
This course presents the concepts of leadership style and follower readiness using the Situational Leadership model developed by Paul Hersey. The importance of matching leadership style with follower readiness through a task-specific diagnosis is also presented. Situational Leadership will aid students in appreciating how their own leadership style affects others whenever they try to influence anyone within their organizations or in other aspects of their lives. *Prerequisite*: LED 3000 or RAZR 3000. *Frequency*: Every Fall.

LEGS—Legal Asst/Paralegal

LEGS 1150 Introduction to Law and the Legal Profession (3 credits)
Topics will include the structure and decisional processes of the American legal system, sources of law, methods of dispute resolution, the roles of the attorney and the legal assistant, legal analysis, interviewing techniques and ethics for legal assistants. This course is not required for those students who have taken LGST 2500. *Frequency*: Every Fall and Winter.

LEGS 2100 Legal Research and Writing I (3 credits)
Students will study primary and secondary sources of law, obtain legal research and writing skills, learn how to use a law library, and obtain computer-assisted legal research training. *Frequency*: Every Fall.

LEGS 2200 Computer Applications for the Legal Profession (3 credits)
Theory and application of programs for computers that are used in the legal profession. Hands-on experience with microcomputers and specialized software utilized by the legal profession. *Frequency*: Every Winter.

LEGS 3050 Criminal Law and Procedure (3 credits)
This course covers the study of both substantive criminal law and criminal procedure for the paralegal student. Students will learn the elements of major crimes and defenses. Students also will examine the constitutional aspects of criminal procedure, including searches, seizures and arrests; interrogation; the pretrial process; trial; sentencing; and appeal. *Prerequisite*: LEGS 1150 or LGST 2500. *Frequency*: Every Winter.

LEGS 3260 Real Estate Practice I (3 credits)
Topics will include interests in real property, contracts, deeds, mortgages and other encumbrances, mortgage foreclosures, title searches, title insurance, and leases. Students will prepare closing documents for a residential real estate transaction. *Prerequisite*: LEGS 1150 or LGST 2500 or MGT 2150. *Frequency*: Every Fall.

LEGS 3300 Torts and Civil Litigation (3 credits)
This course covers tort law, including such topics as intentional torts, negligence, strict liability, products liability, defamation, and defense to torts. Students also will examine the civil litigation process, including evidence, the rules of civil procedure, discovery, jury selection, and pre-trial work. Students will prepare pleadings and pre-trial discovery. *Prerequisite*: LEGS 1150 or LGST 2500. *Frequency*: Every Fall.

LEGS 3360 Wills, Trusts, and Estates I (3 credits)
Topics will include intestacy, wills, trusts, living wills, will substitutes, probate, estate administration, and estate and gift taxes. Students will prepare wills and estate administration documents. *Prerequisites*: LEGS 1150 or LGST 2500. *Frequency*: Every Winter.

LEGS 3400 Business Relations and Organizations (3 credits)
Topics will include contracts (the essential elements, defenses to enforceability, third party beneficiaries, and assignments), the Uniform Commercial Code, sole proprietorships, general and limited partnerships, and corporations. *Prerequisite*: LEGS 1150 or LGST 2500. *Frequency*: Every Winter.

LEGS 3550 Family Law (3 credits)
Topics will include prenuptial and postnuptial agreements, marriage, dissolution, equitable distribution, alimony, shared parental responsibility, child support, property settlement agreements, adoption, and paternity and juvenile law. *Prerequisite*: LEGS 1150 or LGST 2500. *Frequency*: Every Fall.

LEGS 3600 Federal Privacy Law (3 credits)
As information technology advances, the legal issues surrounding information privacy, data collection, data retention, data access, and data disclosure grow increasingly complicated. This course will explore information privacy and security issues arising from technological change and resulting shifts in societal perceptions of individual privacy, including how private and government actors electronically gather data, what type of data is gathered (personally identifiable information, biometric data, geolocation data, intimate personal details), and how such data is compiled, shared, bought, and sold across private industry data platforms and government electronic databases. The course overviews the current legal regime in the United States meant to address such issues.

LEGS 3601 Introduction to Intellectual Property (3 credits)
This course will survey the protection of proprietary rights in inventions, writings, creative expression, trade secrets, and other intangible intellectual right by federal patent, copyright, trademark and unfair competition law, publicity rights, and by state trade secrecy and unfair competition law. Intangible assets have become some of the most valuable assets of corporate and nonprofit enterprises. These regimes shape primary research for education, science, and industry. A central theme will be the challenges to traditional legal paradigms posed by new science and technology and the shift to an information-based economy.

LEGS 3602 Social Values for Law, Science, and Technology (3 credits)
This course presents law as an evolving social institution, with special emphasis on the legal regulation of business, science, and technology in the context of social values. It considers basic concepts of law and legal process, in the

U.S. and other legal systems, and introduces the fundamentals of rigorous legal analysis. Topics include legal, ethical, and moral issues in software development, advertising and pricing; financial management; corporate responsibility; product safety; and decision-making across borders and cultures.

LEGS 3603 Electronic Commerce and Digital Trade (3 credits)
The course will explore the structure, electronic commerce, online payment systems, and Internet-of-Things products and services. Topics will include the legal, regulatory and policy implications of internet commerce, marketing, sales, distribution, digital currencies, online payment systems, and social interaction. The legal policy framework governing the overlapping jurisdiction of state laws, FTC regulations, international treaties, and related governance of business on the Internet and through digital technologies.

LEGS 3604 Cyber Law and Modern Mass Communications Policy (3 credits)
This course will explore the development, regulation and governance of the Internet as a transnational, content, distribution and communications platform. Topics will include the legal, regulatory and policy implications of internet communications, social interaction in the U.S. and abroad. The legal and policy framework governing privacy, free speech, social media, national security, copyright, trademark, network ownership and access, private versus public regulation of cyberspace, jurisdiction and related topics will be examined to provide a foundational basis for contextualizing the legal intersections in our electronic lives.

LEGS 4050 Advanced Practices in Criminal Law (3 credits)
This course is designed to expand on the knowledge gained in the student's study of Criminal Law. It will review past landmark cases as well as current criminal cases faced by the courts and counsel. The course will evaluate the criminal cases from an historical and Constitutional background to include the rights and procedures when charging a person with a crime, procedural rights and protections at trial, and post-conviction rights. Students will interpret and justify legal arguments from both the prosecution and defense perspective. The course will also identify a variety of Criminal Law issues including: forensic evidence, sentencing, ethics, the death penalty, and recent case law applied in the criminal justice system. *Prerequisites*: LEGS 1150 or LGST 2500; and LEGS 2100 or LGST 4000; and LEGS 3050. *Frequency*: Even Year Winter.

LEGS 4060 Debtor and Creditor Relations (3 credits)
Topics will include the following: the bankruptcy process and alternative remedies; secured parties under the Uniform Commercial Code; judgment liens; locating debtors' property; enforcement of judgments by way of garnishment, attachment, and replevin; and exempt property. *Prerequisites*: LEGS 1150 or LGST 2500. *Frequency*: Even Year Fall.

LEGS 4110 Legal Research and Writing II (3 credits)
This course will commence with a review of all basic primary and secondary sources. Florida research tools and special topical reference materials will also be covered. Advanced training in computer-assisted legal research will be provided. Legal writing will be emphasized. There will be a variety of written work ranging from everyday correspondence to memoranda of law. *Prerequisites*: LEGS 2100 or LGST 4000. *Frequency*: Every Winter.

LEGS 4270 Real Estate Practice II (3 credits)
Topics will generally be chosen from among the following: title problems, mortgage foreclosures, landlord-tenants, commercial real estate transactions, condominiums, construction liens, and environmental matters. *Prerequisites*: LEGS 3260. *Frequency*: Every Fall.

LEGS 4310 Advanced Litigation (3 credits)
This course will commence with a review of all basic primary and secondary sources. Florida research tools and special topical reference materials will also be covered. The following topics under the Florida Rules of Civil Procedure will be covered: pleadings, service of process, parties, default, dismissals, discovery in all of its forms, the trial stage, judgments, and post-judgment relief. Students will work on civil cases in several areas of law, where they will apply many of the procedural rules that they have studied. *Prerequisites*: LEGS 3300. *Frequency*: Every Fall.

LEGS 4370 Wills, Trusts, and Estates II (3 credits)
Topics will generally be chosen from among the following: probate litigation, mechanisms to transfer property, will and trust drafting, homestead, and federal estate and gift tax system, the Florida estate tax, and preparation of federal estate and gift tax returns. *Prerequisites*: LEGS 3360. *Frequency*: Every Winter.

LEGS 4410 Corporate Regulation and Change (3 credits)
Topics will include the following: capitalization, debt and equity financing, federal and state securities regulation, mergers, asset and stock acquisitions, reorganizations, and drafting corporate documents. *Prerequisites*: LEGS 1150 or LGST 2500; and LEGS 2100 or LGST 4000; and LEGS 3400. *Frequency*: Every Winter.

LEGS 4470 Emerging Technologies and the Legal Profession (3 credits)
This course covers emerging technologies and their impact on the legal profession. Topics covered will include an overview of the Internet, conducting legal research on the Internet, electronic filing with government agencies and the courts, "non-legal" Web sites with legal-specific applications, using email in law practice, legal trends on the Internet, ethical issues pertaining to emerging technologies, and law as applied to computers and other technology. *Prerequisites*: LEGS 1150 or LGST 2500. *Frequency*: Even Year Fall.

LEGS 4560 Elder Law (3 credits)
Topics will include the following: incapacity; types of guardians; guardianship practice and procedure; alternatives to guardianships, such as durable powers of attorney, trusts, health care surrogates, and representatives payers; government benefits such as Social Security, Medicare, and Medicaid; and housing options such as " reverse mortgages," life care contracts, adult congregate living facilities, and nursing homes. *Prerequisites*: LEGS 1150 or LGST 2500; and LEGS 2100 or LGST 4000. *Frequency*: Odd Year Fall.

LEGS 4600 Pleadings and the Courts (3 credits)
This advanced course focuses on the paralegal's role in discovery procedure and trial practice as it relates to civil and criminal actions through a transactional approach. The course will focus on state rules of civil and criminal procedures in the drafting of legal pleadings required for each area of the law. Students will be involved in preparing materials for a hypothetical trial. *Prerequisites*: LEGS 1150 or LGST 2500; and LEGS 2100 or LGST 4000. *Frequency*: Odd Year Winter.

LEGS 4700 Immigration Law (3 credits)
This course provides students with a foundation in the underlying policies and basics of immigration and nationality law. Topics include immigrant and nonimmigrant visa categories, citizenship and nationality, removal proceedings, and asylee and refugee status. Emphasis is placed on applying legal principles to practical situations by working on hypothetical immigration client files, including preparation of forms to be filed with the United States Citizenship and Immigration Services. *Prerequisites*: LEGS 1150 and LEGS 2100. *Frequency*: Even Year Winter.

LEGS 4800 Advanced Practicum in Paralegal Studies (3 credits)
This advanced practicum simulates a law office environment in which students work for senior and junior law partners in a generalized law practice. This experiential approach is designed to integrate and apply substantive law, procedural application and legal computer application drawing on materials in a variety of legal areas including but not limited to civil

litigation, real estate, estate planning, family law, legal research, criminal law, contracts and corporate law. Students take this course in the last semester of their paralegal studies curriculum. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisites*: LEGS 2100 and LEGS 3050 and LEGS 3210 or LEGS 2200 and LEGS 3260 and LEGS 3300 and LEGS 3360 and LEGS 3400 and LEGS 3550. *Frequency*: Every Winter.

LEGS 4900 Special Topics in Paralegal Studies (3 credits)
The subjects covered by this course will generally be chosen from among the following: administrative law; alternative dispute resolution; employment law; health law; immigration law; insurance law; international law; and patents, trademark, and copyright law. *Prerequisites*: LEGS 1150 or LGST 2500; and LEGS 2100 or LGST 4000.

LEGS 4950 Internship in Paralegal Studies (3 credits)
A 20-hour per week work experience for 16 weeks in the student's major area of study at an internship site registered with the paralegal studies program as an approved site. Consult academic division for specific details and requirements. *Prerequisites*: cumulative GPA of 2.5 or higher, completion of 36 or more credit hours, and permission of paralegal coordinator. Students may take a maximum of two internships, which must be taken at different internship sites. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Upon Request; see department chair.

LEGS 4950A Internship A in Paralegal Studies (3 credits)
A 20-hour per week work experience for 16 weeks in the student's major area of study at an internship site registered with the paralegal studies program as an approved site. Consult academic division for specific details and requirements. *Prerequisites*: cumulative GPA of 2.5 or higher, completion of 36 or more credit hours, and permission of paralegal coordinator. Students may take a maximum of two internships, which must be taken at different internship sites. *Frequency*: Every Fall and Winter.

LEGS 4950B Internship B in Paralegal Studies (3 credits)
A 20-hour per week work experience for 16 weeks in the student's major area of study at an internship site registered with the paralegal studies program as an approved site. Consult academic division for specific details and requirements. *Prerequisites*: cumulative GPA of 2.5 or higher, completion of 36 or more credit hours, and permission of paralegal coordinator. Students may take a maximum of two internships, which must be taken at different internship sites. *Frequency*: Every Fall and Winter.

LGST—Legal Studies

LGST 2500 Introduction to Legal Studies (3 credits)
This course provides an introduction to the structure and basic decisional processes of the American legal system, as well as a study of the historical and social development of the legal profession in America from the colonial period to the present. Particular focus is on examination of the central issues and processes of the legal system from the perspective of their everyday working relationships and how courts work. *Prerequisite*: COMP 1500 or COMP 1500H. *Frequency*: Every Fall and Winter. This is an experiential learning course that satisfies one (1) Experiential Education and Learning (ExEL) unit.

LGST 2800 Mock Trial (3 credits)
This course is directed at preparing students to participate in the experiential learning exercise of Mock Trial. Students will learn how to prepare a case, the rules of evidence, how to make and respond to legal objections, how to conduct direct and cross examinations, how to lay a foundation for expert witness testimony and exhibits, and how to deliver opening statements and closing arguments. The course concludes with either a multi-day in class trial or in participation at a regional Mock Trial scrimmage with other universities. This is a pass/fail course. *Frequency*: Fall.

LGST 3350 Environmental Law and Policy (3 credits)
This course analyzes environmental quality in terms of law and policy. Specific public policy issues are surveyed to develop alternative approaches for dealing with ecological problems and for illustrating the power of public opinion. This course also provides an understanding of the norms and institutions that comprise national and international environmental law. Specific topics considered include air pollution and protection of the atmosphere, hazardous waste, endangered species, the global commons, and laws of the sea. Statutes, regulations, and judicial decisions are emphasized to provide an overall analysis of environmental law. *Prerequisite*: COMP 2000, COMP 2010, or COMP 2020 or COMP 2000H. *Frequency*: Every Winter.

LGST 3400 Comparative Legal Systems (3 credits)
A study of the interrelationship between cultures and legal systems; how legal systems develop as a response to, and expression of, the cultures from which they derive. *Prerequisite*: COMP 2000, 2010, or 2020 or COMP 2000H. *Frequency*: Every Winter.

LGST 4000 Legal Research and Trial Advocacy (3 credits)
Students will learn legal research and writing skills, as well as the basics of case preparations, courtroom strategy and presentation, and legal argumentation. Library and Internet primary and secondary legal resources will be utilized, and legal memoranda and research skill exercises will be required. The students will create a trial notebook of their research and writing work, which they will then present in a mock trial/appellate setting. *Prerequisites*: LGST 2500 and COMP 2000, COMP 2010, or COMP 2020 or COMP 2000H. *Frequency*: Winter.

LGST 4200 Crime and the Constitution (3 credits)
This course focuses on the study of the 4th, 5th, and 6th amendments and their relationship to criminal procedure. Additional emphasis will be on the 8th amendment and the death penalty. *Prerequisites*: LGST 2500 and COMP 2000 or 2020 or COMP 2000H. *Frequency*: Even Year Fall.

LGST 4270 Judicial Politics and Process (3 credits)
This class will examine both the formal and informal practices and rules that shape the American judicial system. Using a political science/legal anthropology approach, it will ask who uses the courts, why they use the courts, and what they hope to achieve. In doing so, it will seek to assess the effectiveness of American justice by analyzing such topics as the formal structures of the American judicial system and the judicial appointment, socialization, and the decision-making process. *Prerequisite*: LGST 2500 and COMP 2000, COMP 2010 or COMP 2020 or COMP 2000H. *Frequency*: Odd Year Fall.

LGST 4310 Individual Rights and the Law (3 credits)
A study of the crucial role the Supreme Court has played in the expansion and diminution of the rights of individuals. This course focuses on civil rights issues (discrimination on the basis race, sex, etc.) and the rights of the individual to privacy. *Prerequisites*: LGST 2500 and COMP 2000 or 2020 or COMP 2000H. *Frequency*: Odd Year Fall.

LGST 4350 Gender and the Law (3 credits)
This course analyzes the relationship between gender and law by examining theoretical constructions of gender and how they have been challenged by and reinforced through law. Case law, secondary legal material, and theoretical analyses of gender are utilized to explore the basic understandings and responses encoded in law to issues raised by gender.

LGST 4400 Special Topics in Legal Studies (3 credits)

Special Topics in Legal Studies: This course examines selected topics in legal studies. Topics vary each semester. This course may be repeated once for credit, if content changes and with departmental approval. *Frequency*: Odd Year Winter

LGST 4410 International Law (3 credits)
An introduction to basic legal principles governing relations between nations. Topics include recognition of states, jurisdiction, human rights, treaties and agreements, law of the sea and claims against nations. *Prerequisites*: one LGST course; and COMP 2000, COMP 2010, or COMP 2020. *Frequency*: Every Winter.

LGST 4420 War Crimes (3 credits)
This course focuses on the issue of war crimes as well as trials of war criminals during the last hundred years. Students will consider the development and evolution of the law particularly as it relates to the definition of war crimes, genocide, ethnic cleansing, and crimes against humanity. Students will examine key historical trials as well as consider how war crimes doctrines are being applied currently in national and international venues. *Prerequisite*: one LGST course and COMP 2000 or 2020 or COMP 2000H. *Frequency*: Even Year Winter.

LGST 4500 Chinese Law and Society (3 credits)
This course focuses on China and its recent past, and it uses the central theme in law and society studies — the tensions between the law on the books and the law in action — to explore how the Chinese legal system interacts with its economy, culture, customs, and politics. It provides a historical overview on the legal transitions between imperial and modern China, focuses on the legal system that has been in place since China's "reform and opening" in the late 1970s, and examines relations between mainland China, Hong Kong, and Taiwan from the perspective of law. The course will also consider the role of law in social issues, such as gender and family. *Frequency*: Odd Year Fall.

LGST 4950 Internship in Legal Studies (1-12 credits)
A 10-20 hour per week field or work experience for 16 weeks (or more) in the student's major area of study. Consult academic division for specific details and requirements. *Prerequisites*: cumulative GPA of 2.5 higher, completion of 60 or more credit hours, and permission of division director. *Frequency*: Every Fall and Winter.

LGST 4950A Internship in Legal Studies (A) (3 credits)
A 10-20 hour per week field or work experience for 16 weeks (or more) in the student's major area of study. Consult academic division for specific details and requirements. *Prerequisites*: cumulative GPA of 2.5 or higher, completion of 60 or more credit hours, and permission of division director. *Frequency*: Every Fall and Winter.

LGST 4990 Independent Study in Legal Studies (1-3 credits)
The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. *Prerequisites*: one LGST course and written consent of instructor and division director. *Frequency*: Every Fall and Winter.

LITR—Literature

LITR 2010 British Literature I (3 credits)
A survey of major literary movements and writers, from Old English through the 18th century. The course examines themes common to various historical periods. *Prerequisite*: COMP 1500 or COMP 1500H. *Frequency*: Every Fall.

LITR 2011 British Literature II (3 credits)
A survey of major literary movements and writers, from the Romantic period through the present. The course examines themes common to various historical periods. *Prerequisite*: COMP 1500 or COMP 1500H. *Frequency*: Every Winter.

LITR 2020 American Literature I (3 credits)
A survey of American literature from the colonial period through the Civil War, emphasizing major authors and identifying themes common to various historical periods. *Prerequisite*: COMP 1500 or COMP 1500H. *Frequency*: Every Fall.

LITR 2020H American Literature I Honors (3 credits)
A survey of American literature from the colonial period through the Civil War, emphasizing major authors and identifying themes common to various historical periods. *Prerequisite*: COMP 1500. Honors students only. *Frequency*: Odd Year Fall.

LITR 2021 American Literature II (3 credits)
A survey of American literature from the end of the Civil War through the present, emphasizing major authors and identifying themes common to various historical periods. *Prerequisite*: COMP 1500 or COMP 1500H. *Frequency*: Every Winter.

LITR 2021H American Literature II Honors (3 credits)
A survey of American literature from the end of the Civil War through the present, emphasizing major authors and identifying themes common to various historical periods. *Prerequisites*: COMP 1500 or COMP 1500H; Honors students only. *Frequency*: Even Year Winter.

LITR 2030 World Literature I (3 credits)
A survey of selected masterpieces by international writers from antiquity through the Renaissance, emphasizing the evolution of world culture. *Prerequisite*: COMP 1500 or COMP 1500H. *Frequency*: Every Fall.

LITR 2030H World Literature I Honors (3 credits)
A survey of selected masterpieces by international writers from antiquity through the Renaissance, emphasizing the evolution of world culture. *Prerequisite*: COMP 1500 or COMP 1500H. Honors students only. *Frequency*: Even Year Fall

LITR 2031 World Literature II (3 credits)
A survey of selected masterpieces by international writers from the 17th century through the 20th century, emphasizing the evolution of world culture. *Prerequisite*: COMP 1500 or COMP 1500H. *Frequency*: Every Winter.

LITR 2031H World Literature II Honors (3 credits)
A survey of selected masterpieces by international writers from the 17th century through the 20th century, emphasizing the evolution of world culture. *Prerequisites*: COMP 1500 or COMP 1500H; Honors students only. *Frequency*: Odd Year Winter.

LITR 2110 Detective Fiction (3 credits)
A study of the literary sub-genre of detective fiction through the reading of important short fiction and novels by such authors as Poe, Doyle, Christie, Chandler, and Hammett. *Prerequisite*: COMP 1500 or COMP 1500H. *Frequency*: Every Fall.

LITR 2120 Science Fiction and Fantasy Literature (3 credits)
A study of science fiction and fantasy literature from the 18th-century to the present. May include a variety of genres of speculative fiction, from traditional sci-fi and fairy tales to supernatural fiction and cyberpunk. *Prerequisite*: COMP 1500 or COMP 1500H. *Frequency*: Every Winter.

LITR 2130 Contemporary Memoir (3 credits)
A detailed study of the contemporary memoir by reading representative works in English with particular focus on the origins and development of ?New Autobiography.? *Prerequisite*: COMP 1500 or COMP 1500H. *Frequency*: Every Fall.

LITR 2140 Latino Identities (3 credits)
This course will explore and analyze contemporary literature by U.S. based Latino/a authors, and the forms, traditions, and issues unique to this literature. Emphasis will be on similarities and differences in the

experiences in the United States among different Latino/a groups, including but not limited to Mexican-Americans, Puerto Ricans, Cuban-Americans and Dominican-Americans. Some topics to be discussed include identity formation; race, ethnicity, gender, sexuality, and class; bilingualism and code-switching; and the experiences of immigration and exile. *Prerequisite*: COMP 1500 or COMP 1500H. *Frequency*: every winter

LITR 3040 Women in Literature (3 credits)
Works will be studied to acquaint students with the rich and extensive contributions of women to the various literary genres (autobiography, poetry, fiction). *Prerequisites*: one LITR course; and COMP 2000, COMP 2010, or COMP 2020. *Frequency*: Even Year Fall.

LITR 3060 History and Structure of the English Language (3 credits)
A study of the structure and development of the English language from Old English to Modern English, including changes in word forms, meaning and sounds, syntax and grammar. *Prerequisites*: one LITR course; and COMP 2000, COMP 2010, or COMP 2020. *Frequency*: Every Fall.

LITR 3400 Literature and Science (3 credits)
This course explores the relationship between literature and diverse branches of the modern sciences, including medicine, environment, and technology. Using critical perspectives from the humanities, the course examines the history of literature and science studies; literary imaginings and expressions of scientist-writers; and the use of literary devices (e.g. metaphor, analogy, and narration) in scientific discourses. *Frequency*: Odd Year Winter.

LITR 3510 Irish Literature (3 credits)
A study of Irish and Celtic literatures, focusing on early Irish myth and medieval literature translated from Gaelic, the literature of the Irish Renaissance in the early 20th century, and contemporary Irish poetry and prose. *Prerequisites*: one LITR course; and COMP 2000, COMP 2010, or COMP 2020 or COMP 2000H. *Frequency*: Odd Year Winter.

LITR 3520 African-American Literature (3 credits)
A study of African-American literature, from slave narratives to modern African-American poetry and prose. *Prerequisites*: one LITR course; and COMP 2000, COMP 2010, or COMP 2020 or COMP 2000H. *Frequency*: Odd Year Fall.

LITR 3530 Caribbean Literature (3 credits)
A study of Caribbean literature from early post-Colombian literature, such as slave narratives and travel writing, to modern Caribbean poetry and prose. The emphasis is on literature written in English, but the course includes works that have been translated into English from other languages, including French and Spanish. This course provides an introduction to the literature of the Caribbean and a framework for studying that material. *Prerequisites*: one LITR course; and COMP 2000, COMP 2010, or COMP 2020 or COMP 2000H. *Frequency*: Even Year Fall.

LITR 3540 Latin American Literature (3 credits)
A survey of Latin American literature in translation. *Prerequisite*: one LITR course; and COMP 2000, COMP 2010, or COMP 2020 or COMP 2000H. *Frequency*: Even Year Winter.

LITR 3620 Studies in Poetry (3 credits)
A detailed study of the genre of poetry through the reading of important works on various periods and countries from the ancient through the modern era, focusing on the main poetical categories of epic, lyric, and dramatic poetry. *Prerequisites*: one LITR course; and COMP 2000, COMP 2010, or COMP 2020 or COMP 2000H. *Frequency*: Odd Year Winter.

LITR 3630 Studies in the Novel (3 credits)
A detailed study of the novel through the reading of important works of various periods and countries from the 18th century through the modern era. *Prerequisites*: one LITR course; and COMP 2000, COMP 2010, COMP 2020 or COMP 2000H. *Frequency*: Odd Year Fall.

LITR 3640 Studies in Drama (3 credits)
A detailed study of drama through the reading of important works of various periods and countries from the ancient through the modern era. *Prerequisites*: one LITR course; COMP 2000, COMP 2010 or COMP 2020 or COMP 2000H. *Frequency*: Even Year Winter.

LITR 3660 Young Adult Literature (3 credits)
A study of the genre of literature written for, marketed to, and taught to young adults (primarily ages 12-17), examining relevant themes, motifs, and pedagogical strategies involved with such literature. *Prerequisites*: one LITR course; COMP 2000, COMP 2010, or COMP 2020 or COMP 2000H. *Frequency*: Even Years Fall.

LITR 4050 Literary Criticism and Theory (3 credits)
This course introduces students to critical approaches to literature and explores the potential usefulness of theoretical constructs in examining literary texts. *Prerequisites*: one LITR course; and COMP 2000, COMP 2010, or COMP 2020. *Frequency*: Every Winter.

LITR 4060 Critical Theories and Gender (3 credits)
This course introduces students to contemporary feminist criticism and gender theory from Simone de Beauvoir to the present and explores the potential usefulness of theoretical constructs in examining literature. *Prerequisites*: one LITR course; and COMP 2000, COMP 2010, COMP 2020, or COMP 2000H. *Frequency*: Even Year Winter.

LITR 4510 King Arthur (3 credits)
This course traces the origins and development of the legend of King Arthur, Queen Guinevere, and the Knights of the Round Table from the 5th to the 21st century. *Prerequisites*: one LITR course; and COMP 2000, COMP 2010, or COMP 2020. *Frequency*: Odd Year Winter.

LITR 4760 Major Authors (3 credits)
This course will examine the life and work of an influential single literary author from a range of critical perspectives, using a variety of selections from the author's work. *Prerequisite*: one LITR course; and COMP 2000 or COMP 2000H or COMP 2020. *Frequency*: Every Winter.

LITR 4900 Special Topics in Literature (3 credits)
Topics, which vary from year to year, may include a history of literary criticism, a study of literature in relation to a specific field (politics, law, science), an exploration of a particular form of literature (travel literature, autobiography, etc.), or theme (literature and the city, literature and the self), or an interdisciplinary approach to a particular era. Specific focus to be announced. May be repeated once for credit, if content changes and with written consent of division director. *Prerequisites*: one LITR course; and COMP 2000, COMP 2010, COMP 2020 or COMP 2000H. *Frequency*: Odd Year Winter.

LITR 4990 Independent Study in Literature (1-3 credits)
The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. Written consent of instructor and department chair required. *Prerequisites*: one LITR course; and COMP 2000 or COMP 2000H or COMP 2020. *Frequency*: Every Fall and Winter.

MATH—Mathematics

MATH 1000 Essential Mathematics (3 credits)
This course is designed to provide a brief review of basic computational skills in fractions, decimals, and rational numbers. It expands into a comprehensive study of introductory algebra including: variable expressions, linear equations and inequalities, polynomials, exponents, algebraic word problems, factoring, and quadratic equations. This course has been exempted from the requirements of the Writing Across the Curriculum policy. *Frequency*: Every Fall and Winter.

MATH 1009 Prior Learning Credit in

Mathematics (1-12 credits)
This course number and prefix indicate award of lower-level undergraduate prior learning credit in mathematics which does not meet the general education math requirements. This course is repeatable up to 12 credits. *Prerequisite*: approval of chair. *Frequency*: Transfer Credit Only.

MATH 1030 Intermediate Algebra (3 credits)
This course is designed for students who have had some algebra. Topics include: algebraic expression and real numbers; linear equations and inequalities in one and two variables; quadratic equations; polynomials and factoring; graphs of basic functions; systems of linear equations; and applications. This course has been exempted from the requirements of the Writing Across the Curriculum policy. *Prerequisite*: MyMathTest Challenge Exam Level 1 score of 70 or higher or MATH 1000. *Frequency*: Every Fall and Winter.

MATH 1040 Algebra for College Students (3 credits)
This course is designed to provide students with a full range of algebra skills. Topics include: graphs of functions and relations; inverse functions; rational and radical expressions; linear, quadratic, and rational functions; absolute value and radical functions; properties and graphs of exponential and logarithmic functions and applications. This course has been exempted from the requirements of the Writing Across the Curriculum policy. Pre-Requisites: MyMathTest Challenge Exam Level 2 score of 70 or higher or MATH 1030.

MATH 1050 Concepts in Geometry and Logic (3 credits)
This course is designed to meet the general education requirements for only those students intending to enter education majors. The course addresses essential mathematical competencies related to sets, logic, and geometry. This course has been exempted from the requirements of the Writing Across the Curriculum policy. Pre-Requisite: MATH 1040. *Frequency*: Odd Year Fall.

MATH 1060 Concepts in Statistics and Probability (3 credits)
This course is designed to meet the general education requirements for only those students intending to enter education majors. The course addresses essential mathematical competencies related to probability and both inferential and descriptive statistics. This course has been exempted from the requirements of the Writing Across the Curriculum policy. Pre-Requisite: MATH 1040. *Frequency*: Even Year Winter.

MATH 1120 Games of Chance (3 credits)
This course presents elementary probability theory and statistics through the view point of games, sports, and gambling. Topics include counting principles, probability, probability distributions, expectation, and descriptive statistics. Examples are taken from games of chance and sports. This course has been exempted from the requirements of the Writing Across the Curriculum policy. *Prerequisite*: MATH 1030 *Frequency*: See Academic Department Chair.

MATH 1130 Introductory Seminar in Mathematics (1 credits)
This course is basic, nontechnical introduction to current and/or classical topics in mathematics. Specific topics for the course vary by semester. *Prerequisite*: MATH 1040. *Frequency*: See Academic Department Chair.

MATH 1200 Precalculus Algebra (3 credits)
This course is for students with a strong background in algebra. Students will study fundamental concepts of algebra; equations and inequalities; functions and graphs; polynomials; and rational, exponential, and logarithmic functions. This course has been exempted from the requirements of the Writing Across the Curriculum policy. *Prerequisite*: MyMathTest Challenge Exam Level 3 score of 70 or higher or MATH 1040. *Frequency*: Every Fall and Winter.

MATH 1250 Trigonometry (3 credits)
This course will complete the sequence of courses necessary to begin the study of calculus. A thorough study of trigonometric functions, analytic trigonometry, and numerous applications will be covered. This course has been exempted from the requirements of the Writing Across the Curriculum policy. *Prerequisite*: MyMathTest Challenge Exam Level 4 score of 70 or higher or MATH 1200. *Frequency*: Every Fall and Winter.

MATH 2001 Introduction to Math Models in Biology I (3 credits)
This course is designed for students with a mathematical background sufficient to take calculus and an interest in the biological sciences. Students will be introduced to the interplay of mathematical modeling and biology; as well as an introduction to a broad mathematical tool chest. Topics include linear and nonlinear difference equations and matrix algebra. The Matlab computer software program will be used in this course. *Frequency*: See Academic Department Chair. Pre-Requisite: MATH 1200.

MATH 2020 Applied Statistics (3 credits)
This course is an introductory course in the use of descriptive and inferential statistics. Topics include graphical and numerical descriptive measures, probability, common random variables and their distributions including the binomial and normal distributions, the Central Limit Theorem, sampling procedures, confidence intervals and hypothesis testing of one variable, and an introduction to correlation and simple linear regression. Pre-Requisites MATH1040 or higher. *Frequency*: Every Fall and Winter.

MATH 2020H Applied Statistics Honors (3 credits)
This course is an introductory course in the use of descriptive and inferential statistics. Topics include graphical and numerical descriptive measures, probability, common random variables and their distributions including the binomial and normal distributions, the Central Limit Theorem, sampling procedures, confidence intervals and hypothesis testing of one variable, and an introduction to correlation and simple linear regression. Honors students only. *Prerequisite*: MATH 1040 or higher; Honors students only. *Frequency*: Every Fall and Winter.

MATH 2080 Applied Calculus (3 credits)
Functions, graphs and derivatives of algebraic functions; introduction to derivatives of trigonometric functions, application of derivatives to business problems; and related rates and maximum/minimum problems. This course has been exempted from the requirements of the Writing Across the Curriculum policy. *Frequency*: See Academic Department Chair. Pre-Requisite: MATH 1200.

MATH 2100 Calculus I (4 credits)
Functions, limits, and derivatives of algebraic functions. Introduction to derivatives of trigonometric functions, logarithmic functions; application of derivatives to physics problems; related rates and maximum/minimum problems, and definite and indefinite integrals with applications. This course has been exempted from the requirements of the Writing Across the Curriculum policy. *Prerequisite*: MyMathTest Challenge Exam Level 5 score of 70 or higher or MATH 1250. *Frequency*: Every Fall and Winter.

MATH 2100H Calculus I Honors (4 credits)
Functions, limits, and derivatives of algebraic functions. Introduction to derivatives of trigonometric functions, logarithmic functions; application of derivatives to physics problems; related rates and maximum/minimum problems, and definite and indefinite integrals with applications. This course has been exempted from the requirements of the Writing Across the Curriculum policy. *Prerequisites*: MyMathTest Challenge Exam Level 5 score of 70 or higher or MATH 1250 Honors students only. *Frequency*: Even Year Fall.

MATH 2200 Calculus II (4 credits)
Riemann sums; the definite integral; method of integration; continuation of exponential, logarithmic functions, and inverse trigonometric functions. L'Hopital's rule and improper integrals. This course has

been exempted from the requirements of the Writing Across the Curriculum policy. *Prerequisite*: MATH 2100 or MATH 2100H. *Frequency*: Every Fall and Winter.

MATH 2200H Calculus II Honors (4 credits)
Riemann sums; the definite integral; method of integration; continuation of exponential, logarithmic functions, and inverse trigonometric functions. L'Hopital's rule and improper integrals. This course has been exempted from the requirements of the Writing Across the Curriculum policy. *Prerequisite*: MATH 2100 or MATH 2100H; Honors students only. *Frequency*: Odd Year Winter

MATH 2250 Euclidean Geometry (3 credits)
Plane Euclidean geometry starts with a vocabulary of terms, definitions, and postulates, works its way into direct and indirect proofs, and finishes with similar figures, triangles, circles, and areas. The study of coordinate, solid, and non-Euclidean geometrics will be introduced. *Prerequisite*: MATH 1200. *Frequency*: See Academic Department Chair

MATH 2500 Introduction to Advanced Mathematics (3 credits)
This course is an introduction to concepts encountered in abstract mathematics that are common to most fields in mathematics. Topics covered include: logic, set theory, functions, relations, cardinality, mathematical induction, algebraic structures and the real number system. Optional topics may be included based upon the discretion of the instructor. There will be an emphasis in writing formal mathematical proofs. *Prerequisite*: MATH 2200. *Frequency*: Odd Year Winter.

MATH 3030 Applied Statistics II (3 credits)
Introductory and more advanced topics in statistics and experimental design are covered. Course material includes hypothesis testing for two-samples, linear and multiple correlation and regression methods, Chi-Squared tests, analysis of variance, nonparametric techniques, survival analysis, relative risk and odds ratios, and an introduction to Bayesian approaches and bootstrapping techniques. Stress will be placed on interpreting studies that employ these techniques. Pre- Requisites: MATH 2020 or MATH 2020H. *Frequency*: Odd Year Winter.

MATH 3050 Mathematics and Biology (3 credits)
This course is designed for students with a mathematical background at the level of calculus and an interest in the interplay of mathematics and biology. Models for biological processes based on difference equations and ordinary differential equations are explored. Students will be introduced to the use of matrices, eigenvalues and phase-plane to understand dynamical systems. Topics selected from models of biological systems such as those representing population growth, structured populations, predator-prey dynamics, biological oscillators, or other models as appropriate. *Prerequisite*: MATH 2100 or MATH 2100H. *Frequency*: Even Year Fall.

MATH 3200 Calculus III (4 credits)
Functions of several variables, surfaces, in three-space, vectors, techniques of partial differentiation and multiple integration with applications. Vector calculus topics will include the theorems of Green, Gauss and Strokes. This course has been exempted from the requirements of the Writing Across the Curriculum policy. *Prerequisite*: MATH 2200 or MATH 2200H. *Frequency*: Every Fall and Winter.

MATH 3260 Combinatorics (3 credits)
This course begins with the Pigeonhole principle and studies permutations and combinations. Students will learn the techniques for counting and enumeration including generating functions, the principle of inclusion and exclusion, as well as graph theory. *Prerequisite*: MATH 2200 or MATH 2200H. *Frequency*: See Academic Department Chair

MATH 3270 Logic (3 credits)
Topics covered are syntax and semantics of formal languages; sentential logic, proofs in first order logic; Godel's completeness theorem; compactness theorem and applications; cardinals and ordinals; the Lowenheim-Skolem-Tarski theorem; Beth's definability theorem; effectively computable functions; Godel's incompleteness theorem; undecidable theories. *Prerequisite*: MATH 2500. *Frequency*: See Academic Department Chair.

MATH 3300 Introductory Linear Algebra (3 credits)
This is an elementary linear algebra course. The focus of the course is on the methods in matrix computations and the basic theory of vector spaces. *Prerequisite*: MATH 2100 or MATH 2100H. *Frequency*: Every Fall and Winter.

MATH 3340 Linear Algebra II (3 credits)
This advanced linear algebra (mainly matrix theory) course covers linear vector spaces, inner product spaces, minimal and characteristic polynomials, eigenvalues and eigenvectors, canonical forms of matrices, tensor and Hadamard products, and properties of positive definite matrices, Hermitian matrices and normal matrices. *Prerequisites*: MATH 3300 and MATH 2200 or MATH 2200H. *Frequency*: Even Year Winter.

MATH 3350 Number Theory (3 credits)
This introductory course to Number Theory is open to students with interests in mathematics, science or secondary math education. Topics covered include divisibility, Division (Euclidean) Algorithm, greatest common divisor and least common multiple, prime numbers, Fundamental Theorem of Arithmetic, multiplicative functions, and Chinese Remainder Theorem. Additional topics may be included at the discretion of the instructor. *Prerequisite*: MATH 2200 or MATH 2200H or permission of instructor. *Frequency*: Odd Year Winter.

MATH 3400 Ordinary Differential Equations (3 credits)
Topics covered in this course include first-order separable, linear, and nonlinear differential equations, first-order systems, forced second order linear equations, qualitative techniques, bifurcations, numerical methods, linearization, and applications to numerous areas such as biology, chemistry, economics, physics, and social sciences. This course has been exempted from the requirements of the Writing Across the Curriculum policy. *Prerequisite*: MATH 2200 or Math 2200H. *Frequency*: Every Winter.

MATH 3450 Elementary Differential Geometry (3 credits)
This course is an introduction to differential geometry which studies the local and global geometric properties of curves, surfaces and higher dimensional mathematical objects. This course will introduce the concept of the curvature for both curves and surfaces in three dimensions. Along with the global properties such as Gauss-Bonnet theorem and fundamental forms, this course will also cover Gauss map, parallel transport and their applications. *Prerequisite*: MATH 3200. *Frequency*: Even Year Winter.

MATH 3900 History of Mathematics (3 credits)
Designed primarily for secondary math education majors. Includes from the early development in mathematics to current thinking. Students will gain the perspective that mathematics is the cumulative creation of many people over time. *Prerequisite*: MATH 2200 or MATH 2200H. *Frequency*: See Academic Department Chair.

MATH 3990A Competitive Mathematics Seminar (1 credits)
This class is a repeatable class designed to prepare students for taking various math competitions, such as the William Lowell Putnam Mathematical Competition. Students will learn advanced mathematical material from a variety of subjects including Advanced Calculus, Linear Algebra, Number Theory, and Differential Equations via the process of solving past problems from the math competition exam. The structure of the class is a seminar format, with student and instructor

presentations each week. *Frequency*: Fall/ Winter.

MATH 3990B Competitive Mathematics Seminar (1 credits)
This class is a repeatable class designed to prepare students for taking various math competitions, such as the William Lowell Putnam Mathematical Competition. Students will learn advanced mathematical material from a variety of subjects including Advanced Calculus, Linear Algebra, Number Theory, and Differential Equations via the process of solving past problems from the math competition exam. The structure of the class is a seminar format, with student and instructor presentations each week. *Frequency*: Fall/ Winter. Pass/Fail.

MATH 4020 Applied Regression Analysis (3 credits)
An applied course in regression analysis discussing simple, multiple regression; exponential and logistic regression; resolution of fit of a model, including, residual analysis; precision of estimate; ANOVA and tests of general hypotheses; model building; step-wise regression; use of indicator variables, and multi co-linearity. *Prerequisite*: MATH 3030. *Frequency*: See Academic Department Chair.

MATH 4040 Applied Multivariate Statistical Analysis (3 credits)
An applied course in multivariate statistical analysis. This includes the study of the multivariate normal distribution and inference about one and several multivariate means. Also, students will study principal components and factor analysis and apply such techniques to real multivariate data. Also, the study of classification and cluster analysis will enable the students to better apply such techniques in marketing research, biological models, and social studies. *Prerequisites*: MATH 3030 and MATH 3300. *Frequency*: See Academic Department Chair.

MATH 4050 Advanced Calculus I (3 credits)
The course is an introduction to the theoretical treatment of the real numbers, sets, functions, sequences, limits and calculus. The course places an emphasis on reading and writing formal mathematical proofs. Topics include: the real number system, convergence of sequence and series, continuity, limits, functions of one real variable, and the theoretical foundations of differentiation and integration of functions of a single variable. Pre-requisite: MATH 3200.*Frequency*: Even Year Fall.

MATH 4060 Advanced Calculus II (3 credits)
This course is a continuation of Advanced Calculus I providing an introduction to metric spaces and their topology. The course places an emphasis on extending results for real functions to multivariable functions. Topics include: metric spaces and topology, integration, differentiation, optimization and analysis in several variables. Pre-requisite: MATH 4050. *Frequency*: Odd Year Winter.

MATH 4080 Introduction to Statistical Computations (3 credits)
This class gives the students the opportunity to learn writing codes for performing statistical analysis and data manipulation including writing their own functions or macros in one of the high level programming languages. Students will have a better hand on one/ more statistical programming language(s) so as to carry out statistical analysis. Students will be prepared to handle and manipulate different types of data files and write their own functions (macros) to perform specific procedures. *Prerequisites*: MATH 3030 and MATH 3300. *Frequency*: See Academic Department Chair.

MATH 4100 Introduction to Topology (3 credits)
This course is an introduction to topology and elements of algebraic topology, including metric spaces, continuity, compactness, topological spaces, separation axioms, product spaces, subspaces, quotient spaces, connectedness, and the fundamental group. *Prerequisite*: MATH 2200 or MATH 2200H. *Frequency*: See Academic Department Chair.

MATH 4200 Complex Variables (3 credits)
This is a first course in complex variables. Topics covered in this course include the origin, algebra, topology and geometry of complex numbers, the mappings, continuity, branches, and transformations of analytic and harmonic functions, and the computation of contour integrals. *Prerequisite*: MATH 3200. *Frequency*: Odd Year Winter.

MATH 4300 Numerical Methods (3 credits)
This is an introductory survey course to standard numerical methods, the mathematical ideas behind them and their use in obtaining numerical solutions. Topics include polynomial interpolation, numerical integration and differentiation, numerical solution of nonlinear equations and ordinary differential equations. *Prerequisite*: MATH 2200 or MATH 2200H. *Frequency*: See Academic Department Chair.

MATH 4350 Abstract Algebra I (3 credits)
This course is an introduction to the concepts of groups and rings from modern abstract algebra. Group theoretic topics include: modular arithmetic, groups, cyclic groups, permutation groups, normal groups, factor groups, group homomorphism and isomorphism, cosets, LaGrange's theorem, and external (internal) direct products. Ring theoretic topics include: rings, integral domain, ideals, factor rings, ring homomorphism and isomorphism, factorizations, divisibility, and fields. *Prerequisites*: MATH 3300 and either MATH 2500 or CSIS 2050. *Frequency*: Odd Year Fall.

MATH 4360 Abstract Algebra II (3 credits)
This course, which is a continuation of Math 4350, further develops the theory of groups and rings and introduces the concept of field theory. Group theoretic topics include: group theory, Sylow's theorem, symmetric groups, Burnsie's theorem. Ring theoretic topics include: ring theory, polynomial rings, factorizations, and divisibility. Field theoretic topics include: extension fields, algebraic extension, finite fields, and Galois theory. *Prerequisite*: MATH 4350. *Frequency*: Even Year Winter.

MATH 4400 Partial Differential Equations (3 credits)
Introduction to second-order linear partial differential equations (heat, wave and Laplace equations), separation of variables, Sturm-Liouville eigenvalue problems, method of eigenfunction expansions (Fourier analysis), and Green's functions. Possible introduction to first-order PDEs, the method of characteristics, and non-linear PDE as time permits. *Prerequisites*: MATH 3200 and MATH 3400. *Frequency*: Odd Year Fall.

MATH 4450 Basic Probability (3 credits)
Probability spaces, discrete and continuous distributions, conditional probability space, effect on distributions by linear, and non-linear functions of one and two random variables, moments, characteristic functions, vectors and sequences of one and two random variables, laws of large numbers, central limit theorem, special probability laws. *Prerequisite*: MATH 2200 or MATH 2200H. *Frequency*: See Academic Department Chair.

MATH 4500 Probability and Statistics (3 credits)
A calculus-based probability and statistics course designed for engineers and scientists. Topics include probability and probability mass, density, and distribution functions, hypothesis testing for one- and two-samples, and the fundamentals of linear regression. *Prerequisite*: MATH 2200 or MATH 2200H. *Frequency*: Every Fall and Winter.

MATH 4600 Introduction to Applied Mathematics (3 credits)
This course provides an introduction to the methods of applied Mathematics. Topics include the spectral theory of vector and function spaces, orthogonal functions, series expansion, differential operators, Green's functions, complex variables including derivatives and integrals, laurent series, special functions, and transforms. *Prerequisites*: MATH 3200 and MATH 3300. *Frequency*: See Academic Department Chair.

MATH 4700 Applied Cryptography (3 credits)
This is an introductory course to applied cryptography. Symmetric-key cryptography topics include stream ciphers, block-ciphers, permutations, groups and Galois fields. Public-key cryptography topics include factorization, discrete logarithm problem, and elliptic curves. *Prerequisite*: MATH 4350. *Frequency*: See Academic Department Chair.

MATH 4900 Special Topics in Mathematics (3 credits)
The Special Topics in Mathematics course presents mathematical topics that are not covered in any of our current courses. Course contents and schedule are announced in the course syllabus. *Prerequisites*: Junior standing. Specific course content and prerequisites are announced in the course schedule for the given term. *Frequency*: See Academic Department Chair.

MATH 4950 Internship in Mathematics (1-12 credits)
A work experience for 16 weeks in the student's major area of study or area of career interest. Consult academic division for specific details and requirements. *Prerequisites*: cumulative GPA of 2.5 or higher, major GPA of 3.0 or higher, completion of 60 or more credit hours, supervision of instructor, and permission of academic department chair. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: See Academic Department Chair.

MATH 4950A Internship in Mathematics (1-12 credits)
A work experience for 16 weeks in the student's major area of study or area of career interest. Consult academic division for specific details and requirements. *Prerequisites*: cumulative GPA of 2.5 or higher, major GPA of 3.0 or higher, completion of 60 or more credit hours, supervision of instructor, and permission of academic department chair. *Frequency*: See Academic Department Chair.

MATH 4950B Internship in Mathematics (1-12 credits)
A work experience for 16 weeks in the student's major area of study or area of career interest. Consult academic division for specific details and requirements. *Prerequisites*: cumulative GPA of 2.5 or higher, major GPA of 3.0 or higher, completion of 60 or more credit hours, supervision of instructor, and permission of academic department chair. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: See Academic Department Chair.

MATH 4990 Independent Study in Mathematics (1-3 credits)
The student selects and independently carries out, library and/or empirical research. Faculty supervision is provided on an individual basis. *Prerequisite*: Determined by faculty and academic department chair. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: See Academic Department Chair.

MATH 4990A Independent Study in Mathematics (A) (1-3 credits)
The student selects and independently carries out, library and/or empirical research. Faculty supervision is provided on an individual basis. *Prerequisite*: Determined by faculty and academic department chair. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: See Academic Department Chair.

MATH 4990B Independent Study in Mathematics (B) (1-3 credits)
The student selects and independently carries out, library and/or empirical research. Faculty supervision is provided on an individual basis. *Prerequisite*: Determined by faculty and academic department chair. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: See Academic Department Chair.

MATH 4990C Independent Study in Mathematics (C) (1-3 credits)
The student selects and independently carries out, library and/or empirical research. Faculty supervision is provided on an individual basis. *Prerequisite*: Determined by faculty and academic department chair. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: See Academic Department Chair.

MATH 4990D Independent Study in Mathematics (D) (1-3 credits) Designed by faculty and academic department chair. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: See Academic Department Chair.

MATH 4990E Independent Study in Mathematics (E) (1-3 credits)
The student selects and independently carries out, library and/or empirical research. Faculty supervision is provided on an individual basis. *Prerequisite*: Determined by faculty and academic department chair. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: See Academic Department Chair.

MATH 4990F Independent Study in Mathematics (F) (1-3 credits)
The student selects and independently carries out, library and/or empirical research. Faculty supervision is provided on an individual basis. *Prerequisite*: Determined by faculty and academic department chair. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: See Academic Department Chair.

MBIO—Marine Biology

MBIO 1060 Introduction to Oceanography (3 credits)
Examination of the physical, chemical, biological, and geological properties of the world's oceans. The interdisciplinary approach will introduce concepts important in understanding the development and current status of oceanographic research for the nonscience major. *Frequency*: Every Fall, Winter, and Summer

MBIO 1220 Introduction to Marine Biology (3 credits)
Introduction to marine environments of South Florida with emphasis on adaptation of local organisms to a variety of habitats including mangrove swamps, the intertidal zone, sea grass meadows, coral reefs, and the Gulf Stream. *Frequency*: Every Fall, Winter, and Summer

MBIO 1300 Introduction to Scuba Science (3 credits)
Introduction to scuba diving provides a comprehensive curriculum of the skills and academics required to safely participate in recreational/sport scuba diving activities. The course is comprised of classroom lecture sessions as well as pool and open water lab sessions. Academic content includes the history, physics, physiology, equipment specialties, medicine, and the underwater environment of recreational sport scuba diving. Pool and open water labs encourage proficiency in dive planning, safety, buddy systems, equipment handling, diver assistance, air consumption, underwater problem solving, entry and exit procedures, proper buoyancy, and dive boat protocol. Course requirements: Students must be at least 18 years old at the start of the class, much known how to swim, and have good overall health. Students will preform a watermanship evaluation consisting of a 200 meter/yard continuous swim without the use of swim aids followed by a 10 minute water tread. Goggle may be worn during the watermanship evaluation. Students must complete the PADI Medical History Questionnaire. Certain conditions may require a physician's pre-approval to dive. If a student answers 'Yes' to any question on the PADI Medical History Questionnaire, the student MUST have the form signed by a physician giving his or her approval for the student to participate in scuba diving. This form must be completed (with proper physician's approval where applicable) and turned in by the first pool session. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Fall, Winter and Summer.

MBIO 1400 Explorations in Marine Science

(2 credits)
This introductory course is designed to engage new marine biology students through faculty presentations, topical readings, and experiences in laboratory and field settings. Presentations outline ongoing faculty research in marine sciences, and this is complimented by topical readings, classroom discussion and practical experience of science-based inquiries in local environments. Required of all incoming marine biology students. No previous university-level preparation is presupposed. *Frequency*: Fall.

MBIO 2350 Advanced Diving Technology and Techniques (3 credits)
An introduction to advanced scuba theory, and management of minor and major emergency events related to scuba diving activities. The course provides a comprehensive curriculum of the skills and academics required to safely participate in recreational/sport scuba diving activities and is comprised of classroom lecture sessions as well as pool and open water lab sessions. Academic content includes emergency management, diving physics, and the proper use and planning of enriched air dives. *Prerequisites*: MBIO 1300. Individual must: 1. know how to swim and have good overall health. 2. Be Certified as a PADI Open Water Diver or equivalent certification from another certification organization. 3. Have Dive Accident Insurance with Divers Alert Network (or equivalent) at the Master level or higher. 4. Must complete the PADI Medical History Questionnaire. Certain conditions may require a physician's pre-approval to dive.5. Participants under age 18 must have signed, parental consent. *Frequency*: Every Fall and Winter.

MBIO 2360 Citizen Science Diver (1 credits)
An introduction to the role of scuba diving in citizen science, scientific discovery, and policy change. The course provides a comprehensive curriculum of the skills and academics required to safely participate in recreational/sport scuba diving activities and is composed of classroom lecture sessions as well open water sessions. Academic content includes reef fish, creature, and coral identification; activities in citizen science and the students' role in them as scuba divers; proper techniques for image and data collection; and the threats to our oceanic world and how citizen science can serve as an aid to conservation. Individual must: 1. know how to swim and have good overall health. 2. Be Certified as a PADI Open Water Diver or equivalent certification from another certification organization. 3. Have Dive Accident Insurance with Divers Alert Network (or equivalent) at the Master level or higher. 4. Must complete the PADI Medical History Questionnaire. Certain conditions may require a physician's pre-approval to dive.5. Participants under age 18 must have signed, parental consent. *Frequency*: Fall and Winter.

MBIO 2410 Marine Biology and Lab (4 credits)
This introductory course for the marine biology major will acquaint the student with basic principles of marine biology and function as a complementary course to Oceanography/ Lab (MBIO 2500). The course will touch upon basic aspects of physical, chemical, and geological oceanography, and then focus upon marine communities found in the open ocean, deep sea, coastal shelf and inter tidal regions. Species diversity, phylogenetic relationships, organisms function, symbiotic relationships, and ecological interactions will be examined. *Prerequisite*: BIOL 1510 or BIOL 1510H. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Fall.

MBIO 2500 Oceanography/Lab (4 credits)
This introductory course for the marine biology major will expose the student to more comprehensive principles of physical, chemical and geological oceanography, and functions as a complementary course to Marine Biology (MBIO 2410). Oceanographic sampling and laboratory analysis techniques will be covered. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisite*: BIOL 1510 or BIOL 1510H. *Frequency*: Every Winter.

MBIO 3050 Scientific Diving and Underwater Research Techniques (3 credits)
Scientific Diving and Underwater Research Techniques (MBIO 3050) expands upon the foundation of scuba diving knowledge and skills acquired by students during MBIO 2350. MBIO 3050 will safely transition students into scientific diving. This is a hands-on experience type of course which introduces students through a series of classroom-based lectures and demonstrations and open water scuba diving to the practice of underwater research using SCUBA. Students will continue to develop skills appropriate to scientific diving. Academic portion includes an introduction to underwater research and sampling and experimental procedures with a particular focus on working in coral reef environments. The open water dive sessions continue to introduce students to the skills required for scientific diving including scientific dive planning, underwater navigation, and the use of basic underwater research equipment including transects, quadrats, and lift bags. Course requirements: Students must be at least 18 years old at the start of the class and be in good overall health. Students must be able to pass a diving medical exam. *Prerequisites*: MBIO 2350 and consent of instructor, MATH 2020; minimum of age 18 by start of course, a satisfactory medical history and medical examination, a notarized statement releasing the instructor and the university from all liability, and First Aid, CPR, DAN Oxygen certifications. Course *Frequency*: Every Fall.

MBIO 3200 Functional Biology of Marine Animals (3 credits)
This course examines various aspects of the physiology of marine animals, including respiratory, digestive, circulatory systems, and excretory systems, feeding morphologies, temperature and metabolic adaptations, locomotion and buoyancy, and sensory biology (vision, magnetoreception, chemoreception, electroreception, mechanoreception). Basic functional biology and physiological concepts will be taught, and then expanded upon to identify how animals have adapted to deal with major biological challenges found in the marine environment, such as pressure and temperature extremes, extremely low light levels, hydrothermal vent environments, how can elephant seals hold their breath for an hour, etc. *Prerequisites*: BIOL 150 and BIOL 1510. *Frequency*: Even Years Winter.

MBIO 3300 Deep Sea Ecology (3 credits)
The deep oceans cover over 70% of the planet's surface, and provide the living space for an enormous diversity of highly-specialized organisms. Due to its remoteness and vast size, the deep sea has historically been understudied, but technological and computational advances in recent decades have allowed exciting new advances in our understanding to be made, which underscore the global value and fragility of the deep oceans. This Deep-Sea Ecology course will: introduce the deep-sea environment and its unique habitats; introduce the diversity of organisms that inhabit the deep oceans and their adaptations; demonstrate how the deep oceans are intimately linked to all other marine ecosystems; discuss current and emerging human impacts on the deep oceans and their relevance to quantitatively predicting future change on a global scale. *Frequency*: Even Year Winters.

MBIO 3400 Marine Community Ecology (3 credits)
The study of ecological communities is a powerful tool with which we can understand real-world patterns of biodiversity and how they are affected by environmental change. These studies are widely used in marine environmental management to understand how, when and where different impacts might be causing changes within marine ecosystems, and an ability to conduct community analyses a sought-after graduate skill with many employers in environmental fields. In this course, you will learn how to identify, analyze and interpret patterns of marine biodiversity and community composition using PRIMER software, and learn how typical marine communities are structured. *Frequency*: Odd Years Winter.

MBIO 3450 Survey of Marine Mammals (3 credits)
This course provides an overview of the

anatomy, biomedicine, evolution, husbandry, natural history, pathology, and physiology of the cetaceans, pinnipeds, sirenians, and allies. The course consists of lectures and field trips. *Prerequisite*: MBIO 2410. *Frequency*: Winter, odd years.

MBIO 3500 Food Web Dynamics (3 credits)
A food chain is simply "who eats what". The linear relationships of a food chain will be contrasted with the more complex interactions of a food web. The biological and physical processes which contribute to a food web, such as population dynamics and energy flow, will be introduced in multiple estuarine and marine ecosystems, from coastal mangroves to offshore open waters. Specialized food webs, such as sea ice and hydrothermal vent communities, will also be introduced. *Prerequisites*: MBIO 2410. *Frequency*: Winter, odd years.

MBIO 3600 Plankton Ecology (3 credits)
Marine and freshwater zooplankton, with limited discussion of phytoplankton, protozoans and bacteria, will be discussed. A survey of holoplanktonic and meroplanktonic zooplankton will be conducted, including phylogeny, ecology and processes which influence production and diversity. A discussion of field and laboratory sampling techniques and methodology will include introductions for collecting, preserving, subsampling, identifying and quantifying collections. A one-day field trip will allow students to collect marine samples and they will learn to identify organisms based on those samples throughout the course. *Prerequisites*: MBIO 2410 or MBIO 2500. *Frequency*: Winter, even years.

MBIO 3700 Biology of Fishes/Lab (4 credits)
This is an introduction to the major groups of fishes such as jawless, cartilaginous and bony fishes. Topics will include the diversity of extant fishes from various aquatic habitats, with emphasis on local species, the anatomy, physiology, behavior, ecology and evolution of fishes, and fisheries conservation and enhancement practices. *Prerequisites*: BIOL 1510 or BIOL 1510H. *Frequency*: Fall.

MBIO 3750 Coral Reefs and Coral Communities (3 credits)
This class introduces students to the biology and ecology of corals and coral-associated organisms. Topics include coral distribution, abundance, diversity, taxonomy, endosymbionts, reproduction, predator- prey relationships, and anthropogenic and natural disturbances. Active classroom discussion will be encouraged during and following the presentation of material by the professor. A formal discussion period on selected papers will be conducted during each class. Material will be presented from a global perspective, with focus on South Florida and Caribbean marine environments. Two weekend field trips are required. *Prerequisite*: MBIO 2410. *Frequency*: Fall, even years.

MBIO 3800 Island Biogeography (3 credits)
Island biogeography is the study of the distribution and dynamics of species in island environments. Due to their isolation from more widespread continental species, islands are ideal places for unique species to evolve, but they are also places of concentrated extinction. There is little understanding of island geology, geography, climate, or the impact of colonization by plants, animals and humans. Natural and anthropogenic disturbances are common to island groups, all of which face extinctions of endemic flora and fauna, growing populations of invasive species, and increasing human resident and tourist populations. This course will examine the natural and human history of several island groups from early geologic development to plant and animal adaptation to anthropogenic influences on extinction and sustainable growth. *Prerequisites*: MBIO 2410 or MBIO 2500 or BIOL 3200. *Frequency*: Winter, even years.

MBIO 3801 Island Biogeography Field Course (1 credits)
Island biogeography is the study of the distribution and dynamics of species in island environments. Due to their isolation from more widespread continental species, islands are ideal places for unique species to evolve, but they are also places of concentrated extinction. There is little understanding of island geology, geography, climate, or the impact of colonization by plants, animals and humans. Natural and anthropogenic disturbances are common to island groups, all of which face extinctions of endemic flora and fauna, growing populations of invasive species, and increasing human resident and tourist populations. This field course will examine the natural and human history of the Hawaiian Islands from early geologic formation of the Big Island to plant and animal adaptation 5 million years in the future on the island of Kauai. Both islands will be explored from a terrestrial and aquatic perspective. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisites*: MBIO 3800. *Frequency*: Summer, even years.

MBIO 3910 Sharks and Their Relatives (3 credits)
This is a survey of three major groups of elasmobranch fishes: sharks, skates and rays, and chimera. This course will be divided into three main bodies of information: 1) the history and evolution of sharks and their relatives; 2) elasmobranch taxonomy; and 3) current and future research. *Prerequisite*: MBIO 2410 and MBIO 3700. *Frequency*: Winter.

MBIO 4050 Advanced Scientific Diving and Underwater Research Techniques (3 credits)
Advanced Scientific Diving and an Introduction to Coral Reef Monitoring expands upon the scientific diving foundation of knowledge and skills acquired by students during MBIO 3050 and advances the skills students need to design and implement underwater research and interpret data with a continued focus on working in coral reef environments. This experiential, hands-on, course is conducted through a series of classroom-based lectures and open water scientific diving. Academic portion provides students with an overview of underwater research with an emphasis on coral reef monitoring and assessment methods and analyses. Students will be able to apply specific sampling, measurement, and data analysis methods for scuba-based underwater research, and they will have a statistical foundation for evaluating the various types of data that are collected. The course continues to allow students to develop skills appropriate for scientific diving. The course provides students with skills to manage dive operations and introduces students to the skills required for advanced scientific diving including developing skills at depths greater than 60 ft. Course requirements: Students must be at least 18 years old at the start of the class and be in good overall health. Students must be able to pass a diving medical exam. *Prerequisites*: MBIO 3050 and consent of instructor, minimum of age 18 by start of course, a satisfactory medical history and medical examination, a notarized statement releasing the instructor and the university from all liability, and First Aid, CPR, DAN Oxygen certifications. Course *Frequency*: Every Winter.

MBIO 4260 Ecology of the Galápagos Islands (3 credits)
This course will introduce and amplify principles of evolutionary ecology that occur in the unique setting of the Galapagos Islands. Lectures will cover the historical, geological, and biological aspects of the archipelago and will prepare the student for an immersive experience in the summer-based field course MBIO 4261. *Prerequisite*: MBIO 2410 or BIOL 1510 or BIOL 1510H. *Frequency*: Winter, odd years.

MBIO 4261 Ecology of the Galápagos Islands Field Trip (1 credits)
This field course will provide direct experience with principles of evolutionary ecology that were introduced in MBIO 4260 in the unique setting of the Galapagos Islands. The course will include visits to the Charles Darwin Research Station and several sites in the Galapagos National Park on the island of Santa Cruz, and offer additional experiences on other islands of the archipelago. *Prerequisite*: MBIO 4260. *Frequency*: Odd Year Summer.

MBIO 4900 Special Topics in Marine Biology

(3 credits)
Topics in advanced marine biology that are not included in a regular course offering.

MBIO 4900A Special Topics in Marine Biology (3 credits)
Topics in advanced marine biology that are not included in a regular course offering.

MBIO 4900B Special Topics in Marine Biology (1-3 credits)
Topics in advanced marine biology that are not included in a regular course offering. *Frequency*: Upon request.

MBIO 4900C Special Topics - Marine Ecosystem Field Techniques (3 credits)
Marine Ecosystem Field Techniques exposes the student to the variety of ways to collect field data from several marine ecosystems, learn to prepare for and record these data, create a database using Microsoft Excel and Access, and learn how to organize their data for analysis using the statistical package R. Students will learn how to create a study design, employ it in the field while adjusting to conditions, and prepare their data for analysis. Students will learn how to utilize a variety of instruments to collect data. Students are required to work outdoors in various weather conditions as well as in the lab. Students will have an understanding of how to design and undertake field collections, organize their data, and begin statistical analyses. *Prerequisites*: MBIO 2410 Marine Biology/Lab and MBIO 2500 Oceanography/Lab.

MBIO 4900D Special Topics in Marine Biology (3 credits)
Topics in advanced marine biology that are not included in a regular course offering.

MBIO 4950 Internship in Marine Biology (1-3 credits)
A work experience for 16 weeks in the student's major area of study or area of career interest. Consult academic division for specific details and requirements. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisites*: cumulative GPA of 2.5 or higher, major GPA of 3.0 or higher, completion of 60 or more credit hours, supervision of instructor, and permission of department chair. *Frequency*: Upon request.

MBIO 4990 Independent Study Marine Biology (1-3 credits)
The student selects and independently carries out library and/or empirical research. Faculty supervision is provided on an individual basis. *Prerequisite*: Determined by faculty and department chair. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Upon request.

MBIO 4990A Independent Study Marine Biology (A) (1-3 credits)
The student selects and independently carries out library and/or empirical research. Faculty supervision is provided on an individual basis. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisite*: Determined by faculty and department chair. *Frequency*: Upon request.

MBIO 4990B Independent Study Marine Biology (B) (1-3 credits)
The student selects and independently carries out library and/or empirical research. Faculty supervision is provided on an individual basis. *Prerequisite*: Determined by faculty and department chair. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Upon request.

MBIO 4990C Independent Study Marine Biology (C) (1-3 credits)
The student selects and independently carries out library and/or empirical research. Faculty supervision is provided on an individual basis. *Prerequisite*: Determined by faculty and department chair. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Upon request.

MBIO 4990D Independent Study in Marine Biology (1-3 credits)
The student selects and independently carries out library and/or empirical research. Faculty supervision is provided on an individual basis. *Prerequisite*: Determined by faculty and department chair. *Frequency*: Upon request.

MDCA—Allopathic Clinl Anes

MDCA 9524B Anesthesiology Hospice and Palliative Medicine Away Elective (2-4 credits)
This extramural (away) elective in Anesthesiology Hospice and Palliative Medicine is designed to provide students with an opportunity for career exploration and to ensure they are well prepared to face the next challenge: Residency Internship. This elective will allow students to practice a wide variety of hands-on skills in various settings. Some of the skills students will have an opportunity of developing include, but are not limited to: medical interviewing, clinical reasoning, obtaining informed consents, performing admission interviews and orders, prescription writing, diagnostic lab and study interpretations, and navigating the electronic health record.

MGT—Management

MGT 2010 Learning to Lead I: Women in the Workplace (1 credits)
MGT 2010 is the first course in Huizenga College's three course series, Learning to Lead. Learning to Lead courses provide undergraduate students from across the NSU unique opportunities to develop their leadership skills, network with female business executives, and gain a competitive advantage by learning to navigate the often challenging professional and personal waters faced by women. Learning to Lead I: Women in the Workplace provides students with understandings of the opportunities, challenges, and organizational dynamics experienced by women in work organizations. In addition to exploring issues women face in the workplace, students will increase their own self-knowledge including identifying their personal strengths and capabilities to add value to work organizations. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Once a year.

MGT 2050 Principles of Management (3 credits)
This course provides students with foundational knowledge of business principles, concepts, and theories using the functions of management (planning, organizing, leading, and controlling) to understand how to be a successful manager, team member, and employee. Experiential activities help students understand the business environment, analyze issues, and make ethical business decisions. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Fall and Winter.

MGT 2050H Principles of Management Honors (3 credits)
Provides an overview of management history and theory, schools of management thought, the functions and processes of management, and the environment within which the modern manager operates. This course is open to HONORS students only. *Frequency*: Upon request, see Academic Department Chair.

MGT 2150 Business Law I (3 credits)
Sets forth, explains, illustrates, and applies fundamental principles of business law to modern day business problems. Important subject matters covered are introduction to the legal system, constitutional law as applied to business, contract law and sales law, agency and employment law, types of business organizations, and torts and products liability law. Credit cannot be obtained for both this course and LEGS 3400. *Frequency*: Every Fall and Winter.

MGT 3010 Learning to Lead II: Financial Skills for Women (1 credits)
MGT 3010 is the second course in Huizenga College's three course series, Learning to Lead. Learning to Lead courses provide undergraduate students from across the

NSU unique opportunities to develop their leadership skills, network with female business executives, and gain a competitive advantage by learning to navigate the often challenging professional and personal waters faced by women. Learning to Lead II: Financial Skills for Women develops key skills and abilities necessary for personal career and financial success. In addition, this course will explore work-life balance, understanding your value and other issues of relevance to working women. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Once a year.

MGT 3020 Business Communications (3 credits)
Examines the strategies of effective written and oral business communications. Topics include persuasive messages, delivery of good news and bad news, sales letters, collection messages, design of business reports and oral presentations, use of visual aids, and resume preparation. *Prerequisite*: COMP 1500. *Frequency*: Every Fall and Winter.

MGT 3055 Managing Groups and Teams (3 credits)
Groups and teams are an integral part of today's global marketplace. This course focuses on exposing students to essential theories and concepts for analyzing, understanding, and managing groups and teams. Through course readings, case studies, and other methodologies designed to help students successfully work in and lead groups and teams, they will develop a firsthand understanding of group and team dynamics that can be applied to their personal and professional lives. *Frequency*: Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. Every Fall and Winter.

MGT 3100 Managing Conflict and Change (3 credits)
This course focuses on change and conflict occurring within an organizational context. Topics include theories of change, resistance to change, conflict types and interventions, stress and stress-reduction techniques, time management, and negotiations. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Fall.

MGT 3300 Values-Based Decision Making (3 credits)
This course focuses on the decision making process from a leadership and values-based perspective. Topics include social responsibility, social impact, stakeholder management, environmental sustainability, and moral philosophy. Students will learn how to incorporate best for our world values into their business decisions. *Prerequisite*: MGT 2050.

MGT 3900 Management Internship (3-6 credits)
MGT 3900 Management Internship (3–6 credits) The Huizenga College internship fosters learning through the application of classroom theory in the workplace. During the course, the student also focuses on practical career skills and personal professional goals with individual guidance from the professor. The minimum work requirement is 180 hours during one semester (16 weeks). Contact Academic Advising for registration. ACADEMIC REQUIREMENTS: good academic standing, GPA of 2.5 or higher, and completion of at least 36 credit hours. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Fall and Winter.

MGT 3901 Management Internship Extension (0 credits)
Students may register for this noncredit course to extend an internship for one term with the same or a new employer. ACADEMIC REQUIREMENTS: good academic standing, GPA of 2.5 or higher, and completion of at least 36 credit hours. Grading is Pass/Fail. *Frequency*: Every Fall and Winter.

MGT 3910 Special Topics in Management (3 credits)
Topics in management that are not included in a regular course offerings. *Prerequisites* may be required. Specific content and prerequisites are announced in the course schedule for the given term. *Frequency*: Upon request and see academic department chair.

MGT 4010 Learning to Lead III: Leadership Skills for Women (1 credits)
MGT 4010 is the third course in Huizenga College's three course series, Learning to Lead. Learning to Lead courses provide undergraduate students from across the NSU unique opportunities to develop their leadership skills, network with female business executives, and gain a competitive advantage by learning to navigate the often challenging professional and personal waters faced by women. Learning to Lead III: Leadership Skills for Women develops the skills students will need to work successfully towards their future as the next generation of business leaders or entrepreneurs. This course will include learning experiences to develop the student's personal brand, networking skills, business etiquette, and communication skills. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Once a year.

MGT 4100 Business Ethics (3 credits)
Examines the nature of morality and theories of normative ethics. Identifies a variety of ethical issues and moral challenges involving consumers, the environment, the professions, and the role of the corporation in our society. Experiential Education: Successful completion of this course satisfies 1 ExEL unit. *Prerequisite*: Senior standing. *Frequency*: Every Fall and Winter.

MGT 4170 Organizational Behavior (3 credits)
Organizational Behavior: Explores the interaction of individuals and the organization as a dynamic interplay that affects total organizational effectiveness. Topics include the role of effective communication in the organization, motivation, leadership and values. *Prerequisite*: MGT 2050. *Frequency*: Every Fall and Winter.

MGT 4880 Business Strategy and Policy (3 credits)
Business Strategy and Policy is an integrative senior course in strategic management building on functional area learning in management, accounting, finance, operations and marketing. The course focuses on the solution of specific business problems utilizing a corporate simulation which requires students to develop a strategy to lead their own company and implement the strategy through tactics for operations, management, marketing, and finance. Students are measured by a balanced scorecard estimating their performance in each area and their preparation for the future. *Prerequisites*: FIN 3010 and Senior Standing. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Fall and Winter.

MGT 4880H Business Strategy and Policy (3 credits)
Business Strategy and Policy is an integrative senior course in strategic management building on functional area learning in management, accounting, finance, operations and marketing. The course focuses on the solution of specific business problems utilizing a corporate simulation which requires students to develop a strategy to lead their own company and implement the strategy through tactics for operations, management, marketing, and finance. Students are measured by a balanced scorecard estimating their performance in each area and their preparation for the future. *Prerequisites*: FIN 3010 and Senior Standing; Honor Students Only Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Upon request see academic Department Chair.

MGT 4966 Travel Study in Management (3 credits)
This travel study course aims to provide students with a thorough understanding and firsthand look at a specific area of the world through the lenses of business and management. Students will be introduced to the challenges organizations face when working In the specific country of travel. The

course is taught using a combination of in-country and pre-arrival lectures, company visits, and presentations. *Frequency*: Upon request see academic Department Chair.

MGT 4990 Independent Study in Management (3 credits)
The student works independently under the guidance of a faculty member to learn more about a subject area for credit. Faculty supervision is provided on an individual basis. *Prerequisite*: To be determined by the faculty and department chair. *Frequency*: Upon request and see academic department chair.

MKT—Marketing

MKT 2000 Meet the Metaverse (3 credits)
This course will bring digital marketers up to speed on how the metaverse can improve brand awareness, affinity, engagement, social commerce, and advocacy. Starting with an understanding of how the metaverse operates, students will learn how the convergence of 5G/6G, artificial intelligence (AI), advanced video gaming, cryptocurrencies, and virtual/augmented reality (now used routinely by nearly 30% of the U.S. population) has contributed to a radically changing competitive landscape and marketing ecosystem required for brands to connect with the growing population of Gen Z/Millennial consumers. Learn how brands are 1) embracing new forms of social advertising (e.g., virtual billboards), 2) bolstering their brand image through signature avatar memorabilia and virtual games, 3) creating more meaningful personalized experiences, and 4) facilitating the shopping of real-world items through NFTs and in-app transactions. Learn how leading brands in fashion, electronics, automobiles, and insurance have introduced extended reality to create virtual malls, parks, concerts, and choreographed performances. Finally, discover how B2B and professional service brands are test trialing their use of the metaverse for next generation virtual conferencing. *Frequency*: Winter.

MKT 3050 Marketing Principles and Application (3 credits)
A focus on the marketing concept, and examination of a marketing oriented firm. Topics include consumer behavior, market analysis and the marketing mix. Students will produce a marketing plan. *Frequency*: Every Fall and Winter.

MKT 3060 Consumer Behavior (3 credits)
This course introduces students to marketing concepts and theories developed in the behavioral and economic sciences (cultural anthropology, psychology, social-psychology, and sociology) as they relate to consumer markets. Students will examine models of consumer behavior. They will learn how these behaviors are influenced by principles of learning, motivation, personality, perception, communication, culture, and group influence. Frameworks of consumer behavior are discussed in the context of advertising/promotion, product management, and the development of effective marketing strategies. *Prerequisite*: MKT 3050. *Frequency*: Every Fall and Winter

MKT 3100 Services Marketing (3 credits)
Explores the marketing of services, highlighting the distinctions that exist in the marketing of intangibles. Presents strategies for marketing of services versus the traditional product related marketing. *Prerequisite*: MKT 3050. *Frequency*: Winter.

MKT 3210 Professional Selling (3 credits)
The focus of this course is to introduce students to the field of professional and personal selling, their role in marketing, and the overall sales process required to cultivate long-term relationships through effective communications, rapport and bonding strategies. Prereq: MKT 3050 or SPT 3650. *Frequency*: Every Fall.

MKT 3320 International Marketing (3 credits)
The course studies the scope of international marketing, the structure of multinational markets, foreign market research, international advertising and promotion, international distribution channels, international product policy, international pricing policy, and export/import management. *Frequency*: Fall.

MKT 3510 Customer Value & Relationship Marketing (3 credits)
The Customer Value and Relationship Marketing course builds on the principle the customer is at the center of the firm's activity and that by delivering superior value and building long-term relationships the firm will be competitive and generate sales and profits. Every successful firm whether marketing to consumers or to businesses, has developed customer relationship strategies, tools, and processes to provide outstanding value to customers. The course approaches building customer value and relationships from three important perspectives. First, the course focuses on the customer using key marketing concepts such as satisfaction, loyalty, retention and the strategies used to build these. Second, the course develops implementing customer relationship management from the organizational perspective across all functional areas and with special emphasis on sales and marketing. Third, the course introduces students to the importance of data management as a foundation of customer relationship management and marketing insight and the importance of evaluative tools to measure the progress of a customer relationship program. The course will use lectures, discussions, case problems and written assignments. *Prerequisite*: MKT 3050. *Frequency*: Every Winter.

MKT 3600 Digital and Search Engine Marketing (3 credits)
In this course, students will examine how online marketing techniques can maximize brand awareness and sales generation. Through marketing plan and other exercises, students will learn how to develop advertising and communications strategies that blend traditional marketing concepts with marketing in a digital age. Specifically, the course demonstrates how to boost website traffic through online advertising, precision email campaigns and websites designed for customer usability. In addition, students will further examine how engine marketing techniques and keyword research are used in Web 2.0 environments to maximize website exposure and viewer experience. The course will then demonstrate the most effective ways to measure these results through web analytics. *Prerequisites*: MKT 3050. *Frequency*: Every Fall and Winter.

MKT 3620 Social Networking and Content Marketing (3 credits)
This course offers a comprehensive overview of how content marketing and social networking strategies are used in brand awareness and sales generation. Using both educational and entertaining formats, students will learn how to best engage their target communities with a media mix of live video, photo-based, audio and textual content. Strategies will be developed for social networks to spread marketing content, building target audience communities and creating thought leadership. In addition, students will learn how to activate and engage communities of these networks with campaigns and brand conversations as well as share-worthy content. The course includes social media marketing plan exercises that provide hands-on experience in fan engagement, content mix and social community development. In addition, context-marketing strategies will be examined for reaching audiences through real-time mobile apps and behavioral targeting techniques. *Prerequisite*: MKT 3050. *Frequency*: Every Fall and Winter.

MKT 3900 Marketing Internship (3 credits)
The Huizenga College internship fosters learning through the application of classroom theory in the workplace. During the course, the student also focuses on practical career skills and personal professional goals with individual guidance from the professor. The minimum work requirement is 180 hours during one semester (16 weeks). Contact Academic Advising for registration. ACADEMIC REQUIREMENTS: good academic standing, GPA of 2.5 or higher, and completion of at least 36 credit hours. *Prerequisite*: MKT 3050. Experiential Education and Learning (ExEL): Successful completion of this course satisfies

1 ExEL unit. *Frequency*: Every Fall, Winter and Summer.

MKT 3910 Special Topics in Marketing (3 credits)
Topics in marketing that are not included in a regular course offerings. *Prerequisites* may be required. Specific content and prerequisites are announced in the course schedule for the given term. *Frequency*: Upon request and see academic department chair.

MKT 4100 Integrated Marketing Communication (3 credits)
The Integrated Marketing Communication course introduces students to the concept and application of integrating the elements of advertising, sales promotion, public relations, direct marketing and other essentials of the marketing mix to support the overall marketing strategy. IMC allows marketers to effectively and efficiently reach prospects and retain customers with consistent brand messages in the context of fragmented media and increasing customer empowerment through the Internet. Emphasis will be placed on linking the fundamentals of segmentation, targeting, positioning, buyer behavior, and branding with planning, budgeting, and executing a comprehensive, integrated marketing communication program from message development through media selection. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisite*: MKT 3060. *Frequency*: Every Fall.

MKT 4700 Marketing Research (3 credits)
This course outlines the fundamentals of research methodology and its application to the solution of marketing problems. Students are exposed to procedures and analytical tools for collection, analysis and interpretation of data for marketing decisions. Topics include: problem definition, research design, questionnaire construction, sampling, attitude scaling, statistical analysis, presentation and evaluation of research findings. *Prerequisite*: MKT 3060. *Frequency*: Every Winter.

MKT 4966 Travel Study in Marketing (3 credits)
This travel study course aims to provide students with a thorough understanding and firsthand look at a specific area of the world through the lenses of business and marketing. Students will be introduced to the challenges organizations face when working In the specific country of travel. The course is taught using a combination of in-country and pre-arrival lectures, company visits, and presentations. *Frequency*: Upon request see academic Department Chair.

MKT 4990 Independent Study in Marketing (3 credits)
The student works independently under the guidance of a faculty member to learn more about a subject area for credit. Faculty supervision is provided on an individual basis. *Prerequisite*: To be determined by the faculty and department chair. *Frequency*: Upon request and see academic department chair.

MSLR—MSLR-Military Sci & Ldshp/ ROTC

MSLR 1001 Introduction to the Army (2 credits)
Examines the unique duties and responsibilities of officers, organization and role of the Army, review skills pertaining to fitness and communication, analyze Army values and expected ethical behavior. Leadership laboratory is mandatory for ROTC Cadets and complements this course with hands-on experiences. The lab requirement of MSLR 1001/MSLR 1002 meets on Thursdays from 11:00am – 1:00pm. *Frequency*: Every Fall and Winter.

MSLR 1002 Foundations of Leadership (2 credits)
Presents fundamental leadership concepts and doctrine, practice basic skills, communications, briefings and effective writing that underlie effective problem solving, examine the Officer experience. Leadership laboratory is mandatory for ROTC Cadets and complements this course with hands-on experiences. The lab requirement of MSLR 1001/MSLR 1002 meets on Thursdays from 11:00am – 1:00pm. *Frequency*: Every Fall and Winter.

MSLR 2101 Individual Leadership Studies (2 credits)
Develops knowledge of self, self-confidence, and individual leadership skills, develop problem solving and critical thinking skills, apply communication, feedback, conflict resolution skills. Leadership laboratory is mandatory for ROTC Cadets and complements this course with experiential learning exercises. *Frequency*: Every Fall and Winter.

MSLR 2102 Leadership and Teamwork (2 credits)
Examines how to build successful teams, various methods for influencing action, effective communication in setting and achieving goals, the importance of timing the decision, creativity in the problem solving process, and obtaining team buy-in through immediate feedback. Focuses on self-development guided by knowledge of self and group processes, challenges current beliefs, knowledge, and skills as a small group leader. *Frequency*: Every Fall and Winter.

MSLR 3201 Leadership and Problem Solving (3 credits)
MSLR 3201 builds upon MSLR 2101, and ROTC Cadet Basic Camp, held at Fort Knox, KY. This is an academically challenging course where you will study, practice, and apply the fundamentals of Army Leadership, Officership, Army Values and Ethics, Personal Development, and small unit tactics at the platoon level. At the end of this course, you will be capable of planning, coordinating, navigating, motivating and leading a squad and platoon in the execution of a mission during a classroom PE, a Leadership Lab, and during a Field Training Exercise (FTX). You will be required to write peer evaluations and receive feedback on your abilities as a leader and how to improve those leader skills that can further develop you into a successful Officer. This course includes reading assignments, homework assignments, small group assignments, briefings, case studies, and practical exercises, a mid-term exam, a final exam and a term paper. You will receive systematic and specific feedback on your leader attributes, values, and core leader competencies from me, other ROTC cadre, and MSL IV Cadets, who will evaluate you using the Cadet Officer Evaluation System (COES). Successful completion of this course will help prepare you for the ROTC Cadet Advanced Camp, which you will attend in the summer at Fort Knox, KY. *Prerequisites*: MSLR 2101 and/ or Cadet Advanced Camp conducted at Fort Knox, KY. *Frequency*: Every Fall.

MSLR 3202 Leadership and Ethics (3 credits)
MSLR 3202 builds upon MSLR 3201, and ROTC Cadet Basic Camp, held at Fort Knox, KY. This is an academically challenging course where you will study, practice, and apply the fundamentals of Army Leadership, Officership, Army Values and Ethics, Personal Development, and small unit tactics at the platoon level. At the end of this course, you will be capable of planning, coordinating, navigating, motivating and leading a squad and platoon in the execution of a mission during a classroom PE, a Leadership Lab, and during a Field Training Exercise (FTX). You will be required to write peer evaluations and receive feedback on your abilities as a leader and how to improve those leader skills that can further develop you into a successful Officer. This course includes reading assignments, homework assignments, small group assignments, briefings, case studies, and practical exercises, a mid-term exam, a final exam and a term paper. You will receive systematic and specific feedback on your leader attributes, values, and core leader competencies from me, other ROTC cadre, and MSL IV Cadets, who will evaluate you using the Cadet Officer Evaluation System (COES). Successful completion of this course will help prepare you for the ROTC Cadet Advanced Camp, which you will attend in the summer at Fort Knox, KY. *Prerequisites*: MSLR 3201 and Cadet Basic Camp conducted at Fort Knox, KY. *Frequency*: Every Winter.

MSLR 4301 The Army Officer (3 credits)
This course focuses on development of the Army Officer. It is an academically challenging

course where you will develop knowledge, skills, and abilities to plan, resource, and assess training at the small unit level. You will also learn about Army programs that support counseling subordinates and evaluating performance, values and ethics, career planning, and legal responsibilities. At the conclusion of this course, you will be familiar with how to plan, prepare, execute, and continuously assess the conduct of training at the company grade officer level. *Prerequisite*: Must have Professor of Military Science approval. *Frequency*: Every Fall and Winter.

MSLR 4302 Officership and Leadership (3 credits)
This course is an academically challenging course where you will develop knowledge, skills, and abilities required of junior officers pertaining to the Army in Unified Land Operations and Company Grade Officer roles and responsibilities. This course includes reading assignments, homework assignments, small group assignments, briefings, case studies, practical exercises, a mid-term exam, and an Oral Practicum as the final exam. The Oral Practicum explores your knowledge of how you will be prepared for the Army Warfighting Challenges (AWFC) covered throughout the ROTC Advanced Course. Successful completion of this course will assist in preparing you for your BOLC B course and is a mandatory requirement for commissioning. Includes a lab per week overseeing MS III lesson facilitation and supervised by ROTC Cadre. *Prerequisite*: Need preapproval from Army ROTC Cadre Major. *Frequency*: Every Winter.

MSLR 4400 Studies in US Military History (3 credits)
This course will cover Military History from World War II to the present day. The focus will be on reviewing the factors that result in the difference in military tactics to achieve success in battle. The material in this course is self-paced and can be accessed on the ROTC Blackboard. The presentation of material is divided between Documentaries, video presentations, and independent research. Course requirements include quizzes, mid-term, research papers, and final exam. *Frequency*: Every Fall and Winter.

MUSC—Music

MUSC 1000 Music Through History (3 credits)
This course traces the development of music in Western culture, with an emphasis on music written and preserved from the Middle Ages to the present. The course encourages and enables students to recognize, analyze, and understand the materials of music (such as musical instruments and their properties, and the use of scales, modes, and rhythms), as well as various musical forms (fugue, sonata cycle, overture). *Frequency*: Every Fall and Winter.

MUSC 1200 Piano I (3 credits)
A laboratory class designed to integrate aural and written theory through the development of keyboard proficiency. *Frequency*: Every Fall and Winter.

MUSC 1250 Piano II (3 credits)
A laboratory class designed to further integrate aural and written theory through development of keyboard proficiency. *Prerequisite*: MUSIC 1200. *Frequency*: Every Winter.

MUSC 1300 Beginning Guitar Class (3 credits)
A course designed to learn basic rhythmic patterns and scales, standard chord sequences, and progressions from different styles for the developing electric or acoustic guitar player. *Frequency*: Every Fall and Winter.

MUSC 1500 Beginning Voice (3 credits)
A performance-oriented course designed to introduce, develop, and reinforce fundamental vocal skills and techniques. *Frequency*: Every Fall.

MUSC 1960 Commercial Music Theory (3 credits)
This course will introduce fundamentals of music theory including chord progressions, song forms, and harmonic techniques used in commercial music. Students will develop the foundation to write and analyze commercial music. *Frequency*: Every Fall.

MUSC 2050 Beginning Applied Instruction (2 credits)
A one-on-one weekly lesson designed to examine and practice musical technique (digital, vocal, or instrumental) at a deeper level of understanding. Outcomes will be fostered through instructor modeling and demonstration; student achievement will be assessed through instructor feedback, student reflection, and peer review. *Prerequisite*: Permission of academic department chair. *Frequency*: Every Fall and Winter. Repeatable.

MUSC 2050A Beginning Applied Instruction (2 credits)
A one-on-one weekly lesson designed to examine and practice musical technique (digital, vocal, or instrumental) at a deeper level of understanding. Outcomes will be fostered through instructor modeling and demonstration; student achievement will be assessed through instructor feedback, student reflection, and peer review. *Prerequisite*: Permission of academic department chair. *Frequency*: Every Fall and Winter. Repeatable.

MUSC 2600 Music Production I (3 credits)
This course is an introduction to the use of computers in music production and music notation. Basic software and concepts in music technology will be explored and applied. Sources, selection, evaluation, creation, and implementation of electronic media for the musician will be covered in this course. *Frequency*: Even Year Fall.

MUSC 2900 Introduction to the Music Industry (3 credits)
This course will introduce and examine the music industry from a practical, historical, and contextual viewpoint. The music product will be considered as well as career options for students as developing producers and performers. Students will develop the foundation to produce and analyze commercial music. *Frequency*: Odd Year Winter.

MUSC 2960 Creating Commercial Music (3 credits)
This course will develop the necessary music theory fundamentals to create commercial music. Students will analyze commercial repertoire to more fully understand improvisation, stylistic interpretation, and application of technical skill. *Prerequisite*: MUSC 1960. *Frequency*: Every Winter.

MUSC 3050 Intermediate Applied Instruction (2 credits)
A one-on-one weekly lesson designed to examine and practice musical technique (digital, vocal, or instrumental) at a deeper level of understanding. Outcomes will be fostered through instructor modeling and demonstration; student achievement will be assessed through instructor feedback, student reflection, and peer review. *Prerequisite*: Permission of academic department chair. *Frequency*: Every Fall and Winter. Repeatable.

MUSC 3050A Intern Applied Instruction (2 credits)
A one-on-one weekly lesson designed to examine and practice musical technique (digital, vocal, or instrumental) at a deeper level of understanding. Outcomes will be fostered through instructor modeling and demonstration; student achievement will be assessed through instructor feedback, student reflection, and peer review. *Prerequisite*: Permission of academic department chair. *Frequency*: Every Fall and Winter. Repeatable.

MUSC 3301 Ensemble I (1 credits)
Ensemble focuses on solving production-based problems through a flexible, adaptive approach to contemporary music. Collaboration among musical performers, composers, and producers in Ensemble will develop proficiency in writing, rehearsing, and presenting a variety of musical styles and original compositions. Pass/Fail only. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisite*: Permission of academic department chair. *Frequency*: Every Fall and Winter.

MUSC 3302 Ensemble II (1 credits)
Ensemble focuses on solving production-based problems through a flexible, adaptive approach to contemporary music. Collaboration among musical performers, composers, and producers in Ensemble will develop proficiency in writing, rehearsing, and presenting a variety of musical styles and original compositions. Pass/Fail only. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisite*: MUSC 3301 and permission of academic department chair. *Frequency*: Every Fall and Winter.

MUSC 3303 Ensemble III (1 credits)
Ensemble focuses on solving production-based problems through a flexible, adaptive approach to contemporary music. Collaboration among musical performers, composers, and producers in Ensemble will develop proficiency in writing, rehearsing, and presenting a variety of musical styles and original compositions. Pass/Fail only. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisite*: MUSC 3302 and permission of academic department chair. *Frequency*: Every Fall and Winter.

MUSC 3304 Ensemble IV (1 credits)
Ensemble focuses on solving production-based problems through a flexible, adaptive approach to contemporary music. Collaboration among musical performers, composers, and producers in Ensemble will develop proficiency in writing, rehearsing, and presenting a variety of musical styles and original compositions. Pass/Fail only. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisite*: MUSC 3303 and permission of academic department chair. *Frequency*: Every Fall and Winter.

MUSC 3305 Ensemble V (1 credits)
Ensemble focuses on solving production-based problems through a flexible, adaptive approach to contemporary music. Collaboration among musical performers, composers, and producers in Ensemble will develop proficiency in writing, rehearsing, and presenting a variety of musical styles and original compositions. Pass/Fail only. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisite*: MUSC 3304 and permission of academic department chair. *Frequency*: Every Fall and Winter.

MUSC 3306 Ensemble VI (1 credits)
Ensemble focuses on solving production-based problems through a flexible, adaptive approach to contemporary music. Collaboration among musical performers, composers, and producers in Ensemble will develop proficiency in writing, rehearsing, and presenting a variety of musical styles and original compositions. Pass/Fail only. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisite*: MUSC 3305. *Frequency*: Every Fall and Winter.

MUSC 3600 Music of World Cultures (3 credits)
This course will introduce musical traditions from around the world and examine how cultural setting shapes the music. The meanings derived from musical styles and structures will be assessed through active and informed listening. Non-Western cultures studied may include West Africa, Asia, India, Latin America, and more. *Prerequisite*: COMP 2000 or COMP 2000H or COMP 2020. *Frequency*: Every Winter.

MUSC 3900 Popular Music in Western Culture (3 credits)
Popular Music in Western Culture is a course that studies popular music in the dynamic and highly commercialized Western society. With an understanding of the basic elements of music, we will examine the historical and sociological forces that shaped music of the 20th and 21st centuries creating phenomena such as Elvis, the Beatles, Madonna, Jay-Z, Beyonce, and many more. *Prerequisite*: COMP 2000 or COMP 2000H. Course *Frequency*: Every Fall.

MUSC 4050 Advanced Applied Instruction (2 credits)
Advanced Applied Instruction is a weekly lesson designed to culminate in a capstone project for music majors. Considerable flexibility of project topics will allow and serve as a synthesis for the student's course of study in the Bachelor of Arts in Music. Examples include but are not limited to research papers, recitals, presentations of original works, digital portfolios, or other music-related projects. *Prerequisite*: Permission of program director. *Frequency*: Every Fall and Winter.

MUSC 4050A Advanced Applied Instruction (2-4 credits)
A one-on-one weekly lesson designed to culminate in a capstone project for music majors. Considerable flexibility of project topics will allow and serve as a synthesis for the student's course of study in the Bachelor of Arts in Music. Examples include but are not limited to research papers, recitals, presentations of original works, digital portfolios, or other music-related projects. *Prerequisite*: Permission of academic department chair. *Frequency*: Every Fall and Winter.

MUSC 4100 Composition/MIDI (3 credits)
This course is designed to study in detail film/media composition techniques through midi notation and audio recording. Composition of music and harmony in the digital domain, from the basic concepts behind synthesizers and sequencers to production techniques such as mixing, mastering and signal processing will be covered. *Prerequisite*: MUSC 1960. *Frequency*: Odd Year Fall.

MUSC 4650 Advanced Music Production (3 credits)
This course is designed to amplify and focus student interest and study in music production within media. Through lectures, class demonstrations, and projects, the student develops skill and knowledge in the technical and artistic aspects of audio and sound recording techniques for film and television. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisite*: MUSC 2600. *Frequency*: Odd Year Fall.

MUSC 4900 Special Topics in Music (3 credits)
An advanced course in a particular composer, composition, or musicological period. Specific focus to be announced. May be repeated once for credit if content changes and with written consent of program director. *Prerequisites*: one MUSC course and COMP 2000, 2010, or 2020 or COMP 2000H. *Frequency*: Upon Request; see program director.

MUSC 4950 Internship in Music (3 credits)
Internship in Music requires a 15-20 hour per week field or work experience for 16 weeks (or more) in the student's major area of study. Consult academic department chair for specific details and requirements. *Prerequisite*: Completion of 60 or more credit hours, and permission of Department Chair. Repeatable to 6 credits. *Frequency*: Every Fall and Winter.

MUSC 4990 Independent Study in Music (3 credits)
The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. Written consent of program director required. *Prerequisites*: one MUSC course; and COMP 2000, COMP 2010, or COMP 2020 or COMP 2000H. *Frequency*: Upon Request; see program director.

MUSE—MUSE-Museum

MUSE 2000 Curatorial Activism (3 credits)
Curation is a tool that can enact social change and this course will further investigate activist roles and how curated spaces can give voice to those that have been historically silenced. Students will visit and engage various types of traditional and non-traditional art-based locations in order to better understand the relationship between curation, creativity, and community, and the ways in which these connections empower social change.

Prerequisite: COMP 1500 or COMP 1500H. *Frequency*: Odd Year Winter.

NEUR—Behavioral Neuroscience

NEUR 1020 Nutritional Neuroscience (3 credits)
Nutritional neuroscience explores the relationship of nutrition to behavior and neuroscience. This class covers the effects of macronutrients and micronutrients on brain function and behavior. It specifically explores the role of foods, specific nutrients, food constituents, and food additives on cognitive behavior, mood, and overall brain function. *Frequency*: Every Fall and Winter.

NEUR 2090 Sports Neuroscience (3 credits)
This course integrates the fields of neuroscience with exercise and sports science. The course will explore the neuroscience of exercise and performance, including measures of motor and sensory systems (e.g., afferent and efferent motor pathways) and brain function (e.g., motivation, behavior, and arousal) as it applies to exercise. This course includes an analysis of the neurobiology underlying exercise and sports performance. Equivalent Course: EXSC-2090. Cross listed with EXSC-2090. *Frequency*: Every Fall and Winter.

NEUR 2500 Introduction to Neuroscience/ Lab (4 credits)
This course highlights the biological structures and functions of the brain and nervous system and introduces the fundamental concepts in neuroscience and research methods used by behavioral neuroscientists. Concepts range from cellular to behavioral aspects of neuroscience. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Fall and Winter.

NEUR 2600 Introduction to Neuroanatomy (3 credits)
This course will introduce students to structural, functional, and developmental features of the human nervous system. After each major structure, system, or anatomical pathway is presented, a clinical component will emphasize normal function and dysfunction resulting from injury or disease. Clinical cases will be presented to reinforce the relationship between structure and function. *Prerequisite*: None *Frequency*: Every Fall and Winter.

NEUR 2700 Research Methods and Data Analysis in Behavioral Neuroscience /Lab (4 credits)
This course will introduce students to a wide range of research strategies and methods being used by behavioral neuroscientists. The course will focus on modern, common techniques used in hypothesis-driven research to collect scientifically relevant and publishable data. Examples from various areas of inquiry (e.g., learning and memory, sleep, etc.) will be used to illustrate both applications and limitations of these techniques. *Prerequisite*: NEUR 2500 Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Winter and Fall.

NEUR 2705 Research Methods and Data Analysis in Neuroscience/Lab (4 credits)
NEUR 2705 Research Methods and Data Analysis in Neuroscience /Lab (4 credits) This course will introduce students to a wide range of research strategies and methods being used by neuroscientists. The course will focus on modern, common techniques used in hypothesis-driven research to collect scientifically relevant and publishable data. Examples from various areas of inquiry (e.g., learning and memory, sleep, etc.) will be used to illustrate both applications and limitations of these techniques. *Prerequisite*: NEUR 2500 Experiential Education and Learning (ExEL) Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Winter and Fall.

NEUR 3000 Behavioral Genetics (3 credits)
Students will have the opportunity to integrate information from a variety of specialties in behavioral neuroscience. Each seminar will have a focal theme that will allow students to gain new perspectives, as well as apply knowledge from prior courses and experiences. This course is presented as a capstone experience; therefore students with advanced standing in the behavioral neuroscience major will benefit the most from the seminar. *Prerequisite*: NEUR 2500. *Frequency*: Every Fall and Winter.

NEUR 3010 Introduction to Theoretical and Computational Neuroscience (3 credits)
This course will develop theoretical and computational approaches to structural and functional organization in the brain. The course will cover the introduction and motivation of simplified models of neurons that are suitable for exploring information processing in large brain-like networks. Additionally, it introduces several fundamental network architectures and discusses their relevance for information processing in the brain, giving some examples of models of higher-order cognitive functions to demonstrate the advanced insight that can be gained with such studies. The course will be appropriate for advanced undergraduates and beginning graduate students. *Prerequisites*: MATH2100 or MATH2100H. *Frequency*: Infrequent.

NEUR 3100 Developmental Neuroscience (3 credits)
This course provides an overview of the progressive stages of neural development. The course will focus on molecular aspects of developmental neuroscience, with an emphasis on known signaling pathways involved in neural growth and specification. Current research in several fields such as growth cone guidance and collapse, activity dependent development, and applications of these to injury and disease will be discussed. *Prerequisite*: NEUR 2500 *Frequency*: Every Fall and Winter.

NEUR 3200 Drugs and the Brain (3 credits)
This course provides a foundation in neuropharmacology. Topics covered include the impact of psychotropic drugs on the nervous system, basic principles of pharmacodynamics and pharmacokinetics, synaptic transmission, and an overview of brain structure and function. *Prerequisite*: NEUR 2500 *Frequency*: Odd Year Winter.

NEUR 4100 Neurobiology of Disease (3 credits)
This course is based on the National Institutes of Health Blueprint for Course Development in the Neurobiology of Disease. This course provides a lecture and literature based overview of neurodegenerative diseases and disorders. The course will focus on basic genetic, molecular, and cellular mechanisms that underlie a wide range of neurodegenerative diseases and disorders. The course is designed to foster an understanding of the links between basic science, disease-oriented research, and translational research. The course offers a foundation of knowledge in critical areas of basic and clinical neuroscience. *Prerequisites*: NEUR 2500. *Frequency*: Every Winter.

NEUR 4880 Senior Seminar in Behavioral Neuroscience (3 credits)
Students will have the opportunity to integrate information from a variety of specialties in behavioral neuroscience. Each seminar will have a focal theme that will allow students to gain new perspectives, as well as apply knowledge from prior courses and experiences. This course is presented as a capstone experience; therefore students with advanced standing in the behavioral neuroscience major will benefit the most from the seminar. *Prerequisite*: NEUR 2700. *Frequency*: Every Fall and Winter.

NEUR 4885 Senior Seminar in Neuroscience (3 credits)
NEUR 4885 Senior Seminar in Neuroscience (3 credits) Students will have the opportunity to integrate information from a variety of specialties in neuroscience. Each seminar will have a focal theme that will allow students to gain new perspectives, as well as apply knowledge from prior courses and experiences. This course is presented as a capstone experience; therefore, students with advanced standing in the neuroscience major will benefit the most from the seminar. *Prerequisite*: NEUR 2700 or NEUR 2705. *Frequency*: Every Fall and Winter.

NEUR 4950 Internship in Behavioral Neuroscience (1-3 credits)
A 16-week work experience in the student's major area of study or career interest. This can include placement to work in a research laboratory, to engage in applied science in the private sector, or otherwise to gain first-hand experience outside the classroom in behavioral neuroscience or a closely related field. Student will receive guidance from both an on-site supervisor and a behavioral neuroscience faculty member. Consult academic department for additional details and requirements. Pre-requisites: Cumulative GPA of 2.5 or higher, major GPA of 3.0 or higher, 36 completed credit hours, including at least 12 credit hours completed at NSU, supervision of faculty member, and permission of department chair. *Frequency*: Upon request and with approval of department chair.

NEUR 4955 Internship in Neuroscience (1-3 credits)
NEUR 4955 Internship in Neuroscience (1-3 credits) A 16-week work experience in the student's major area of study or career interest. This can include placement to work in a research laboratory, to engage in applied science in the private sector, or otherwise to gain first-hand experience outside the classroom in neuroscience or a closely related field. Student will receive guidance from both an on-site supervisor and a neuroscience faculty member. Consult academic department for additional details and requirements. Pre-requisites: Cumulative GPA of 2.5 or higher, major GPA of 3.0 or higher, 36 completed credit hours, including at least 12 credit hours completed at NSU, supervision of faculty member, and permission of department chair. *Frequency*: Upon request and with approval of department chair.

NEUR 4990A Independent Study in Behavioral Neuroscience A (1-3 credits)
Independent, faculty supervised academic research. Students will develop the research questions and the techniques for their study. Topics will vary by individual research projects. *Prerequisite*: Written consent of instructor and department chair. *Frequency*: Upon request see academic Department Chair.

NEUR 4990B Independent Study in Behavioral Neuroscience B (1-3 credits)
Independent, faculty supervised academic research. Students will develop the research questions and the techniques for their study. Topics will vary by individual research projects. *Prerequisite*: Written consent of instructor and department chair. *Frequency*: Upon request see academic Department Chair.

NEUR 4990C Independent Study in Behavioral Neuroscience C (1-3 credits)
Independent, faculty supervised academic research. Students will develop the research questions and the techniques for their study. Topics will vary by individual research projects. *Prerequisite*: Written consent of instructor and department chair. *Frequency*: Upon request see academic Department Chair.

NEUR 4990D Independent Study in Behavioral Neuroscience D (1-3 credits)
Independent, faculty supervised academic research. Students will develop the research questions and the techniques for their study. Topics will vary by individual research projects. *Prerequisite*: Written consent of instructor and department chair. *Frequency*: Upon request see academic Department Chair.

NEUR 4995A Independent Study in Neuroscience (1-3 credits)
Independent, faculty supervised academic research. Students will develop the research questions and the techniques for their study. Topics will vary by individual research projects. *Prerequisite*: Written consent of instructor and department chair. *Frequency*: Upon request see academic Department Chair.

NEUR 4995B Independent Study in Neuroscience (1-3 credits)
Independent, faculty supervised academic research. Students will develop the research questions and the techniques for their study. Topics will vary by individual research projects. *Prerequisite*: Written consent of instructor and department chair. *Frequency*: Upon request see academic Department Chair.

NEUR 4995C Independent Study in Neuroscience (1-3 credits)
Independent, faculty supervised academic research. Students will develop the research questions and the techniques for their study. Topics will vary by individual research projects. *Prerequisite*: Written consent of instructor and department chair. *Frequency*: Upon request see academic Department Chair.

NEUR 4995D Independent Study in Neuroscience (1-3 credits)
Independent, faculty supervised academic research. Students will develop the research questions and the techniques for their study. Topics will vary by individual research projects. *Prerequisite*: Written consent of instructor and department chair. *Frequency*: Upon request see academic Department Chair.

NUR—Nursing

NUR 3000 Transition to Baccalaureate Nursing Education for Registered Nurses (3 credits)
This course is designed to assist the registered nurse as an adult learner to make the transition to the university setting and the role of the nursing student. Students will be introduced to computer skills that facilitate success in achieving their educational goals at NSU and how the application of these skills can be used in nursing practice. Students will learn computer skills that include foundational concepts of information technology, Microsoft Office, and access to the NSU online library data bases and resources to support evidence-based practice. In addition, students will be introduced to the concepts of the American Psychological Association (APA) and scholarly writing. Emphasis is placed on the development of the knowledge and competencies in computer technology that are necessary for registered nurses in education and healthcare. The class will involve active participation in cooperative group activities as well as individualized activities. *Frequency*: Every Fall and Winter

NUR 3002 Introduction to Baccalaureate Nursing Education (3 credits)
This course is designed to introduce the novice nursing student to the discipline of nursing at the baccalaureate level. Students will be introduced to computer skills that facilitate success in achieving their educational goals at NSU and how the application of these skills can be used in future nursing practice. Students will learn computer skills that include foundational concepts of information technology, Microsoft Office, and access to the NSU online library data bases and resources to support evidence-based practice. In addition, students will be introduced to the concepts of the American Psychological Association (APA) and scholarly writing. Emphasis is placed on the development of the knowledge and competencies in computer technology that are necessary for baccalaureate prepared nursing student in education and healthcare. The class will involve active participation in cooperative group activities as well as individualized activities. Fall and Winter.

NUR 3013 Transition to Professional Nursing (3 credits)
This course focuses on the role transition to professional nurse as provider of care, manager of care, and member of the profession. The students will explore the history of nursing and how society views the nursing profession. Ethical and legal principles guiding the nursing profession are introduced. *Frequency*: Every Fall and Winter

NUR 3020 Theoretical Foundations of Professional Nursing Practice (3 credits)
This course focuses on the practicing nurse's acquisition, evaluation, utilization, and interpretation of nursing theories as a foundation for patient-centered care. In addition, nursing practice knowledge will be derived from the interpretation and application of selected theories from other disciplines. *Frequency*: Every Fall and Summer

NUR 3021 Theoretical Foundations of Professional Nursing Practice (3 credits)

This course focuses on the nursing students' acquisition, evaluation, utilization, and interpretation of nursing theories as a foundation for patient-centered care. In addition, nursing practice knowledge will be derived from the interpretation and application of selected theories from other disciplines. *Frequency*: Every Fall and Winter.

NUR 3029 Foundations of Health Assessment (3 credits)
This course introduces the entry level student to foundational health assessment skills emphasizing data collection. Students will be expected to use principles based on the biological sciences to perform a holistic health assessment. Students will interpret pertinent data in order to make sound clinical judgments needed to deliver safe, quality and effective nursing care. Students will demonstrate competency in communicating and documenting assessment findings. Integrity, compassion and stewardship will be discussed as they relate to cultural awareness and legal and ethical issues that pertain to health assessment. *Frequency*: Every Fall, Winter, and Summer.

NUR 3030 Health Assessment (3 credits)
This course emphasizes the knowledge, skills, and competencies necessary to complete a health assessment for clients across the life span. Integrity, compassion and stewardship will be demonstrated as related to cultural awareness, legal and ethical issues. This course analyzes the concepts of health assessment methodology which include interviewing, history taking, and physical assessment. Practicing nursing students will utilize assessment skills in identifying pertinent data as it relates to evidence-based health promotion and health education strategies. *Frequency*: Every Fall and Winter

NUR 3031 Pathophysiology (3 credits)
The focus of the course is on the pathogenesis of selected diseases leading to alterations of body structure and functions across the lifespan. The practicing registered nurse student will discuss and apply cell structure, function, genetic control and its impact on the disease process utilizing case study review. The student will integrate and apply pathophysiological concepts to client care in the development of primary, secondary, and tertiary interventions to attain, maintain, and retain the health state. Contemporary treatment, legal and ethical issues and health promotion concepts pertaining to pathophysiological disorders will be explored. *Frequency*: Every Winter and Summer

NUR 3032 Foundations of Pathophysiology (3 credits)
This course introduces the entry level student to concepts of pathophysiology based on principles from the biological sciences. Students will examine the phenomena that cause changes in physiological functioning. Specific system disorders will be investigated, using current evidence-based literature, as a basis for health promotion. Students will utilize pathophysiological concepts as a basis for making sound clinical judgments needed to deliver safe, quality and effective care. Ethnic, cultural and other influences on health will be discussed. *Frequency*: Every Fall, Winter, and Summer.

NUR 3050 Research Methodologies and Evidence-Based Practice (3 credits)
This course prepares the baccalaureate nursing students to become consumers of research. Students will be introduced to the research processes essential to providing evidence based care and disseminate best practices. Research designs will be discussed as a basis for critiquing the efficacy of selected research studies. Students will be introduced to the legal and ethical principles which guide the integrity of nursing research. The nurse's role in retrieval, appraisal, and synthesis of evidence in collaboration with members of the inter-professional team to improve patient outcomes will be addressed. *Frequency*: Every Winter and Summer.

NUR 3051 Introduction to Nursing Research (3 credits)
This course introduces essential concepts of nursing research and evidence-based practice. Students will review the scientific merit of research methods with an emphasis on implication and application for evidence based nursing practice. Practicing Registered Nurses will build upon existing knowledge and skills related to research to improve patient outcomes, nursing practice, and interprofessional collaboration. Students will also examine the contemporary trends and legal and ethical issues related to the research process. *Frequency*: Every Fall and Summer.

NUR 3099 Nursing Seminar (1 credits)
This course assists the student to develop critical thinking and test-taking strategies, integrating nursing knowledge, to promote student success on nursing exams and the NCLEX-RN® national licensure exam. *Frequency*: Every Fall, Winter, and Summer.

NUR 3110 Health Care Ethics for Nursing Students (3 credits)
The course provides an opportunity for the nursing student to assess ethical principles and legal issues confronting nurses in a variety of health care settings. Students learn the foundations for critically analyzing ethical dilemmas in nursing practice, clarifying values and promoting moral considerations regarding health care challenges through ethical-decision models, and professional ethical and legal standards under which the professional nurse practices. Emphasis is on ethical obligations of the professional nurse's role as members of a profession, providers of care, and designers and managers of care. *Frequency*: Every Fall and Summer.

NUR 3111 Health Care Ethics for Nurses (3 credits)
The course provides an opportunity for the professional nurse to assess ethical principles and legal issues confronting nurses in a variety of health care settings. Students learn the foundations for critically analyzing ethical dilemmas in nursing practice, clarifying values and promoting moral considerations regarding health care challenges through ethical-decision models, and professional ethical and legal standards under which the professional nurse practices. Emphasis is on ethical obligations of the professional nurse's role as members of a profession, providers of care, and designers and managers of care. *Frequency*: Every Winter and Summer.

NUR 3130 Foundations of Professional Nursing Practice (6 credits)
This course introduces the entry level student to the discipline of nursing in which they will provide holistic and compassionate care for diverse populations. Students will begin to develop the knowledge, skills and attitudes needed to provide safe, quality and effective nursing care. Students will start to use clinical/critical reasoning, communication and assessment skills to care for patients across the health illness continuum and across the life span understanding the need for stewardship and integrity in this changing healthcare environment. The roles of provider of care, coordinator of care, advocate and educator will be applied in the delivery of competent patient care. *Frequency*: Every Fall, Winter, and Summer.

NUR 3160 Introduction to Professional Nursing (2 credits)
This course focuses on the role transition to baccalaureate prepared nursing student as provider of care, manager of care, and member of the profession. The students will explore the history of nursing and how society views the nursing profession. Ethical and legal principles guiding the nursing profession are introduced. Fall and Winter.

NUR 3161 Fundamentals of Pharmacology (3 credits)
This course introduces students to pharmacologic concepts to provide safe and effective care for patients from culturally diverse backgrounds. Concepts of medication efficacy, pharmacokinetics, mechanism of action, interactions, and calculations will be presented. Students will develop clinical/critical reasoning related to the nurse's role in pharmacotherapy. *Frequency*: Every Fall and Summer.

NUR 3171 Adult Nursing I (6 credits)
This course introduces students to the application of knowledge, skills, and attitudes needed for safe, quality, and effective nursing care for culturally diverse adult patients with disorders of specific organ systems. Focus is placed on clinical/critical reasoning, communication, and the use of the nursing process to care for patients across the health-illness continuum. This is the first course in a series of three. *Frequency*: Every Fall and Summer.

NUR 3180 Primary Concepts of Adult Nursing I (6 credits)
This course introduces the entry-level student to the application of nursing concepts in order to provide holistic and compassionate care for patients who have specific disorders. Students will apply knowledge, skills, and attitudes needed to provide safe, quality, and effective nursing care. Students will continue to develop clinical/critical reasoning, communication, and assessment skills to care for patients across the health illness continuum understanding the need for stewardship and integrity in this changing healthcare environment. Topics covered include gastrointestinal, endocrine, genitourinary, immunological, hematological, and oncological disorders. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Fall and Summer.

NUR 3181 Adult Nursing II (6 credits)
This course introduces students to the application of knowledge, skills, and attitudes needed for safe, quality, and effective nursing care for culturally diverse adult patients with disorders of specific organ systems. Focus is placed on clinical/critical reasoning, communication, and the use of the nursing process to care for patients across the health-illness continuum. This is the second course in a series of three. *Frequency*: Every Fall and Summer.

NUR 3191 Pharmacological Basis for Nursing Interventions I (2 credits)
This course introduces the entry-level student to pharmacologic concepts in order to provide safe and effective care for patients who have specific disorders. The concepts of drug efficacy, pharmacokinetics, mechanism of action, and medication interactions will be introduced as a basis for providing safe, quality, and effective nursing care. Students will apply mathematical concepts to calculate safe medication dosages. Students will begin to develop clinical/critical reasoning as related to the nurse's role in pharmacotherapy. Topics covered include medications used in the treatment of gastrointestinal, endocrine, immune, and hematological/oncological disorders and in the treatment of pain and anxiety. *Frequency*: Every Fall and Summer.

NUR 3192 Pharmacological Basis for Nursing Interventions II (2 credits)
This course provides opportunities for the entry level student to integrate pharmacologic concepts in order to provide safe and effective care for patients who have specific disorders. Students will apply mathematical concepts to calculate safe medication dosages. The concepts of drug efficacy, pharmacokinetics, mechanism of action, and medication interactions will be examined as a basis for safe, quality, and effective nursing care. Students will continue to improve clinical/critical reasoning as related to the nurse's role in pharmacotherapy. Topics covered include medications used in the treatment of cardiovascular, peripheral vascular, respiratory, neurological, musculoskeletal and sensory disorders. *Frequency*: Every Fall and Winter.

NUR 3193 Pharmacological Basis for Nursing Interventions (4 credits)
This course provides opportunities for the entry level student to integrate pharmacologic concepts in order to provide safe and effective care for patients who have specific disorders. Students will apply mathematical concepts to calculate safe medication dosages. The concepts of drug efficacy, pharmacokinetics, mechanism of action, and medication interactions will be examined as a basis for safe, quality, and effective nursing care. Students will continue to improve clinical/critical reasoning as related to the nurse's role in pharmacotherapy. *Frequency*: Every Fall and Summer.

NUR 4020 The Nurse as a Leader and Manager (3 credits)
This course is designed to assist the baccalaureate nursing student apply leadership and management theories, concepts, and skills. Principles of stewardship, prioritization, delegation, quality improvement, patient safety, and evidence-based practice will be discussed. Students will examine the basic concepts of an organizational structure, mission, vision, philosophy, and core values as they relate to individual ethics and values. Students will investigate power, accountability, conflict management and team-building within an interprofessional team. Legal, ethical, and political issues that impact quality and safety in the delivery of compassionate and competent patient care will be analyzed. *Frequency*: Every Fall, Winter, and Summer.

NUR 4021 Transformational Nursing Leadership (3 credits)
This course prepares the practicing registered nurse to apply evidence-based leadership and management theories, concepts, and skills to be full partners and work productively in interprofessional teams to facilitate the transformation of complex healthcare systems. Principles of stewardship, prioritization, delegation, communication, quality improvement, patient safety, development of self, and evidence-based practice will be analyzed. Students will investigate power, accountability, conflict management, and team-building within an interprofessional team. Emphasis will be placed on organizational systems structure and culture, change management, human resource management, and performance improvement in care delivery systems. This course will analyze legal, ethical, cultural, and political issues related to leadership and management. *Frequency*: Every Winter and Summer (RN-BSN)

NUR 4030 The Business of Health Care (3 credits)
This course focuses on the financial environments of healthcare systems and how they relate to today's professional nursing roles in leadership, management, and patient-centered care, incorporating the values of stewardship, integrity and competence. Students will analyze the principles of financial management, healthcare reimbursement, regulatory processes, healthcare policy, and healthcare reform related to current nursing practice. This course will assist the student to differentiate the concepts of cost and revenue, accounting vocabulary, budgeting, human resource management, and financial processes, functions, and reports commonly utilized in healthcare systems. Emphasis will be placed on the political and economic forces that influence the development of health policy and professional nursing practice. Students will assess how financial management integrates with safety, information technology, patient-centered care, interprofessional teams, quality, and evidence-based practice. *Frequency*: Every Fall and Summer

NUR 4031 The Business of Healthcare in Complex Systems (3 credits)
This course focuses on the financial environments of healthcare systems and how they relate to today's professional nursing roles in leadership, management, and patient-centered care, incorporating the values of stewardship, integrity and competence. Students will analyze the principles of financial management, healthcare reimbursement, regulatory processes, healthcare policy, and healthcare reform related to current nursing practice. This course will assist the student to differentiate the concepts of cost and revenue, accounting vocabulary, budgeting, human resource management, and financial processes, functions, and reports commonly utilized in healthcare systems. Emphasis will be placed on the political and economic forces that influence the development of health policy and professional nursing practice. Students will assess how financial management integrates with safety, information technology, patient-centered care, interprofessional

teams, quality, and evidence-based practice. *Frequency*: Every Fall and Winter

NUR 4101 Theory and Research Foundations for Professional Nursing (3 credits)
This course focuses on the nursing students' acquisition, evaluation, utilization, and interpretation of nursing theories and research as a foundation for patient-centered care. Students will be introduced to how to evaluate research and apply evidence-based and best practices to the care of patients. The students will apply legal and ethical principles which guide the integrity of nursing research. In addition, nursing practice knowledge will be derived from the interpretation and application of selected theories from other disciplines. *Frequency*: Every Summer and Fall.

NUR 4110 Primary Concepts of Adult Nursing II (6 credits)
This course provides opportunities for the entry level student to integrate nursing concepts in order to provide holistic and compassionate care for patients who have specific disorders. Students will integrate knowledge, skills and attitudes needed to provide safe, quality and effective nursing care. Students will continue to improve clinical/critical reasoning, communication and assessment skills to care for patients across the health illness continuum and across the life span, understanding the need for stewardship and integrity in this changing healthcare environment. Topics covered include cardiovascular, peripheral vascular, respiratory, neurological, musculoskeletal and sensory disorders. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Fall, Winter, and Summer.

NUR 4111 Adult Nursing III (6 credits)
This course introduces students to the application of knowledge, skills, and attitudes needed for safe, quality, and effective nursing care for culturally diverse adult patients with disorders of specific organ systems. Focus is placed on clinical/critical reasoning, communication, and the use of the nursing process to care for patients across the health-illness continuum. This is the third course in a series of three. *Frequency*: Every Fall and Summer.

NUR 4120 Advanced Concepts of Adult Nursing (5 credits)
This course provides opportunities for the entry level student to synthesize nursing concepts in order to create and manage holistic and compassionate care for patients who have complex needs. Students will incorporate knowledge, skills and attitudes needed to provide safe, quality and effective nursing care to patients who have multiple system disorders. Students will apply clinical/critical reasoning, communication and assessment skills to care for patients across the health illness continuum understanding the need for stewardship and integrity in this changing healthcare environment. Legal and ethical issues pertaining to patients who have complex multi-system health care needs will be analyzed. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Fall and Winter.

NUR 4121 Psychiatric-Mental Health Nursing (3 credits)
This course focuses on mental health promotion principles and evidence-based treatments that guide nursing interventions for individuals experiencing various psychiatric alterations and stressors. Legal-ethical implications in caring for culturally diverse individuals are addressed. Students will explore personal values and beliefs related to the stigma connected to mental health alterations and treatments. *Frequency*: Every Fall and Summer.

NUR 4130 Concepts of Maternal-Child Nursing and Families (5 credits)
This course integrates developmental theories, theories from the biological and social sciences, family nursing theory, and evidence-based practice in order to provide holistic and compassionate care for the childbearing and child-rearing families. Health promotion and risk reduction, contemporary trends, social justice issues, and legal and ethical issues, will be addressed. Students will apply knowledge, skills and attitudes needed to provide safe, quality and effective nursing care. Students will apply clinical/critical reasoning, communication and assessment skills to care for patients across the health illness continuum. The students will examine the need for stewardship and integrity in this changing healthcare environment. Topics covered include care of the members of childbearing and child rearing families and specific disorders in these populations. *Frequency*: Every Winter and Summer

NUR 4131 Women's Health and Newborn Nursing (3 credits)
This course integrates concepts from previous nursing courses, while utilizing the nursing process, in preparing students to care for women, newborns, and families from diverse cultures. Sexual and reproductive health of women, health promotion and risk reduction, and legal-ethical issues are addressed. Students apply knowledge and skills related to clinical/critical reasoning and communication to care for women and newborns safely and effectively across the health-illness continuum. *Frequency*: Every Fall and Winter.

NUR 4132 Pediatric Nursing (3 credits)
This course integrates concepts from previous nursing courses, while utilizing the nursing process, in preparing students to care for children and families from diverse cultures. Health promotion and risk reduction, legal-ethical issues, and developmental milestones are addressed. Students apply knowledge and skills related to clinical/critical reasoning and communication to care for children safely and effectively across the health-illness continuum. *Frequency*: Every Fall and Winter.

NUR 4150 Population Health: Promotion, Prevention, and Disease Management (4 credits)
This course is designed to prepare the student to utilize evidence based health promotion, health prevention, and disease management as it applies to diverse individuals, families, groups, communities, and populations. Essential concepts of epidemiology, community based assessment and evaluation, equity, vulnerable populations, and community resources are introduced. This course leads to an increased understanding of the relationships related to socio-cultural contexts, ethics, and health/illness beliefs and practices. Students will demonstrate an ability to facilitate health care delivery to populations of diverse cultures using effective communication skills that include negotiation, problem-solving skills, and collaboration with various interprofessional health care teams. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Fall and Summer.

NUR 4151 Population Health: Promotion, Prevention, and Disease Management (4 credits)
This course is designed to prepare the practicing registered nurse to utilize evidenced based health promotion, health prevention, and disease management as it applies to diverse individuals, families, groups, communities, and populations. Essential concepts of epidemiology, community based assessment and evaluation, equity, vulnerable populations, and community resources are introduced. This course leads to an increased understanding of the relationships related to socio-cultural contexts, ethics, and health/illness beliefs and practices. Students will demonstrate an ability to facilitate health care delivery to populations of diverse cultures using effective communication skills that include negotiation, problem-solving skills, and collaboration with various interprofessional health care teams. *Frequency*: Every Fall, Winter and Summer

NUR 4152 Population Health Nursing (3 credits)
This course introduces students to concepts of epidemiology and biostatistics in the assessment, planning, and management of disease utilizing interdisciplinary collaboration, informatics, public policy, budget, and evidence-based practice. Local, regional, national, and global patterns are

identified to address the healthcare needs of culturally diverse populations. The nurse's role in disaster preparedness and public health emergencies is explored. *Frequency*: Every Fall and Summer.

NUR 4160 Genetics for Nursing Practice (2 credits)
This course will focus on providing students with a fundamental understanding of human genetics and its role in diagnosis, disease management, risk reduction and health promotion. Students will learn ways to assess protective and predictive genetic factors, which influence the health of individuals, families, groups, communities, and populations in order to develop a basis for competent nursing care. Students will apply knowledge of inheritance and immunogenetics in predicting the possible effect of genetics on disease development. The student will evaluate the ethical, social, political and economic impact of selected genetic diseases, DNA-based genetic diagnosis, and gene therapy. *Frequency*: Every Winter and Summer

NUR 4161 Genetic Concepts (2 credits)
This course will focus on building upon the previous experience and knowledge of the practicing registered nurse to develop a deeper understanding of human genetics and genomics and the role in diagnosis, disease management, risk reduction and health promotion. Students will learn ways to assess protective and predictive genetic factors, which influence the health of individuals, families, groups, communities, and populations in order to develop a basis for competent nursing care. The student will apply knowledge of patterns of inheritance and immunogenetics in predicting the possible effect of genetics on disease development. The student will analyze the ethical, social, political, and economic impact of selected genetic diseases, DNA-based genetic diagnosis, and gene therapy. *Frequency*: Every Winter and Summer

NUR 4171 Nursing and Healthcare Trends (3 credits)
This course integrates contemporary trends in the present complex healthcare delivery system with professional nursing practice. Students will integrate knowledge from previous courses further exploring health care system quality and safety, evidenced-based practice, technology, informatics, and the nurse's role in today's healthcare delivery system. This course examines the relationships between quality of care, cost of care, and safety as well as the regulatory effects on patient care and cost. Students will develop skills to address relevant issues within today's health care delivery system. Trends in healthcare informatics are explored and the effects of nursing informatics on communication and safety will be analyzed. *Frequency*: Every Fall, Winter, and (Summer for RN to MSN students).

NUR 4172 Nursing in Today's Healthcare Environment (3 credits)
This course integrates contemporary trends in the present complex healthcare delivery system with professional nursing practice. Students will synthesize knowledge from previous courses to further investigate health care system quality, safety, evidenced-based practice, technology, and the professional nurse's role. The importance of collaborative relationships among interprofessional team members and their impact on quality and value-based care, and patient safety will be analyzed. Students will further develop skills to address relevant legal, ethical and regulatory issues. *Frequency*: Every Fall and Winter.

NUR 4175 Transition to Graduate Education (9 credits)
The course prepares the student for the transition into graduate nursing studies. It incorporates evidence-based research and various theories that may be utilized to enhance nursing practice. Students will be introduced to concepts and theories of leadership and business, relating these to nursing practice. Ethical and legal issues pertinent to graduate nurse practice environments will be explored. This course will provide an overview of the skills required to be successful as a leader in today's healthcare environment. *Frequency*: Every Fall and Summer.

NUR 4180 Nursing Practicum (6 credits)
This course synthesizes all previous knowledge as a foundation for implementing holistic, patient-centered care that reflects an understanding of human growth and development, pathophysiology, pharmacology, medical and nursing management. Students will provide competent, compassionate care to diverse patient and family populations across the health illness continuum, across the lifespan, and in a variety of healthcare settings. Students will incorporate current evidence-based research in delivering safe, quality patient care. The student will work with a registered nurse preceptor and apply leadership skills in delegating, supervising, and collaborating with other members of the interprofessional healthcare team. Students will demonstrate stewardship and integrity when providing patient care in this dynamic healthcare environment. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Fall, Winter, and Summer.

NUR 4250 Concepts of Psychiatric-Mental Health Nursing (4 credits)
This course applies theories and concepts from liberal education and evidence-based practice to provide nursing care for diverse populations who have specific psychiatric disorders. The focus is on designing nursing strategies that support mental health and wellness and reduce symptomatology following a reaction to stressors. Contemporary trends in treatment and mental health promotion will be emphasized. The legal and ethical issues pertaining to intrapersonal, interpersonal, and extrapersonal stressors of the psychological variable will be discussed. Students will also reflect on their own behaviors and methods of communication. The course will include both a clinical and didactic component. *Frequency*: Every Fall and Summer

NUR 4904 Advanced Anatomy & Physiology for Health Professions (4 credits)
This course builds on previously acquired knowledge related to human anatomy and physiology and provides a foundation for understanding pathophysiology. A systematic approach is used to explain the relationship between the structure and function of organ systems. Innovative approaches assist students to apply these concepts in the laboratory setting using effective educational tools and state of the art technology. *Frequency*: Every Fall and Winter.

NUR 9999 Course Completion (1 credits)
This course is for students to complete prior class activity.

OPS—Operations Management

OPS 3880 Operations Management (3 credits)
This course approaches Operations Management from the "inside-out". It develops the student's personal understanding of processes, process capabilities, and results and then transfers those into the business environment. The course builds on an understanding of applied statistics to develop an understanding of the planning and the processes involved in the creation of value both through the provision of services and manufacture of goods. Topics include process flow and capability, operations strategy, total quality management (TQM), supply chain and capacity management, process improvement, project management. *Prerequisites*: Math 3020 or Math 3020H, or Math 2020, or Math 2020H. *Frequency*: Every Fall and Winter.

OPT—Optometry

OPT 1233 Biochemistry (3 credits)
This course will enable the student to describe and understand the biochemical components of the human body and the metabolism of these components. The biochemical basis of ocular functions will be emphasized where appropriate. (54-0-3)

OPTP—Preparatory Optometry

OPTP 1134 Introductory Gross Anatomy and Anatomy of the Head and Neck (4 credits)
The study of the general anatomical and

functional features of the major systems of the human body. These include the skeletal system, muscular system, peripheral nervous system, respiratory system, cardiovascular system, digestive system and urogenital system. In addition, the latter part of the course includes a detailed study of the anatomical and functional features of the head and neck region. This course is intended to prepare students in the knowledge, skills, and attributes needed of an entry-to-practice Doctor of Optometry. While this course should also help students prepare for licensing examinations such as those administered by the NBEO, nothing in this course, including the lectures and discussions, coursework, study guides, teaching notes, electronically posted information, or other materials, should be believed or understood to utilize actual confidential examination items from licensing examinations. For example, throughout this course, the instructors may indicate points of emphasis for NBEO study and preparatory work. This instructional approach does not reflect knowledge of actual NBEO examination items, but represents a suggested area of focus based entirely upon the NBEO content outline/matrix. All materials in this course have been prepared in good faith to comply with the highest ethical standards of the profession.

OPTP 1233 Biochemistry (3 credits)
This course will enable the student to describe and understand the biochemical components of the human body and the metabolism of these components. The biochemical basis of ocular functions will be emphasized where appropriate.

OPTP 1323 Introductory Microbiology (2 credits)
Section I: Immunology A. For basic immunology students will be able to: 1. describe the innate immune mechanisms of the human body. 2. recognize the organs of the immune system and the functions of their parts and components. 3. state the role of each type of leukocyte in the inflammatory process. 4. explain the structure of antigens and how they interact with antibodies and leukocytes. 5. differentiate the antibodies by their structures, their class, and state their functions in the immune Response. 6. indicate the genetic basis of immunologic phenomena with regards to specificity, diversity, and self- non-self discrimination. 7. identify the characteristics of the humoral and cellular immune responses and the mechanisms that initiate and regulate the responses. 8. define the role of the classical and alternative complement pathways in the immune response. B. For clinical aspects of immunology students will be able to: 1. describe how immunodeficiency conditions occur and the specifics of each type. 2. classify the four types of hypersensitivities, state their mechanisms of action, and name the diseases caused by the hypersensitivity conditions. 3. recognize the differences in the body's response to different autoimmune conditions and give examples of common disease states. Section II: Bacteriology A. For basic bacteriology students will be able to: 1. describe the morphology of bacterial cells and the functions of each structure. 2. identify the major antigens of bacterial structures. 3. understand the phenotypic and genotypic basis for the taxonomic classification of bacteria. 4. recognize the physiological requirements for bacterial growth and cultivation. 5. illustrate the ways in which bacteria acquire and transmit genetic information and comprehend the clinical implications of these phenomena. 6. identify major groups of bacteria comprising the normal flora of the human body and describe the ecological roles they play. 7. explain the concepts of host-parasite interactions. 8. identify bacterial factors involved in the pathogenic process. 9. recognize the variables involved in the epidemiology of bacterial diseases. 10. explain the laboratory tests used in the diagnosis of bacterial infections. 11. state the methods used in the different sterilization and disinfection processes. 12. describe the antibacterial activity of antibiotics, including sites of activity. 13. discuss the mechanism involved in bacterial resistance to penicillins. B. Pathogenic bacteriology – the following outcomes are for infections caused by the following genera of bacteria: Haemophilus, Streptococcus, Staphylococcus, Neisseria, Pseudomonas, Chlamydia, Corynebacterium, Proteus, Mycobacterium, Bacillus, Treponema, Actinomyces, Moraxella, Klebs

OPTP 1888 Introductory Ocular Anatomy and Physiology (4 credits)
The composing elements of the globe and orbit are described in detail, with particular attention to their relatively spatial positions. The embryological development of such a complex system is also explained. The functions of each composing element of the globe and orbit are detailed. The mechanisms to achieve such functions are also explained.

OPTP 2023 Introductory General Neuroanatomy (3 credits)
This course will examine the structural, functional, and developmental features of the human nervous system with reference to different disease states.

OPTP 2144 Introductory General Physiology (4 credits)
The purpose of this course is to provide the student with an understanding of various factors and processes responsible for the development, progression, and procreation of life. The material of the course will be presented in accordance with an organ systems approach with particular emphasis on applications of the discussed principles to the specific clinical examples and disorders that affect eyes and vision. The areas covered will include cellular physiology, skeletal and smooth muscle, the cardiovascular system, the nervous and sensory systems, the renal system, the respiratory system, the gastrointestinal system, and the endocrine system.

OPTP 2546 Fundamentals in Optics (3 credits)
This course will present basic principals in Geometrical and Physical Optics used in many professional programs. Emphasis will be placed on theory and problem solving. Many examples and solved problems will be presented in class and handouts. It is essential for students to work assigned handouts and problem sets independently. The problem-solving process must be learned by actively doing and not passively observing. Since it will be beneficial, algebra, geometry and trigonometry along with other math concepts will be introduced and reinforced with related applied topics.

PADM—Public Administration

PADM 1000 Introduction to Public Administration (3 credits)
Public Administration is a multi-disciplinary discipline that provides students with the basic skills necessary for employment in government, public service, and non-profit organizations. This course is a survey of the field of public administration, and will introduce the student to the history, theories, concepts, and practice of public administration. This course will provide an overview of the major sub-fields in public administration and will serve as a basis for further study in the field.

PADM 2150 Transforming Public Administration for Sustainable Development (3 credits)
Based on the United Nations' call to transform public administration to help foster environmental, social and economic sustainability (the three pillars of sustainable development), this course invites students to explore the change of public administration for sustainable development. Through theoretical and practical research of the meaning and relevance of sustainability for our governments, participants will learn how public administration reports and improve on sustainability standards at regional, national and international levels. They will have the opportunity to partner with a local government and conduct a mini-consultancy project. Participants will combine their skills to develop their expertise on governance for sustainability, to deliver innovative projects and contribute to our governments' deliverables for sustainable development.

PADM 3456 Creativity and Innovation in Government and Social Practices (3 credits)
The future will be determined by individuals and government organizations who choose to creatively grow and renew. This course will focus on how individuals and teams develop perspectives, principles and practices that will bolster a contagion for newness in operations and social systems. Students will learn the principles and practices which lead to creativity and innovation in government practices addressing citizen needs and societal challenges. Students will learn techniques and tools to strengthen their efforts to better align with individual and team results. The course will also involve reviewing successful innovative government practices and social environments in operation today. Students will produce their own problem, plan, and implementation agenda for an existing opportunity in a government or societal deficiency. *Frequency*: Every Winter.

PADM 3910 Special Topics in Public Admin (3 credits)
Examines topics in Public Administration that are not included in regular course offerings. Specific content and prerequisites may vary. Students may re-enroll for special topics covering different content. *Frequency*: Upon Request; See Department Chair.

PADM 4200 Planning, Zoning, and Development (3 credits)
This course will cover the fundamentals of land use planning with an emphasis on sustainable development. A more complete course description will be developed by the department in collaboration with an expert in this area. *Prerequisite*: PADM 2100.

PAN—Physician Asst. Naples

PAN 5400 History Taking and Communication Skills (1 credits)
A lecture format will be used to present the concepts and skills required to obtain a complete medical history. The course covers basic principles of effective communication and the basic principles and skills required to obtain comprehensive medical history.

PHED—PHED-Physical Education

PHED 3200 Methods of Teaching Physical Education (3 credits)
This course involves the study and practical application of the instructional design and content of physical education for grades K-12. It is designed to offer the student with the knowledge base, skills, methodology, and techniques to teach a full range of activities to elementary, middle, and secondary students in these grades. Instructional content and curriculum will include recreational team sports, individual lifetime sports, and personal fitness/wellness activities. *Prerequisite*: None. *Frequency*: Every Fall.

PHED 3300 Physical Education Administration (3 credits)
This course is designed to acquaint individuals in the management and operations of physical education. This course provides the philosophy and policies in administration of program planning and management. Classroom management, professional ethics, and legal issues are reviewed as it pertains to physical education. *Prerequisite*: None. *Frequency*: Every Fall.

PHED 3400 Physical Education Principles and Practice in Coaching (3 credits)
This course provides foundation principles and techniques related to coaching in schools (K-12) in various team and individual sports. Other topics include principles of: coaching, behavior, teaching, physical training, and management. In addition to class meetings, at least six hours of field experience are required. *Prerequisite*: None. *Frequency*: Every Winter.

PHIL—Philosophy

PHIL 1010 Introduction to Philosophy (3 credits)
An introduction to the nature of philosophy, philosophical thinking, major intellectual movements in the history of philosophy, and specific problems in philosophy. *Prerequisite*: COMP 1500 or COMP 1500H. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Fall and Winter.

PHIL 1400 Introduction to Logic (3 credits)
A study of the principles and evaluation of critical thinking including identification and analysis of fallacious, as well as valid reasoning. Traditional and symbolic logic will be considered and foundations will be laid for further study in each area. *Prerequisite*: COMP 1500 or COMP 1500H. *Frequency*: Every Fall.

PHIL 2000 Moral Issues (3 credits)
This course provides an introduction to moral reasoning through a philosophical examination of important ethical concepts, such as ethical theory, relativism, egoism, and virtue. Topical moral problems such as world hunger, abortion, and animal rights (among others) will be used as illustrative examples. Students will be introduced to the idea that ethical problems are largely a matter of reason and that progress toward solutions can be gained through an application of normative ethical (philosophical) theory. *Prerequisite*: COMP 1500 or COMP 1500H. *Frequency*: Every Fall and Winter.

PHIL 2400 Symbolic Logic (3 credits)
Rigorous analyses of the concepts of proof, consistency, equivalence, validity, implication, and truth as exemplified in propositional logic and predicate logic. *Prerequisite*: COMP 1500 or COMP 1500H. *Frequency*: Every Winter.

PHIL 3010 Ethical Issues in Communication (3 credits)
This course provides an introduction to moral reasoning through a philosophical examination of major ethical problems in communications, such as those encountered by media professionals; conflicts of interest, morally offensive content, media influences on anti-social behavior, confidential sources, privacy, truth and honesty in reporting, among others. Student will be introduced to the idea that ethical problems are largely a matter of normative ethical (philosophical) theory. *Prerequisite*: COMP 2000, COMP 2010, or COMP 2020 or COMP 2000H. *Frequency*: Every Winter.

PHIL 3180 Biomedical Ethics (3 credits)
This course provides an introduction to moral reasoning through a philosophical examination of major problems in biomedical ethics, such as abortion, euthanasia, allocation of resources, medical experimentation, genetic engineering, confidentiality, among others. Students will be introduced to the idea that ethical problems are largely a matter of reason; that progress toward solutions can be gained through an application of normative ethical (philosophical) theory. *Prerequisite*: COMP 2000, COMP 2010 or COMP 2020 or COMP 2000H. *Frequency*: Every Fall and Winter.

PHIL 3180H Biomedical Ethics Honors (3 credits)
This course provides an introduction to moral reasoning through a philosophical examination of major problems in biomedical ethics, such as abortion, euthanasia, allocation of resources, medical experimentation, genetic engineering, confidentiality, among others. Students will be introduced to the idea that ethical problems are largely a matter of reason, that progress toward solutions can be gained through an application of normative ethical (philosophical) theory. *Prerequisite*: COMP 2000, COMP 2010, or COMP 2020 or COMP 2000H. Honors students only. *Frequency*: Every Fall.

PHIL 3200 Ethics and Sport (3 credits)
This course provides an introduction to moral reasoning through a philosophical examination of major problems in sports, such as the nature of sportsmanship, drugs, violence, commercialization, and gender equality, among others. Students will be introduced to the idea that ethical problems are largely a matter of reason; that progress toward solutions can be gained through an application of normative ethical (philosophical) theory. *Prerequisite*: COMP 2000, COMP 2010 or COMP 2020 or COMP 2000H. *Frequency*: Every Fall.

PHIL 3220 Philosophy of Science (3 credits)
A study of the conceptual foundations of modern science. The course focuses on the philosophical analysis of scientific method and its basic concepts and assumptions. *Prerequisite*: COMP 2000, 2010, or 2020 or COMP 2000H. *Frequency*: Every Fall and Winter.

PHIL 3300 Ethics of War and Peace (3 credits)
This course consists in the philosophical examination of the nature, definitions, and practices of war. Special attention will be paid to the just war tradition in ethics. *Prerequisite*: COMP 2000, COMP 2010, or COMP 2020 or COMP 2000H. *Frequency*: Every Year Fall.

PHIL 3360 Environmental Ethics (3 credits)
This course provides an introduction to moral reasoning through the philosophical examination of major problems in environmental ethics, such as the relationship between human beings and living and non-living environments, controlling nature, and land use, assessing risk, responsibility to future generations, and the role of science, among others. Students will be introduced to the idea that ethical problems are largely a matter of reason; that progress toward solutions can be gained through an application of normative ethical (philosophical) theory. *Prerequisite*: COMP 2000, COMP 2010, or COMP 2020 or COMP 2000H. *Frequency*: Every Winter.

PHIL 3530 Gods and Chariots (3 credits)
A study of the classic works of philosophy focusing on Plato and Aristotle, and might include discussion of various Pre-Socratic and Hellenistic philosophers. The emphasis throughout will be on understanding, analyzing, and evaluating arguments of the philosophers and placing their work into the historical context of the respective eras in which they produced their work. *Prerequisite*: COMP 2000, 2010, or 2020 or COMP 2000H. *Frequency*: Every Fall.

PHIL 3540 Revolution and Ideology (3 credits)
A study of the classic works of philosophy focusing on the rationalists, the empiricists, and Kant. The emphasis throughout will be on understanding, analyzing, and evaluating arguments of the philosophers and placing their work into the historical context of the respective eras in which they produced their work. *Prerequisite*: COMP 2000, 2010, or 2020 or COMP 2000H. *Frequency*: Every Winter.

PHIL 3660 Philosophy of Law (3 credits)
A critical examination of basic analytic and normative questions pertaining to law. The course may include such topics as the nature of law, law and morality, legal responsibility, civil disobedience, and the justification of punishment. *Prerequisite*: COMP 2000, COMP 2010, or COMP 2020 or COMP 2000H. *Frequency*: Even Year Winter.

PHIL 3670 Social and Political Philosophy (3 credits)
This course will examine significant philosophical contributions to an understanding of politics and society. Among the questions it will address are: What is the nature and basis of the state? Which form of government is best? How do we determine whether political institutions are just? What conceptions of human nature underlie various political philosophies? How are social goods and burdens justly divided? This course will draw from classical, modern, and contemporary sources in political philosophy. *Prerequisite*: COMP 2000, 2010, or 2020 or COMP 2000H. *Frequency*: Odd Year Winter.

PHIL 4300 Knowledge and Reality (3 credits)
This course will examine philosophical approaches to the study of human knowledge and the nature of reality in general, and the specific arguments advanced by philosophers to clarify or resolve fundamental issues in these areas of inquiry. The course may include topics such as skepticism, the analysis of knowledge, theories of justification, the nature of existence, the debate between metaphysical realists and antirealists, the nature of truth, and the free will problem. The final objective is to have the student draw on everything they have learned in this course and prior courses to produce a major research paper that is subject to rigorous academic standards. Topics will vary. *Prerequisite*: one PHIL course and COMP 2000, 2010 or 2020 or COMP 2000H. *Frequency*: Every Winter.

PHIL 4900 Special Topics in Philosophy (3 credits)
A careful and critical study of one or more of the outstanding works in philosophy and/or an in-depth study of one philosophical issue. May be repeated once for credit if content changes and with written consent of division director. *Prerequisites*: one PHIL course; and COMP 2000, COMP 2010, or COMP 2020. *Frequency*: Every Fall.

PHIL 4900A Special Topics in Philosophy: The Ethics of War and Peace (3 credits)
PHIL 4900 Special Topics in Philosophy Description and Other Offerings A careful and critical study of one or more of the outstanding works in philosophy and/or an in-depth study of one philosophical issue. May be repeated once for credit if content changes and with written consent of the Department of History and Political Science Chair. *Prerequisites*: one PHIL course; and COMP 2000, COMP 2010, or COMP 2020. (Description Last Updated: Fall 2012 (201320))

PHIL 4950 PHIL 4950 Internship in Philosophy (3 credits)
A 10-20 hour per week field or work experience for 16 weeks (or more) in the student's major area of study. Consult academic division for specific details and requirements. *Prerequisite*: cumulative GPA of 2.5 or higher, completion of 60 or more credit hours, and permission of department chair. *Frequency*: Every Fall and Winter.

PHIL 4990 Independent Study in Philosophy (1-3 credits)
The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. Written consent of instructor and division director required. *Prerequisites*: one PHIL course; and COMP 2000, COMP 2010, or COMP 2020 or COMP 2000H or PHIL 3180H. *Frequency*: Every Fall and Winter.

PHYS—Physics

PHYS 1020 Concepts in Physical Science (3 credits)
This course is designed to introduce the student to the basic concepts of physical science. By surveying the fundamentals of physics and related sciences the student will obtain an appreciation of the basic tenets of science in general. The emphasis will be on the nature of science as a creative human enterprise, the key role that it plays in modern society, its relationship to technology and thereby to the environment, its open-ended character as reflected in the dynamic nature of scientific concepts, and the human qualities of scientists and their social responsibility. *Prerequisites*: MATH 1030 or higher and COMP 1000 or higher. *Frequency*: Every Fall and Winter.

PHYS 1500 Introduction to Astronomy (3 credits)
General survey of main topics in astronomy, including the sun/planets, the solar system, galaxies/nebulae, black holes/neutron stars, stellar evolution, and cosmology. *Frequency*: Every Winter.

PHYS 2160 Essentials of Earth and Space Science (3 credits)
This course will cover topics from earth science, including the basic concepts needed to understand geology, oceanography, the atmosphere, the weather, and earth history. Topics from space science will include the sun, planets, solar system, the galaxy and larger structures, the composition and evolution of stars, cosmology, and exotic objects such as quasars and black holes. *Prerequisite*: PHYS 1020. *Frequency*: Every Even Year Winter.

PHYS 2350 General Physics I/Lab (4 credits)
First of a two-part series covering mechanics, thermodynamics, vibrations, and waves. Includes laboratory sessions. This course has been exempted from the requirements of the Writing Across the Curriculum policy.

Prerequisite: MATH 1250 or MATH 2100 or MATH 2100H. *Frequency*: Every Fall and Winter.

PHYS 2350H General Physics I/Lab Honors (4 credits)
First of a two-part series covering mechanics, thermodynamics, vibrations, and waves. Includes laboratory sessions. This course has been exempted from the requirements of the Writing Across the Curriculum policy. *Prerequisites*: MATH 1250 or MATH 2100 or MATH 2100H. Honors students only. *Frequency*: Every Fall.

PHYS 2360 General Physics II/Lab (4 credits)
Second of a two-part series covering electricity and magnetism, optics, and modern physics. Includes laboratory sessions. This course has been exempted from the requirements of the Writing Across the Curriculum policy. *Prerequisites*: PHYS 2350 and either MATH 1250 or MATH 2100 or MATH 2100H. *Frequency*: Every Fall and Winter.

PHYS 2360H General Physics II/Lab Honors (4 credits)
Second of a two-part covering electricity and magnetism, optics, and modern physics. Includes laboratory sessions. This course has been exempted from the requirements of the Writing Across the Curriculum policy. *Prerequisites*: PHYS 2350 or PHYS 2350H and either MATH 1250 or MATH 2100 or MATH 2100H. Honor students only. *Frequency*: Every Winter.

PHYS 2400 Physics I/Lab (4 credits)
This course covers the basic principles of kinematics, dynamics, work and energy, momentum, rotational motion, gravitation, oscillatory and wave motion, fluid mechanics, and thermodynamics. Includes laboratory sessions. This course has been exempted from the requirements of the Writing Across the Curriculum policy. *Prerequisite*: MATH 2200 or MATH 2200H. *Frequency*: Every Fall.

PHYS 2500 Physics II/Lab (4 credits)
This course covers the basic principles of electrostatics, magnetostatics, DC and AC circuits, electromagnetic waves, optics, and modern physics, in particular, the special theory of relativity, early quantum theory, semiconductor diodes, and transistors. Includes laboratory sessions. This course has been exempted from the requirements of the Writing Across the Curriculum policy. *Prerequisite*: PHYS 2400. *Frequency*: Every Winter.

PHYS 3000 History of Physics (3 credits)
This course covers some of the major developments in physics from antiquity to the present, puts the physics into a historical context, and introduces some of the associated philosophical issues, in particular, how physics has influenced conceptions of the nature of reality. *Prerequisites*: PHYS 2500 or both MATH 2100 or MATH 2100H and PHYS 2360. *Frequency*: Upon request and see academic department chair.

PHYS 3100 Introduction to Biophysics (3 credits)
Applications of physical principles to aspects of biology and medicine. Topics include: Diffusion and osmosis, the thermodynamics of living systems, fluid mechanics, medical imaging and radiation therapy, the nervous system and the physical basis of perception, hydrophobic and hydrophilic interactions, protein folding and aggregation, and cell signaling. *Prerequisites*: BIOL 1500 and MATH 2100 or MATH 2100H, and PHYS 2360 or PHYS 2500. *Frequency*: Even Year Fall.

PHYS 3200 Thermodynamics (3 credits)
This is an intermediate course in thermodynamics. The course covers classical thermodynamics and introduces statistical mechanics. *Prerequisites*: PHYS 2500 and MATH 3200. *Frequency*: Upon request and see academic department chair.

PHYS 3300 Fundamentals of Optics (3 credits)
This is an introductory optics course that covers the fundamental principles of geometrical and physical optics with some emphasis on the optics of vision. It also serves as an introduction for students of optometry and related sciences. *Prerequisites*: PHYS 2350 or higher and MATH 2100 or MATH 2100H. *Frequency*: Less than once every two years.

PHYS 3400 Astronomy and Astrophysics I (3 credits)
This is the first of a two-part series covering the concepts of astrophysics including the analysis of electromagnetic radiation from space, telescope technology, celestial mechanics and stellar evolution. Students will study the importance of astrophysics in our society and the topics and methods of modern astronomical research in the field of stellar and galactic astrophysics and instrumentation. *Prerequisites*: PHYS 2360 or higher, and MATH 2200 or MATH 2200H. *Frequency*: Upon request and see academic department chair.

PHYS 3450 Astronomy and Astrophysics II (3 credits)
The second of a two-part series covering the concepts of astrophysics such as the structure and physics of galaxies, the distribution of objects in the expanding universe, the Big Bang theory, and the evolution of celestial bodies. Students will study and apply the topics and methods of modern astronomical research in the field of extragalactic astronomy, cosmology, and space science. *Prerequisite*: PHYS 3400. *Frequency*: Upon request and see academic department chair.

PHYS 3500 Introduction to Mechanics (3 credits)
This course covers basic topics in the mechanics of systems of particles and rigid bodies. Topics covered include vectors, rectilinear and planar motion, non-inertial coordinate systems and fictitious forces, oscillations, three-dimensional motion, gravity, central forces, and Lagrangian mechanics. This course has been exempted from the requirements of the Writing Across the Curriculum policy. *Prerequisites*: PHYS 2500 and MATH 3400. *Frequency*: Even Year Fall.

PHYS 3550 Non-linear Dynamics (3 credits)
This course introduces the student to the basic concepts of nonlinear dynamics, chaos, and related topics in nonlinear dynamics, via numerical simulations, and the detection and quantification of chaos in experimental data. Emphasis will be on the physical concepts and examples, rather than mathematical proofs and derivations. Topics covered include: phase planes, limit cycles, bifurcations, Lorenz equations, fractals, and strange attractors. The course will be taught at a level accessible to advanced undergraduate students in all fields of science and engineering. *Prerequisites*: PHYS 2500 and MATH 3400.*Frequency*: Upon request and see academic department chair.

PHYS 3610 Electromagnetic Theory I (3 credits)
This course covers the fundamentals of electromagnetic theory. Topics covered include vector calculus, electrostatics, magnetostatics, solutions of Laplace and Poisson equations, electric and magnetic fields inside matter. *Prerequisites*: PHYS 2500 and MATH 3200. *Frequency*: Odd Year Fall.

PHYS 3650 Electromagnetic Theory II (3 credits)
This is the continuation of Electromagnetic Theory I. Topics covered include Maxwell's equations, electromagnetic waves, radiation, and relativity. *Prerequisite*: PHYS 3610. *Frequency*: Upon request and see academic department chair.

PHYS 3700 Modern Physics (3 credits)
This is an introductory modern physics course covering special relativity, quantum mechanics, nuclear, and particle physics. The concepts will be applied to a variety of situations, including some in the field of medicine. This course has been exempted from the requirements of the Writing Across the Curriculum policy. *Prerequisite*: PHYS 2500. *Frequency*: Odd Year Fall.

PHYS 3750 Modern Physics II (3 credits)
Continuation of PHYS 3700. This course covers introductory quantum mechanics, including Hilbert spaces, the Schrodinger equation, spin, and perturbation theory. Applications to one-dimensional problems, the harmonic

oscillator, and the hydrogen atom are included. This course has been exempted from the requirements of the Writing Across the Curriculum policy. *Prerequisite*: PHYS 3700. *Frequency*: Even Year Winter.

PHYS 3800 Introduction to Elementary Particle Physics (3 credits)
Introduction to particle physics, covering topics that include group theory, properties of elementary particles, the electromagnetic, strong and weak nuclear interactions, gauge theories, and unification. This course has been exempted from the requirements of the Writing Across the Curriculum policy. *Prerequisite*: PHYS 3650 or PHYS 3750. *Frequency*: Upon request and see academic department chair.

PHYS 3900 Mathematical Methods for Physicists (3 credits)
This course introduces and applies the relevant mathematics required to solve advanced problems in physics. Among the topics included are vector analysis, linear algebra, Fourier series and transforms, differential equations, special and complex functions, and probability and statistics. *Prerequisite*: PHYS 3500 and MATH 3200. *Frequency*: Upon request and see academic department chair.

PHYS 4000 Advanced Physics Laboratory I (2 credits)
This is an upper-level laboratory course in which a variety of advanced experiments will be performed. This is an intensive laboratory course, with a strong emphasis on independent data analysis and dissemination of results. Students will learn laboratory skills and also gain valuable practice using statistical methods of data analysis. *Prerequisite*: PHYS 3700. *Frequency*: Upon request and see academic department chair.

PHYS 4050 Advanced Physics Laboratory II (2 credits)
This is the second part of an upper-level laboratory course in which a variety of advanced experiments will be performed. This is an intensive laboratory course, with a strong emphasis on independent data analysis and dissemination of results. Students will learn laboratory skills and also gain valuable practice using statistical methods of data analysis. *Prerequisite*: PHYS 4000. *Frequency*: Upon request and see academic department chair.

PHYS 4400 Science of Planets and Solar Systems (3 credits)
This interdisciplinary course is an advanced introduction to the linked research of planetary systems, extrasolar planets, astrobiology, astrochemistry, and astronautics, as well as the cultural changes expected from future discoveries in those fields. Topics include the physics of the solar system such as the sun, planets, moons, comets and asteroids; the properties of other solar systems and ultimately the search for another Earth and life in space. This course is designed for physics and science students and is also suited for engineering students interested in space science and astronautics. *Prerequisite*: PHYS 3400. *Frequency*: Upon request and see academic department chair.

PHYS 4500 Advanced Mechanics (3 credits)
This course will cover advanced topics in mechanics. Topics to be covered include Lagrangian mechanics, two-body central force problems, coupled oscillators and normal modes, Hamiltonian mechanics, non-inertial frames, and rigid body motion. *Prerequisite*: PHYS 3500. *Frequency*: Upon request and see academic department chair.

PHYS 4600 Quantum Mechanics I (3 credits)
First of a two-part series covering the fundamentals of quantum mechanics, covering the wave function, the Schrodinger equation, and elementary statistical mechanics. *Prerequisites*: PHYS 3500 and PHYS 3700 and MATH 3200. *Frequency*: Upon request and see academic department chair.

PHYS 4650 Quantum Mechanics II (3 credits)
This course is a second of two-part series covering the fundamentals of quantum mechanics, applications using the time-dependent Schrodinger equation, time-independent and time-dependent perturbation theory, the variational principle, the WKB approximation, the adiabatic approximation, and scattering. *Prerequisites*: PHYS 4600. *Frequency*: Upon request and see academic department chair.

PHYS 4900 Special Topics in Physics (1-3 credits)
Topics in physical science that are not included in regular course offerings and may be taken without prerequisites. Special content is announced in the course schedule for a given term. Students may re-enroll for special topics covering differing content. *Frequency*: Upon request and see academic department chair.

PHYS 4950 Internship in Physics (1-12 credits)
A work experience for 16 weeks in the student's major area of study or area of career interest. Consult academic division for specific details and requirements. *Prerequisites*: cumulative GPA of 2.5 or higher, major GPA of 3.0 or higher, completion of 60 or more credit hours, supervision of instructor, and permission of Department Chair. *Frequency*: Upon request and see academic department chair.

PHYS 4990 Independent Study in Physics (1-12 credits)
The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. *Prerequisite*: to be determined by the faculty and Department Chair. *Frequency*: Upon request and see academic department chair.

PHYS 4990A Independent Study in Physics (A) (1-12 credits)
The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. *Prerequisite*: to be determined by the faculty and Department Chair. *Frequency*: Upon request and see academic department chair.

PHYS 4990B Independent Study in Physics (B) (1-12 credits)
The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. *Prerequisite*: to be determined by the faculty and Department Chair. *Frequency*: Upon request and see academic department chair.

PHYS 4990C Independent Study in Physics (C) (1-12 credits)
The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. *Prerequisite*: to be determined by the faculty and Department Chair. *Frequency*: Upon request and see academic department chair.

PHYS 4990D Independent Study in Physics (1-12 credits)
The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. *Prerequisite*: to be determined by the faculty and Department Chair. *Frequency*: Upon request and see academic department chair.

POLS—POLS-Politics & Public Affairs

POLS 1010 American Government and Politics (3 credits)
An introduction to the processes of the American national and local forms of government. Included are the nature and structure of government, its characteristics and functions, and the intimate relation of government to other interests. *Frequency*: Every Fall and Winter.

POLS 1200 Introduction to Political Science (3 credits)
This course will provide the student with an overview of political science with an emphasis on such topics as: the formation and evolution of government institutions and structures; the evolution of political participation, culture and ideology in both a domestic and international context; and policy formation

and implementation (both domestic and foreign); and international relations. In doing this, students will be introduced to the basic vocabulary of the discipline, learning about the different ways that political issues and processes are studied. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Fall and Winter.

POLS 2010 Comparative Government (3 credits)
This course will examine the elements of foreign political systems such as constitutions, political parties, institutions, historical development, and ideology using the United States as a frame of reference. Attention will be given to how legislation is enacted, how elections are conducted, and the relationship between the judicial, executive, and legislative branches of government. *Frequency*: Every Fall and Winter.

POLS 2100 State and Local Government (3 credits)
This course is designed to provide a basic knowledge of how state and local governments operate, and how political decisions are made by these governments. The course will also address how federalism impacts these units of government. It will examine the political actors--legislators, governors, interest groups--that affect state and local politics, as well as specific local/state policy issues. *Prerequisite*: COMP 1500 or COMP 1500H. *Frequency*: Every Fall.

POLS 2300 International Relations (3 credits)
This course will introduce students to various theories and concepts used by scholars in the field of international relations and demonstrate their practical application to understanding major issues in contemporary international politics such as war, globalization, international trade and finance, the role of international organizations, ethnic conflict and peacekeeping, proliferation of nuclear weapons, migration and poverty, and the role of international organizations and NGOs. *Prerequisite*: COMP 1500 or COMP 1500H. *Frequency*: Every Winter.

POLS 2400 Model United Nations (3 credits)
In this course students will learn about the United Nations through the experiential exercise of The Model United Nations. Students will learn how its institutions function and achieve a historical overview of its formation. Students will also analyze pressing issues in global politics by researching country positions and backgrounds and simulating the experience of the United Nations in attempting to solve vexing world problems. The experience culminates in students competing in the Florida Model United Nations Conference (FMUN) in late October every year (or in a residential Model UN event). *Frequency*: Every Fall

POLS 3011 Quantitative Research Methods in Political Science (3 credits)
Political scientists ask questions about the behavior of political actors like voters and elected officials, the operations and policies of government institutions like the U.S. Congress or the Supreme Court, or the interactions of political entities like states or NGOs in the international arena. To answer these questions they develop theories and compare their theoretical expectations to real-world data observations. While many social science courses teach a great deal of this conceptual material, in this course students will learn how we derive these paradigms in the discipline of political science. The purpose of this course is to help students understand statistics and develop practical skills for summarizing, describing, and analyzing the data in the context of public policy. The focus is on the presentation and interpretation of quantitative data. (*Prerequisite*: POLS 1200: Introduction to Political Science (3 credits) OR INST 1500: Global Issues (3 credits) Since a basic background in statistics is necessary to understand academic, media, and governmental reports, this course attempts to strike a balance between a theoretical and practical understanding of statistical concepts. It is assumed that students have little or no statistical training – and while a background in mathematics is always helpful – our focus is to explore the empirical process from question to conclusion.

POLS 3100 Political Theory (3 credits)
This course is designed to familiarize students with major authors and concepts in political theory. Emphasis is placed on both historical and contemporary debates surrounding important political concepts such as authority, justice, liberty, and democracy. The course will also consider major political theories and political ideologies that influenced past societies and continue to shape the world. *Prerequisites*: POLS 1200 and COMP 2000 or 2020 or COMP 2000H. *Frequency*: Even Year Winter.

POLS 3200 The Congress (3 credits)
This course is an intensive look at the legislative branch of the American government, exploring the politics, processes, and policies that make up the Congress. The course focuses on how Congress works, including factors such as constituent pressures, the media, lobbyists, campaigns, representation and elections, party leadership, committee power, rules and procedures, and inter-branch relations. Emphasis is given to the modern Congress and how historical developments have impacted the modern political process, through attention to a variety of current issues such as homeland security, health care, immigration, defense policies, education, and the environment. *Prerequisite*: POLS 1010 or POLS 1200 and COMP 2000 or 2020 or COMP 2000H. *Frequency*: Odd Year Winter.

POLS 3400 The Presidency (3 credits)
This course provides a comprehensive overview of the American presidency, including the evolution of the office; presidential powers; relations with Congress, the courts, the mass media and interest groups; public opinion; electoral politics; White House decision-making; and the president's impact in domestic and foreign affairs. This course will examine both individual presidents and the presidency as an institution. *Prerequisites*: POLS 1010 or POLS 1200 and COMP 2000 or 2020 or COMP 2000H. *Frequency*: Even Year Fall.

POLS 3500 Global Politics (3 credits)
This course offers an issue-based examination of world politics. Drawing on theories and practices in the field of international relations, the course will examine pressing and important problems in the world today such as global warming, terrorism, failed states, international public health, transnational organizations, human rights, drug trafficking and global crime. Each issue will be framed in appropriate theoretical, historical and contemporary perspectives, and problem solving exercises will be utilized in order to arrive at a fuller understanding of the dynamics of world politics. *Prerequisites*: POLS 2300 and COMP 2000 or 2020 or COMP 2000H. *Frequency*: Odd Year Fall.

POLS 3600 Voting and Elections (3 credits)
This course will focus on the process and procedures by which American public opinion is formally tallied: voting in elections. Emphasis will be placed on deepening an understanding of the theory and practice of American politics by exploring the right to vote, the forces that shape who votes, and the many ways that the vote can be manipulated without breaking the law. *Prerequisites*: POLS 1010 or POLS 1200 and COMP 2000 or 2020 or COMP 2000H. *Frequency*: Even Year Winter.

POLS 4100 European Union (3 credits)
This course will examine the historical development, the political parties, and the institutions (Commission, Parliament, Council of Ministers) of the European Union. Attention will be given to how European Union policies are developed, enacted and enforced as well as the effect of European rules upon the domestic legal systems of the twenty-seven member states. Students will consider to what extent the European Union will continue its development in terms of both increased horizontal and vertical integration. Students will also appraise to what extent the European Union protects the human rights and economic interests of its citizens and how effectively it functions as a unit in the international arena.

Prerequisites: POLS 1200 and COMP 2000 or 2020 or COMP 2000H. *Frequency*: Even Year Fall.

POLS 4200 Latin American Politics (3 credits)
This course will examine the politics of Latin America. Emphasis will be placed on the political, economic, and social developments that have contributed to Latin America's current state of development. The course will also examine the political development of Latin American states, the impact of the Cold War, internal political conflict and the role of the military in these conflicts, and democratization and social movements. Some of the aspects that will be highlighted are the effect of colonization on the region's economic development, the impact of revolution, and the effects of migration. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisite*: POLS 1200 and COMP 2000 or 2020 or COMP 2000H. *Frequency*: Odd Year Winter.

POLS 4300 Middle Eastern Politics (3 credits)
This course will examine the politics of the Middle East. Emphasis will be placed on the political, economic and social developments that have contributed to current tensions in the Middle East. The course will also examine the political development of Middle Eastern states, the phenomenon of Arab nationalism, Islamism, the Palestinian-Israeli conflict, democratization, oil and economic development and regional security. Some of the aspects that will be highlighted are an understanding of the Arab-Israeli conflict, events surrounding Iraq, and changing patterns in other countries such as Iran, Syria, Lebanon and Egypt. *Prerequisite*: POLS 1200 and COMP 2000 or 2020 or COMP 2000H. *Frequency*: Even Year Winter.

POLS 4400 Applied Quantitative Analysis (3 credits)
In this course we will examine the meaning of "explanation" and "causal reasoning", and provide an overview of the methods of inquiry in political science through the use of elementary descriptive and inferential statistics. By broadening analytical proficiency and developing critical thinking skills, this course will enhance the students' ability to evaluate politics and policy using the basic principles of scientific methodology. Students will also be introduced to LATEX, the high-quality typesetting system, and learn the R language and environment for statistical computing and graphics. (*Prerequisites*: POLS 1200: Introduction to Political Science (3credits) OR INST 1500: Global Issues (3 credits)

POLS 4950 Internship in Political Science (3 credits)
A 10-20 hour per week field or work experience for 16 weeks (or more) in the student's major area of study. Consult academic division for specific details and requirements. *Prerequisite*: cumulative GPA of 2.5 or higher, completion of 60 or more credit hours, and permission of department chair. *Frequency*: Every Fall and Winter.

POLS 4990 Independent Study in Politics and Public Affairs (1-3 credits)
The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. Written consent of instructor and division director required. *Prerequisites*: One POLS course and COMP 2000, COMP 2010 or COMP 2020 or COMP 2000H. *Frequency*: Every Fall and Winter.

POPM—Population Medicine

POPM 2000 Population Medicine Fundamentals (3 credits)
This introductory course will enable students to gain a broad understanding of the overarching principles of population medicine, the interrelated conditions and factors that influence the health of, and healthcare delivery to, populations of patients over the life course, and the role of the discipline in improving health while reducing health disparities and inequities. It will also lead to an understanding of determinants of health and the measurement of health outcomes. Students will gain an appreciation of population medicine within the context of other health sciences. *Frequency*: Every Fall.

POPM 2100 Value-Based Health Care Systems (3 credits)
This course enables students to understand the central tenet of health care: to maximize value of healthcare services for patients. Students will learn about health outcomes; how they are measured and achieved, per unit of cost spent. They will learn about the current structure of the health care system, including reimbursement, and how measurement of health care delivery is currently misaligned with value. Students will be exposed to consideration of potential improvements in value, involving major strategic and organizational changes in how health care is delivered, measured, and paid for. *Frequency*: Every Fall and Winter.

POPM 2200 Regulatory & Legal Environment in Medicine (3 credits)
This course covers awareness of the laws and regulations significantly impacting the functioning of the U.S. healthcare industry. Topics covered include malpractice and social insurance systems, antitrust and employment practices, tort and contract liability, insurance, labor and employment regulation, criminal and ethical responsibility, and privacy/security. Students will gain a working knowledge and understanding of the federal, state, and local regulatory requirements and limitations impacting traditional healthcare, developmental healthcare for research, and value-based healthcare. The course explores distinctions between regulatory barriers of entry and ongoing compliance review. *Frequency*: Every Fall.

POPM 2300 Management of Social Determinants in Medicine (3 credits)
Introduces students to the multiple determinants of health including medical care, income, education, employment, culture, genetics, the built environment, urban design, individual behavior, and their interactions. Also covered will be how healthcare delivery systems can measure and manage social determinants to optimize the health and achieve equity in the delivery of healthcare services to populations of patients. Ethical and managerial issues in population medicine will be discussed. *Frequency*: Every Fall.

POPM 2500 Healthcare Economics: Insurance and Payment (3 credits)
This course is focused on economic analysis of the health care industry. Topics that are covered include markets for hospitals and physicians' care, markets for health manpower, the role and organization of health insurance. The course provides a detailed understanding of the differences among healthcare payment systems; it categorizes specific third-party payer requirements; it examines Medicare's use of different payment systems. *Frequency*: Every Winter.

POPM 3000 Evidence-Based Medicine (3 credits)
This course is designed for students to acquire and develop basic knowledge and skills for evidence-based medicine (EBM). Health professionals make numerous decisions when they provide care to patients. These decisions should be informed by the best evidence available from sound clinical research and patients' values and preferences. Students need to acquire basic knowledge and skills to determine the validity, the meaning, and the applicability into practice of clinical research evidence findings. EBM increases the confidence of clinical decision making, the quality of care, and clinicians' ability to communicate clearly and efficiently with other health professionals as well as with patients and their families. *Frequency*: Fall.

POPM 3400 Quality of Care Measurement and Management (3 credits)
This course introduces the concept of quality of care and the associated outcomes that matter to patients, while considering the total costs of care. The course will explore different types of measures and discuss the importance of measuring quality indicators that matter to patients and best strategies for managing quality of care. *Frequency*: Every Fall.

POPM 3500 Health Systems Analysis and Management (3 credits)
This course introduces systems analysis methods for modeling, analyzing and managing complex health systems. It examines how healthcare professionals work together to deliver that care, and how the health system and its organization can improve patient care and health care delivery. It emphasizes an understanding of the role of human factors, systems engineering, modeling, leadership, and patient improvement strategies that can help transform the future of health care and ensure greater patient safety. Applications will include hospitals, extended care facilities, rehabilitation, specialty care, and long-term care. Models will integrate patient flow, staffing, work schedules, facilities capacity and design, admissions/scheduling, appointments, logistics, and planning. *Frequency*: Every Winter.

POPM 3600 Disease Modeling (3 credits)
This course is an introduction to simulation modeling in health care. Students will be exposed to fundamental modeling methodologies such as discrete event simulation, Markov modeling and Decision Trees using TreeAge software to model disease risk, disease progression, and predicted impact of healthcare interventions. *Frequency*: Every Fall.

POPM 3900 Population Medicine Internship (3 credits)
Students are connected to local, regional, and national projects in population health that enable the application of acquired knowledge to real-world problems in population health. *Frequency*: Every Fall, Winter and Summer.

POPM 4000 Medical Decision Making (3 credits)
This course provides a thorough understanding of the key decision making infrastructure of clinical practice and explains the principles of medical decision making both for individual patients and the wider health care arena. It shows how to make the best clinical decisions based on the available evidence and how to use clinical guidelines and decision support systems in electronic medical records to shape practice guidelines and policies. It presents methods of decision analysis and outcomes measurement applied to clinical and health problems and its application for treatment choice, screening, cost-effectiveness analysis. *Frequency*: Winter.

PSYC—Psychology

PSYC 1020 Introduction to Psychology (3 credits)
An introduction to theory, research, and applications in the field of psychology. Topics include biological bases of behavior, perception, learning and memory, psychological development, personality, social psychology, and the identification and treatment of mental illness. *Frequency*: Every Fall and Winter.

PSYC 1020H Introduction to Psychology Honors (3 credits)
An introduction to theory, research, and applications in the field of psychology. Topics include biological bases of behavior, perception, learning and memory, psychological development, personality, social psychology, and the identification and treatment of mental illness. *Prerequisite*: Honors Students Only. *Frequency*: Every Fall.

PSYC 2010 Cognitive Processes (3 credits)
This course will provide an introduction to experiments (methods and results) and theory in cognitive psychology. Topics covered will include object recognition, attention, memory, concepts, language, imagery, problem solving and reasoning and the neural bases of cognitive processes. *Prerequisite*: PSYC 1020 or PSYC 1020H. *Frequency*: Every Fall and Winter.

PSYC 2020 Foundations of Clinical and Counseling Psychology (3 credits)
This course serves as an overview of Clinical and Counseling Psychology including a discussion of the training and employment of clinical/counseling psychologists; the assessment tools and treatment approaches routinely utilized by clinical/counseling psychologists; subspecialties of clinical and counseling psychology; and current trends and emerging issues in the field of clinical/counseling psychology. Various other related counseling professions are discussed throughout the course. *Prerequisite*: PSYC 1020 or PSYC 1020H. *Frequency*: Every Fall and Winter.

PSYC 2100 Biological Bases of Behavior (3 credits)
This course provides a survey of genetic, neural, and endocrine bases of behavior. Focus topics include brain neuroanatomy, neural communication, sensory processes, motivation, emotion, and arousal. *Prerequisite*: PSYC 1020 or PSYC 1020H. *Frequency*: Every Fall and Winter.

PSYC 2110 Human Sexuality (3 credits)
Anatomy/ physiology of the human sexual system, the human sexual response, the range of sexual behaviors, and sources of attitudes and beliefs about sexuality. *Prerequisite*: PSYC 1020 OR PSYC 1020H OR SOCL 1020. *Frequency*: Every Fall and Winter.

PSYC 2110H Human Sexuality Honors (3 credits)
Anatomy/ physiology of the human sexual system, the human sexual response, the range of sexual behaviors, and sources of attitudes and beliefs about sexuality. *Prerequisite*: PSYC 1020 OR PSYC 1020H OR SOCL 1020. Honors Students Only *Frequency*: Infrequent.

PSYC 2160 Social Psychology (3 credits)
This course provides an introduction to the scientific study of how people's thoughts, feelings, and behaviors are influenced by the real or imagined presence of other people. Topics such as self-perception, judgment and decision-making, rationalization, attitude change, conformity, social influence, obedience, attraction, love, aggression, violence, altruism, deception, nonverbal communication, and prejudice will be covered. *Prerequisite*: PSYC 1020 or PSYC 1020H. *Frequency*: Every Fall and Winter.

PSYC 2160H Social Psychology Honors (3 credits)
This course provides an introduction to the scientific study of how people's thoughts, feelings, and behaviors are influenced by the real or imagined presence of other people. Topics such as self-perception, judgment and decision-making, rationalization, attitude change, conformity, social influence, obedience, attraction, love, aggression, violence, altruism, deception, nonverbal communication, and prejudice will be covered. *Prerequisite*: PSYC 1020 or PSYC 1020H and Honors Students Only. *Frequency*: Every Winter.

PSYC 2300 Behavior Modification (3 credits)
This course introduces students to the concepts and principles of behavior analysis and behavior modification techniques applied to diverse areas such as mild and severe behavior problems in children and adults, behavior medicine, organizational behavior, sports psychology and self-management. *Frequency*: Every Fall and Winter.

PSYC 2330 Interpersonal Communication (3 credits)
Study of human communications, interpersonal relationships, and the impact of communication on behavior. Topics include verbal and nonverbal behavior, development of relationships, and conflict management skills. Experiential learning included. *Frequency*: Every Fall.

PSYC 2350 Life-Span Human Development (3 credits)
This course is designed to provide the student with an understanding of systematic changes within the individual from conception through death. Unlike many studies of development, this course is structured around issues of development rather than examination of development from a chronological perspective. This structure will allow the student to more

completely grasp life-span issues. Family, social roles, lifestyle, psychological disorders, mental abilities, and death and dying will be examined. *Prerequisite*: PSYC 1020 or PSYC 1020H. *Frequency*: Every Fall and Winter.

PSYC 2350H Life-Span Human Development Honors (3 credits)
This course is designed to provide the student with an understanding of systematic changes within the individual from conception through death. Unlike many studies of development, this course is structured around issues of development rather than examination of development from a chronological perspective. This structure will allow the student to more completely grasp life-span issues. Family, social roles, lifestyle, psychological disorders, mental abilities, and death and dying will be examined. *Prerequisite*: PSYC 1020 or PSYC 1020H. Honors Students Only *Frequency*: Odd Year Winter.

PSYC 2360 Adolescent Psychology (3 credits)
This course will provide an overview of the principles, theories, and research pertaining to the development of the adolescent. Topics include physical, emotional, social, intellectual, moral, and personality development, as well as the importance of the home, school, and community. *Prerequisite*: PSYC 1020 or 1020H. *Frequency*: Every Fall.

PSYC 2370 Early Childhood Growth and Development (3 credits)
Students in this course will critically examine theories and research concerning the cognitive, social-emotional, and physical development of the typical and atypical child from birth to age eight. Emphasis will be placed on the ability to observe and describe child behavior and to understand the principles and processes that govern growth and development in the early childhood years. Implications of knowledge of child development for parental behavior, professional practices, and social policy will also be considered. *Prerequisite*: PSYC 1020 or 1020H. *Frequency*: Every Winter.

PSYC 2390 Adulthood and Aging (3 credits)
Developmental experiences of maturity. Physiological and psychological aspects of aging. *Prerequisite*: PSYC 1020 or 1020H. *Frequency*: Every Fall and Winter

PSYC 2450 Forensic Psychology (3 credits)
This course describes various interactions between psychology and the legal system. It discusses how psychologists assist law enforcement agencies in the selection, training, and evaluation of law enforcement officers and in conducting criminal investigations. It also describes the various forensic psychology roles in civil and criminal proceedings. Lastly, this course will highlight ways in which forensic psychologists can work to influence public policy. *Prerequisite*: PSYC 1020 or 1020H. *Frequency*: Every Winter.

PSYC 2460 Health Psychology (3 credits)
This course covers stressors and health, health behavior promotion, and psychological treatment for cancer, heart disease, and other medical disorders. *Prerequisites*: PSYC 1020 or 1020H. *Frequency*: Every Fall.

PSYC 2470 Loss, Grief, and Bereavement (3 credits)
This course addresses the issues of loss accompanying the death of a loved one and the handling of grief for people of all ages. Sensitizes students to their own feelings about death, describes the rites of passage, and identifies methods of resolution for grief. This course will be beneficial to individuals in their own lives, as well as those who will be involved in counseling. *Prerequisite*: PSYC 1020 or 1020H. *Frequency*: Every Winter.

PSYC 2575 Introduction to Substance Abuse Studies (3 credits)
This course will provide a sound introduction to the pharmacology and physiology of licit and illicit drugs. Psychological, social, physiological, and pharmacological effects of psychoactive substances will be discussed. Signs and symptoms of substances abuse and diagnostic criteria for evaluating chemical dependency will also be studied. *Prerequisite*: PSYC 1020 or PSYC 1020H. *Frequency*: Every Fall.

PSYC 2600 Psychological Research Methods (3 credits)
This course covers the methodological tools used in psychological research studies, with specific emphasis on observational, correlational, experimental, and quasi-experimental designs. Students will develop testable hypotheses, design a quantitative experimental research study, and use APA-format to write a report similar to those found in professional psychological journals. *Prerequisites*: PSYC 1020. *Frequency*: Every Fall and Winter.

PSYC 2630 Ethical and Professional Issues in Mental Health (3 credits)
This course examines ethical issues faced by mental health professionals today. Conflicts among personal, legal, and professional demands will be explored in depth. This course will also focus on how mental health professionals are challenged by and learn to manage ethical dilemmas around such issues as self-disclosure, harm reduction, dual relationships, and limits of confidentiality. *Frequency*: Odd Year Winter.

PSYC 2900 Introduction to Quantitative Psychology (3 credits)
This course is an introduction to the Quantitative Methods employed by Psychologists and other Behavioral Scientists. You will learn how to conduct, interpret, and report both descriptive and inferential statistics, including the most commonly used statistical analyses in Psychological Sciences. By the end of this course, you should have developed the skills to not only conduct your own statistical analyses, but also to critically evaluate and interpret the analyses presented by others (e.g. in the results sections of research articles published in Scientific journals). Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. Pre requisite PSYC 2600 *Frequency* : Every Fall and Winter.

PSYC 3030 Experimental Psychology (3 credits)
This course offers laboratory experience in various areas of experimental psychology. Fundamental assumptions and principles of scientific observation and research design are discussed. Students will learn how to conduct and report experiments in various core areas of psychology. Students will learn how to conduct, interpret and evaluate research and to communicate research findings. *Prerequisite*: PSYC 3000. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Fall and Winter.

PSYC 3070 Stress Management (3 credits)
This course examines the process and complexities of stress management, its impact on the work place, and the overall quality of work life in an organization. Stressful events and conditions will be presented and analyzed from three perspectives: individual vulnerability to stressors, the environment in which vulnerability is exposed to stressors, and the resulting behavioral symptoms. *Prerequisites*: PSYC 1020 or 1020H. *Frequency*: Every Fall and Winter.

PSYC 3180 Stereotypes, Prejudice, and Discrimination (3 credits)
This course examines how individuals, groups, and cultures develop stereotypes. The course also explores how these stereotypes are used for prejudicial and discriminatory purposes toward other individuals and/or groups. Finally, the course explores the impact of both implicit and explicit prejudice. *Prerequisite*: PSYC 1020 or 1020H. *Frequency*: Every Winter.

PSYC 3200 Evolutionary Psychology (3 credits)
This course surveys the spectrum of human perception, cognition, and behavior—from consciousness and emotions to sex and violence—through the lens of evolution by natural selection. Students will develop an introductory understanding of the principles of biological evolution and will learn to apply that

understanding toward the study of the human experience. Particular attention will be paid to addressing common misunderstandings of the field of evolutionary psychology, and to understand the fundamental differences between the evolutionary approach and traditional social science approaches. *Prerequisite*: PSYC 1020 or 1020H. *Frequency*: Every Fall.

PSYC 3210 Personality (3 credits)
This course provides an overview of the history and methodology of the study of personality. Students will learn about the major schools of thought within the field of personality theory: psychoanalytic, biological, humanistic, cognitive, and behavioral. The course will conclude with the application of personality theories to explain the thoughts and actions of others. *Frequency*: Winter and Fall.

PSYC 3260 Abnormal Psychology (3 credits)
This course provides a broad introduction to mental disorders. Students in this course will learn about diagnostic issues and methods used to study abnormal behaviors. Students will examine a variety of mental disorders from different theoretical and treatment perspectives. This course will focus on diagnosis, course of the disorder, etiology, and treatment issues. *Frequency* Winter and Fall.

PSYC 3270 The Psychology of Criminal Behavior (3 credits)
This course provides an overview of the psychology related to criminal actions. The course will focus on some of the developmental, biological, neurological, behavioral, cognitive, and social forces shown to influence criminal thinking and behavior. The class will also cover characteristics of several specific criminal subpopulations including psychopaths, sexual predators, female offenders, substance abusers, serial killers, and mentally disordered criminal offenders. *Prerequisite*: PSYC 1020 or 1020H. *Frequency*: Every Fall and Winter.

PSYC 3280 Child and Adolescent Psychopathology (3 credits)
This course will review prevalence, etiology, diagnostic criteria, co-morbidity, sampling patterns and outcome across the major childhood and adolescent behavioral disorders. *Prerequisite*: PSYC 2350 or PSYC 2370 or PSYC 2380 *Frequency*: Every Winter.

PSYC 3330 Principles of Applied Behavior Analysis (3 credits)
This course will focus on the basic principles of applied behavior analysis (ABA). Students will learn the philosophy and science of applied behavior analysis and their relation to behavioral interventions, the basic vocabulary and concepts in the field, strategies for measuring, increasing, and decreasing behaviors, and ethical considerations in the application of ABA in a variety of settings. *Prerequisite*: PSYC 2300. *Frequency*: Winter Even Years.

PSYC 3350 Assessment in Applied Behavior Analysis (3 credits)
This course covers the selection of assessments in Applied Behavior Analysis (ABA), behavioral intervention strategies and change procedures, evaluation and assessment strategies, and methods of accountability in ABA interventions. In addition, focus will be placed on the experimental evaluation of interventions, measurement of behavior, and displaying and interpreting data using single-subject and small group design. The course will also address the ethical use of intervention strategies and making decisions regarding ethical treatment for individuals with a variety of challenges. *Prerequisite*: PSYC 2300. *Frequency*: Fall Even Years.

PSYC 3360 Psychology of Gender (3 credits)
This course examines theories about, as well as the psychological and social factors related to, gendered identities, roles, and behaviors. *Prerequisite*: PSYC 1020 or 1020H or SOCL 1020. *Frequency*: Every Fall.

PSYC 3370 Interventions in Applied Behavior Analysis (3 credits)
This course will focus on behavior change procedures and system supports for those interventions. The course will also consider evaluation strategies used in both research and in the ethical provision of interventions. It will cover a variety of effective behavioral strategies as well as measurement and assessment of strategies. Additional focus will be placed on the interpretation of the research literature to make sound decisions about assessment and intervention strategies for a variety of populations. *Prerequisite*: PSYC 2300. *Frequency*: Winter Odd years.

PSYC 3390 Single-Case Research Designs & Application (3 credits)
This course provides an in-depth study of single-case experimental designs and strategies for studying behavior change in applied research and clinical interventions. The course introduces students to the origins of the group comparison approach and its limitations in behavioral research. The emphasis is placed on general issues in single-case methodology, including identifying the defining features of single-subject designs, the logic supporting the use of reversal designs, multiple-baseline designs, alternating treatment designs, changing-criterion designs, and the application of theses designs in clinical interventions. Issues surrounding the analysis of single-case studies, visual inspection of graphed data, and the generalizability of results obtained from multiple observations of single cases are also discussed. *Prerequisite*: PSYC 2300. *Frequency*: Fall Odd Years.

PSYC 3400 Sports Psychology (3 credits)
This course includes an analysis of the social and psychological dimensions in sport. Emphasis is placed on social and psychological theories and research related to physical activity, physical education, corporate fitness, and athletic programs. *Prerequisite:* PSYC 1020 or 1020H. *Frequency*: Every Fall and Winter.

PSYC 3450 Foundations of Therapeutic Interviewing (3 credits)
General principles of effective interviewing. Skills and techniques for achieving various interview goals, with an emphasis on counseling interviews and the establishment of helping relationships. *Prerequisite*: PSYC 2000 or PSYC 2020. *Frequency*: Every Fall.

PSYC 3480 Industrial/Organizational Psychology (3 credits)
Survey of psychology as applied to work emphasizing a general knowledge of industrial/organizational psychology as well as its application to the solving of real-world problems. Discussion of personnel decisions, organizational training, organizations and their influence on behavior, job satisfaction, job design, and organizational development, human factors, and environmental stressors on workers. *Prerequisite*: PSYC 1020 or 1020H. *Frequency*: Even Year Fall.

PSYC 3520 Principles of Learning (3 credits)
Principles of Learning examines theories and research concerning the basic principles and concepts of learning. Theories of classical and operant conditioning will be explored, in addition to selected theories which explore the interaction between learning, memory and motivation. Additionally, basic neuroanatomy and neurochemistry underlying various learning processes will also be introduced. *Prerequisite*: PSYC 1020 or 1020H. *Frequency*: Even Year Winter.

PSYC 3575 Treatment of Substance Abuse (3 credits)
This course will focus on the various therapeutic approaches that may be successfully employed in the treatment of substance abuse problems and will discuss the different types of facilities available for substance abuse treatment. Additionally, treatment planning, clinical documentation and supervision, and the influences of managed care and other third-party payers will be thoroughly examined. *Prerequisite*: PSYC 2575. *Frequency*: Every Winter.

PSYC 3710 History and Theories of Psychology (3 credits)
Exploration of the historical roots of psychology, and the bases and growth of psychology as a science. Examines the major

historical and contemporary theories of psychology with an emphasis on enduring issues. *Prerequisite*: PSYC 1020 or 1020H. *Frequency*: Every Fall and Winter.

PSYC 3760 Multicultural Issues in Psychology (3 credits)
This course covers cultural similarities as well as differences in a variety of topics such as development, personality, gender, cognition, emotion, communication, physical and mental health, and treatment for psychological disorders. Theories and empirical evidence will be used to discuss underlying processes that explain why similarities and differences exist across culture. *Prerequisite*: PSYC 1020 or PSYC 1020H Course *Frequency*: every Fall and Winter.

PSYC 3800 Current Psychotherapies (3 credits)
This course is a comprehensive introduction into the most popular counseling theories and techniques currently in use. The needs of special populations, including substance abuse clients, adolescents, and clients from other cultures are examined. *Prerequisite*: PSYC 1020 or PSYC 1020H *Frequency*: Odd Year Fall.

PSYC 3900 Neuropsychology (3 credits)
This course introduces students to the practice of neuropsychology. Students will learn about higher cognitive functioning including language, memory, and executive function. Neurological syndromes and associated brain areas will be discussed along with their behavioral manifestations. This course will conclude with a review of neuropsychological instruments and assessment. *Frequency* Fall.

PSYC 3920 Sensation and Perception (3 credits)
This class will cover the fundamentals of the sensory world, such as taste, touch, vision, hearing and extrasensory phenomenon. Students in sensation and perception will explore the value of each sense in the perceptual world and will be encouraged to consider what life would be like without each sense. Perceptual illusions will be employed in order to encourage students to delve into the neural underpinnings of sensory perception. Through studying the pathways from sensations to perceptions, students will gain an appreciation of the fragility of perceptions. *Prerequisite*: PSYC 1020 or 1020H. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Fall and Winter.

PSYC 4300 Psychophysiology (3 credits)
This course is designed to introduce students to the field of psychophysiology, with a focus on human psychophysiology and physiological measures of emotion and cognition. Students in this course will examine the theory of psychophysiology as well as common psychophysiological techniques. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisite*: PSYC 1020 or 1020H. *Frequency*: Every Winter.

PSYC 4400 Hormones and Behavior (3 credits)
Students in Hormones and Behavior will develop an understanding of the many topics related to behavioral endocrinology. This course will review the interrelationships among the major classes of hormones, brain and behavior. *Prerequisite*: PSYC 1020 or 1020H. *Frequency*: Every Fall.

PSYC 4700 Practicum in Applied Behavior Analysis (ABA (3 credits)
This introductory Supervised Independent Fieldwork (practicum) is designed to partially meet either the ABA minor requirements (a minimum of 6 hours per week) or partial requirements for the BCaBA certification (a minimum of 10 hours per week). Students will participate in a supervised experience that will allow them the opportunity to apply ABA principles. Supervision will take place at least every other week in an individual or group format and will address strategies for increasing and decreasing behavior. Students will be expected to collect data on their cases and employ strategies of behavioral assessment and intervention with input from their supervisor. *Prerequisite*: PSYC 2300. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Upon Request see academic Department Chair.

PSYC 4800 Practicum in Psychological Research (3 credits)
This course provides practical experience in conducting psychological research. Students will read relevant research literature in professional psychological journals, develop a testable hypothesis, design and run an empirical research study, analyze data from the study, and write a full APA-format research paper. *Prerequisite*: PSYC 3000. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Even Year Fall.

PSYC 4810 Practicum in Community Psychology (3 credits)
Experience in in applying psychological principles in a human services agency. Supervision onsite: weekly team meetings at the university. Written reports required. *Prerequisites*: PSYC 2000 or PSYC 2020 and PSYC 3450. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Winter.

PSYC 4840 Advanced Practicum in Psychology (3-6 credits)
Students will gain experience in a specialty area of Psychology by working with teams of Faculty members and Graduate students. They will be able to observe and participate in both research and applied clinical work. *Prerequisites*: Psych 3000. Experimental Education and Learning (ExEL) unit. *Frequency*: Infrequent.

PSYC 4880 Senior Seminar in Psychology (3 credits)
Students will have the opportunity to integrate information from a variety of specialties in psychology. Each seminar will have a focal theme that will allow students to gain new perspectives, as well as apply knowledge from prior courses and experiences. This course is presented as a capstone experience, therefore students with advanced standing in the psychology major will benefit the most from the seminar. *Prerequisite*: PSYC 3000. *Frequency*: Every Fall and Winter.

PSYC 4900 Special Topics in Psychology: The Science and Application of Positive Psychology (3 credits)
Can science help us decrease stress, increase happiness, and improve overall well-being? Positive Psychology is the scientific study of the factors that contribute to optimal human functioning. This course will explore the science and application of various areas of Positive Psychology, including mindfulness meditation, character strengths, and factors related to happiness with the goal of gaining knowledge and practical skills to apply to everyday life. Pre-requisites: PSYC 1020 or 1020H.

PSYC 4900I Special Topics: Political Psychology (3 credits)
Can science help us decrease stress, increase happiness, and improve overall well-being? Positive Psychology is the scientific study of the factors that contribute to optimal human functioning. This course will explore the science and application of various areas of Positive Psychology, including mindfulness meditation, character strengths, and factors related to happiness with the goal of gaining knowledge and practical skills to apply to everyday life. Pre-requisites: PSYC 1020 or 1020H. *Frequency*: Infrequent.

PSYC 4901 APS Capstone Course in Psychology/Substance Abuse Studies (3 credits)
APS Capstone Course in Psychology/Substance Abuse Studies: This course is reserved for students who are enrolled in the Applied Professional Studies Program. Through a series of written assignments, this course provides students with an opportunity to integrate previous learning and experience

with a concentration in either psychology or substance abuse studies to form a unique course of academic study. Given that the APS major is individualized to a large extent based on a student's interests and past experiences, this course ordinarily will be conducted as an independent study and will be taken during the student's last semester prior to receipt of their degree. *Prerequisite*: written consent from department chair. (3 credits). *Frequency*: Upon request see academic Department Chair.

PSYC 4950 Internship in Psychology (1-3 credits)
A 10-20 hour per week, paying or nonpaying work experience for 16 weeks (or more) in the student's major area of study. Consult academic division for specific details and requirements. *Prerequisites*: PSYC 3000, cumulative GPA of 2.5 or higher, completion of 36 or more credit hours, and permission of academic director.

PSYC 4950A Internship A in Psychology (1-3 credits)
A 10-20 hour per week, paying or nonpaying work experience for 16 weeks (or more) in the student's major area of study. Consult academic division for specific details and requirements. *Prerequisites*: PSYC 3000, cumulative GPA of 2.5 or higher, completion of 36 or more credit hours, and permission of department chair. *Frequency*: Upon request see academic Department Chair.

PSYC 4950B Internship B in Psychology (1-3 credits)
A 10-20 hour per week, paying or nonpaying work experience for 16 weeks (or more) in the student's major area of study. Consult academic division for specific details and requirements. *Prerequisites*: PSYC 3000, cumulative GPA of 2.5 or higher, completion of 36 or more credit hours, and permission of department chair. *Frequency*: Upon request see academic Department Chair.

PSYC 4990 Independent Study in Psychology (1-6 credits)
The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. *Prerequisites*: Written consent of instructor and department chair. *Frequency*: Upon request see academic Department Chair.

PSYC 4990A Independent Study in Psychology A (1-3 credits)
The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. *Prerequisites*: Written consent of instructor and department chair. *Frequency*: Upon request see academic Department Chair.

PSYC 4990B Independent Study in Psychology B (1-3 credits)
The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. *Prerequisites*: Written consent of instructor and department chair. *Frequency*: Upon request see academic Department Chair.

PSYC 4990C Independent Study in Psychology C (1-3 credits)
The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. *Prerequisites*: Written consent of instructor and department chair. *Frequency*: Upon request see academic Department Chair.

PSYC 4990D Independent Study in Psychology D (1-3 credits)
The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. *Prerequisites*: Written consent of instructor and department chair. *Frequency*: Upon request see academic Department Chair.

QNT—Quantitative Methods

QNT 2880 Introduction to Business Analytics and Decision Making (3 credits)
This course introduces students to the application of statistical tools and mathematical techniques to analyze business problems and formulate solutions using appropriate technology. Students will utilize decision support tools to assist in evidence-based decision making. Includes such topics as collection, interpretation and presentation of data, descriptive and predictive analytics, and prescriptive modeling. *Prerequisite* MATH 2020. *Frequency*: Fall and Winter.

RAZG—Razor's Edge Global

RAZG 1470 Global Leadership (3 credits)
This course examines the overall concept of globalization as it pertains to the key global leadership trends, behaviors, and competencies needed to become a global leader, function as part of a global team, and understand diversity and multiculturalism. Students will analyze global trends, maintain a global journal and develop a personal leadership plan. *Frequency*: Every Fall.

RAZG 1480 Multicultural & Diversity Issues (3 credits)
This course examines the overall concept of multiculturalism as it relates to diversity and the make-up of global leaders, and develops the awareness, knowledge and skills needed to understand the differences and to interact with all individuals effectively accepting all races, ethnicities, religions, and genders with a minimum of misunderstandings. Students will analyze global trends, emerging causes of conflict, and the meaning of cultural differences with the goal of developing strong multicultural competencies. *Frequency*: Every Fall.

RAZG 1490 Global Engagement (3 credits)
This course examines the overall concept of global engagement as it pertains to the key global leadership trends, behaviors, and competencies needed to become an integrated global leader, function as part of a global team with a purpose, and understand the different elements of global engagement for a productive global society. Students will analyze their own cultural frameworks to understand how they interact with today's global society, and they will develop a personal global engagement plan. *Frequency*: Every Fall.

RAZG 1500 Global Leadership (1 credits)
This course examines the overall concept of globalization as it pertains to the key global leadership trends, behaviors, and competencies needed to become a global leader, function as part of a global team, and understand diversity and multiculturalism. Students will analyze global trends, maintain a global journal and develop a personal leadership plan. Every Fall semester

RAZG 1501 Global Engagement (1 credits)
This course examines the overall concept of global engagement as it pertains to the key global leadership trends, behaviors, and competencies needed to become an integrated global leader, function as part of a global team with a purpose, and understand the different elements of global engagement for a productive global society. Students will analyze their own cultural frameworks to understand how they interact with today's global society, and they will develop a personal global engagement plan. *Frequency*: Every Fall.

RAZG 1502 Multicultural and Diversity Issues (1 credits)
This course examines the overall concept of multiculturalism as it relates to diversity and the make-up of global leaders, and develops the awareness, knowledge and skills needed to understand the differences and to interact with all individuals effectively accepting all races, ethnicities, religions, and genders with a minimum of misunderstandings. Students will analyze global trends, emerging causes of conflict, and the meaning of cultural differences with the goal of developing strong multicultural competencies. *Frequency*: Every Fall.

RAZG 1503 Global Engagement Portfolio (1 credits)

This course consists of a Reflective Portfolio that Razor's Edge Scholars compile bringing together all the contents acquired throughout all the Razor's Edge Global classes. The portfolio is compiled through a process of reflection and reaction to the program's learning experiences as well as to the Razor's Edge Global learning outcomes; and it guides Razor's Edge scholars towards the creation of their own personal global engagement philosophy and leadership plan. *Frequency*: Every Fall

RAZL—RAZL-Razor's Edge Exp Leadership

RAZL 1000 Self Leadership (1 credits)
This course is the first in a 4 part series designed to provide Razor's Edge Leadership Scholars participants to understand their leadership capacities while also learning how to effectively approach their role as students to aid in engagement and campus vibrancy. During the first year of the program students focus on discovering their leadership capacities and strengthening them, discovering campus and NSU history, values, and signature events, and discovering others on campus as they build relationships throughout the campus. *Frequency*: Every Fall.

RAZL 2000 Connecting With Others (1 credits)
This 1 Credit Seminar Course is the second in a 4 part series designed to provide Razor's Edge participants a coherent and marketable approach to building their leadership capacities. Based upon research by Evers, Rush, and Berdrow (1998) in their groundbreaking "Making the Match" research where industry leaders identified 4 critical areas of competence required to be successful in the world of work. These 4 areas included: Leading/Managing the Self, Effective Communication, Leading Others and Tasks, and Mobilizing for Innovation and Change. *Prerequisite*/s: [RAZL 1000 or RAZR 1000]. *Frequency*: Every Winter

RAZL 3030 Applied Leadership (3 credits)
This course examines the fundamentals of leadership, with a particular focus on student-led organizations. Age and grade appropriate methods, materials, activities, and assessment will be introduced through practical applications in campus-based organizations. *Prerequisites*: [RAZL 1000 or RAZR 1000] and [RAZL 2000 or RAZR 2000]. *Frequency*: Every Fall and Winter

RAZL 3500 Leading Others (1 credits)
RAZL 3500 is intended for those students enrolled in the Razor's Edge Leadership Scholarship program to facilitate their awareness of and skills associated with effectively leading others. Students will learn both conceptual and practical information to increase their leadership capacity in leading others whether individually or in groups. *Prerequisites*: [RAZL 1000 or RAZR 1000] and [RAZL 2000 or RAZR 2000] and [RAZL 3030 or RAZR 3030]. *Frequency*: Every Winter

RAZL 4000 Leading Change (1 credits)
RAZL 4000 is intended for those students enrolled in the Razor's Edge Leadership Scholarship program to facilitate their awareness of and skills associated with effectively leading others. Students will learn both conceptual and practical information to increase their leadership capacity in leading others whether individually or in groups. *Prerequisite*/s: [RAZL 1000 or RAZR 1000] and [RAZL 2000 or RAZR 2000] and [RAZL 3030 or RAZR 3030] and [RAZL 3500 or RAZL 3500]. *Frequency*: Every Winter

RAZR—Razor's Edge Program

RAZR 1000R Seminar in Research Design and Implementation I (3 credits)
This seminar course is an introduction to the core philosophical underpinnings of research across multiple disciplines. We will explore foundational concepts concerning how scientific research can be used to study the world, including demarcation, the distinction between what science is and is not, hypothesis development, confirmation and falsification, and causation and explanation. Basic scientific paradigms will be described as well. Students will explore how these issues are applicable both for evaluating published research and planning new research. To that end, the course will employ guided discussions during weekly meetings focusing on published studies. Class presentations will be delivered by teams of selected students focused on demonstrating a clear understanding of the research design and results from published, timely and relevant articles within a chosen field of study. Also, students will design a university-based project. The University-based project will involve formulating a research study that is consistent with core concepts of scientific integrity and ethical standards. *Prerequisite*/s: None. *Frequency*: Every Fall

RAZR 2000R Seminar in Research Design and Implementation II (3 credits)
Students will continue to explore how basic scientific paradigms are used to both understand published research and plan new investigations. This seminar course will involve guided class discussions focusing on both published peer reviewed studies and conducting an original University-based project. Class presentations will be delivered by teams of students and will focus on the role of theory in development of research questions and hypotheses, research design, and interpretation of results from peer-reviewed research articles within a chosen field of study. Students will complete all aspects of the University-based project that was started in RAZR1000R as follows: formulating a research question, designing a brief instrument, collecting data within the University, analyzing the data, formally writing-up results, and presenting findings to the class. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisites*: Students must pass RAZR1000R with a B letter grade or better. *Frequency*: Every Winter

RAZR 2501 Field Experience 1 (1 credits)
This experiential learning component of the Razor's Edge Research Minor will provide students with hands-on training to increase competence in various fields, discover new interests and talents, and reflect upon potential graduate school and career paths. These experiences may take the form of immersions (during which a student is paired with a research professional and completes an agreed upon scholarly research review paper or proposal), mentorships (during which students spend one semester learning within the context of the paired mentor's research project as a co-researcher, completing various tasks as assigned), internships (functions much the same as a mentorship, but for a longer period of time), and independent research studies (during which students conduct a research study of their own design in collaboration with a mentor). Settings for these investigative experiences include but are not limited to labs, professional workspaces, clinics, and natural environments. Each placement is different, but all depend upon the ability to complete tasks as assigned by the faculty mentor. The students will document field placement experiences via a bi-weekly log and artifacts recorded in a digital portfolio. Students will meet with their cohort of Razor's Edge Research scholars to communicate their experiences in a classroom setting in one of a variety of presentation formats. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisites*: RAZR 1000R, RAZR 2000R, and RAZR 3000R. *Frequency*: Every Term.

RAZR 3000R Quantitative Research Design and Statistical Analysis (3 credits)
This course provides an introduction to basic ideas in statistical analysis and the application of statistical concepts to find answers to research questions. There are four primary units for this course: foundational concepts for statistical thinking, analysis of experimental/quasi-experimental designs, analysis of correlational designs, and analysis of epidemiological designs. Related concepts for statistical decision making include Type I and Type II error rate, statistical power, and effect size estimation. Students will learn

the statistical procedures that are routinely used for experimental, correlational, and epidemiological designs. Statistical procedures will be illustrated using both examples provided by the instructor and published research. Students will also use statistical analysis software to conduct various statistical analyses. Students must pass RAZR 2000R with a B letter grade or better. *Prerequisites*: RAZR 1000R and RAZR 2000R. *Frequency*: Every Fall

RAZR 3501 Field Experience II (1 credits)
This experiential learning component of the Razor's Edge Research Minor will provide students with hands-on training to increase competence in various fields, discover new interests and talents, and reflect upon potential graduate school and career paths. These experiences may take the form of immersions (during which a student is paired with a research professional and completes an agreed upon scholarly research review paper or proposal), mentorships (during which students spend one semester learning within the context of the paired mentor's research project as a co-researcher, completing various tasks as assigned), internships (functions much the same as a mentorship, but for a longer period of time), and independent research studies (during which students conduct a research study of their own design in collaboration with a mentor). Settings for these investigative experiences include but are not limited to labs, professional workspaces, clinics, and natural environments. Each placement is different, but all depend upon the ability to complete tasks as assigned by the faculty mentor. The students will document field placement experiences via a bi-weekly log and artifacts recorded in a digital portfolio. Students will meet with their cohort of Razor's Edge Research scholars to communicate their experiences in a classroom setting in one of a variety of presentation formats. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisites*: RAZR 1000R, RAZR 2000R, and RAZR 3000R. *Frequency*: Every Term.

RAZR 3502 Field Experience III (1 credits)
This experiential learning component of the Razor's Edge Research Minor will provide students with hands-on training to increase competence in various fields, discover new interests and talents, and reflect upon potential graduate school and career paths. These experiences may take the form of immersions (during which a student is paired with a research professional and completes an agreed upon scholarly research review paper or proposal), mentorships (during which students spend one semester learning within the context of the paired mentor's research project as a co-researcher, completing various tasks as assigned), internships (functions much the same as a mentorship, but for a longer period of time), and independent research studies (during which students conduct a research study of their own design in collaboration with a mentor). Settings for these investigative experiences include but are not limited to labs, professional workspaces, clinics, and natural environments. Each placement is different, but all depend upon the ability to complete tasks as assigned by the faculty mentor. The students will document field placement experiences via a bi-weekly log and artifacts recorded in a digital portfolio. Students will meet with their cohort of Razor's Edge Research scholars to communicate their experiences in a classroom setting in one of a variety of presentation formats. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisites*: RAZR 1000R, RAZR 2000R, and RAZR 3000R. *Frequency*: Every Term.

RAZR 4501 Field Experience IV (1 credits)
This experiential learning component of the Razor's Edge Research Minor will provide students with hands-on training to increase competence in various fields, discover new interests and talents, and reflect upon potential graduate school and career paths. These experiences may take the form of immersions (during which a student is paired with a research professional and completes an agreed upon scholarly research review paper or proposal), mentorships (during which students spend one semester learning within the context of the paired mentor's research project as a co-researcher, completing various tasks as assigned), internships (functions much the same as a mentorship, but for a longer period of time), and independent research studies (during which students conduct a research study of their own design in collaboration with a mentor). Settings for these investigative experiences include but are not limited to labs, professional workspaces, clinics, and natural environments. Each placement is different, but all depend upon the ability to complete tasks as assigned by the faculty mentor. The students will document field placement experiences via a bi-weekly log and artifacts recorded in a digital portfolio. Students will meet with their cohort of Razor's Edge Research scholars to communicate their experiences in a classroom setting in one of a variety of presentation formats. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisites*: RAZR 1000R, RAZR 2000R, and RAZR 3000R. *Frequency*: Every Term.

RAZR 4502 Field Experience V (2 credits)
This experiential learning component of the Razor's Edge Research Minor will provide students with hands-on training to increase competence in various fields, discover new interests and talents, and reflect upon potential graduate school and career paths. These experiences may take the form of immersions (during which a student is paired with a research professional and completes an agreed upon scholarly research review paper or proposal), mentorships (during which students spend one semester learning within the context of the paired mentor's research project as a co-researcher, completing various tasks as assigned), internships (functions much the same as a mentorship, but for a longer period of time), and independent research studies (during which students conduct a research study of their own design in collaboration with a mentor). Settings for these investigative experiences include but are not limited to labs, professional workspaces, clinics, and natural environments. Each placement is different, but all depend upon the ability to complete tasks as assigned by the faculty mentor. The students will document field placement experiences via a bi-weekly log and artifacts recorded in a digital portfolio. Students will meet with their cohort of Razor's Edge Research scholars to communicate their experiences in a classroom setting in one of a variety of presentation formats. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisites*: RAZR 1000R, RAZR 2000R, RAZR 3000R, RAZR 2501. RAZR 3501, RAZR 3502, and RAZR 4501. *Frequency*: Every Term.

RAZT—RAZT-Razor's Edge Shark Teach

RAZT 1050 Fundamentals of Peer Education (3 credits)
This course introduces core competencies required to become an effective peer educator. Students will learn about historical and theoretical underpinnings that define the unique role and influence of peer educators and be able to apply best practices in a variety of student leader roles on campus. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit.(no prerequisites). *Frequency*: Every Fall.

RCP—Respiratory Therapy

RCP 3001 Medical Terminology for Respiratory Therapy (1 credits)
This course will provide use of medical terminology for appropriate and accurate communication in patient care. Students acquire a medical vocabulary, knowledge of medical terminology and terminology reference material. Every Fall

RCP 3002 Cardiopulmonary Anatomy & Physiology (3 credits)
This course will provide a comprehensive study of cardiopulmonary anatomy and physiology. Topics include normal ventilation, lung mechanics, pulmonary circulation, diffusion,

and gas transport in the blood. The course will also include the natural and chemical regulation of breathing, blood flow and pressure, cardiac output with an emphasis on heart-lung relationship, clinical applications of respiratory care and commonly associated disorders. The renal system will be included. *Frequency*: Every Fall.

RCP 3003 Fundamentals of Respiratory Care w/Lab (4 credits)
This course provides students with an introduction to the field of respiratory care. Historical development of the profession, the principles of chemistry and physics as they apply to respiratory care, cardiopulmonary anatomy and physiology as well as respiratory care procedures are covered. This course will include oxygen delivery devices, humidifiers, aerosol generators, gas delivery, metering and analyzing devices, precursors, vibrators, environmental devices, manometers and gauges and vacuum systems. Specific modes of respiratory care are examined to understand the indications, hazards, contraindications and evaluation of therapy. Modes of care include medical gases, humidity/aerosol therapy, aerosol medications, positive pressure breathing, incentive spirometry, expiratory resistance, postural drainage and percussion/vibration. *Frequency*: Every Fall.

RCP 3004 Respiratory Care Basics and Assessments w/Lab (4 credits)
This course provides essentials of respiratory assessment which will include review of existing data in the patient record, patient history, physical examination, oximetry, blood gases, respiratory monitoring, laboratory studies, chest and upper airway radiographs, bedside EKG interpretation, cardiovascular monitoring, and nutritional assessment. Basic life support will be covered to include cardiopulmonary resuscitation, artificial ventilation and circulation, endotracheal intubation, airway care, tracheostomy care, recognition and treatment of arrhythmias. Related equipment will also be reviewed to include manual resuscitators, artificial airways, defibrillators and cardiac monitors. *Frequency*: Every Fall.

RCP 3007 Pulmonary Disease (3 credits)
The course provides a comprehensive approach to etiology, pathophysiology, clinical manifestations, diagnosis, treatment, and prognosis of common pulmonary diseases and syndromes. Main topics include obstructive and restrictive pulmonary and cardiovascular disorders, neoplastic disease of the lung, disordered breathing, cardiac and cardiovascular disorders, neuromuscular disorders, shock, near drowning, burns, smoke inhalation. *Frequency*: Every Winter.

RCP 3008 Pharmacology for Respiratory Therapy (3 credits)
The purpose of this course is to cover the physiologic and pharmacologic basis of pulmonary and cardiac medications. Preparation, calculation of dosages and mixtures and general principles of pharmacology will be covered followed by an in-depth discussion of the most commonly used respiratory drugs. This will include bronchoactive drugs, and drug groups related to the cardiopulmonary system, neuromuscular blocking agents, central nervous system depressants, cardiovascular agents, diuretics, and commonly used antibiotics, and antifungals. *Frequency*: Every Winter.

RCP 3009 Patient Monitoring w/ Lab (4 credits)
This course provides a study of invasive and non-invasive patient monitoring techniques and equipment. Invasive topics include hemodynamic monitoring, arterial pressure monitoring, central venous and pulmonary artery catheters, as well as cardiac output measurement. Non-invasive monitoring topics include pulse oximetry, transcutaneous monitoring, inductance plethysmography, capnography, and electrocardiogram. This course will also include the recognition and treatment of arrhythmias and cardiovascular pharmacology. ACLS instruction will be provided. *Frequency*: Every Summer I.

RCP 3011 Mechanical Ventilation w/lab (4 credits)
This course provides instruction in the theory, setup, operation, and maintenance of mechanical ventilators and related equipment. Topics include mechanical ventilator theory, ventilator operation, ventilator maintenance, and troubleshooting. Lab hours will provide students hands on practice in these areas. *Frequency*: Every Winter.

RCP 3012 Cardiopulmonary Diagnostics and PFT w/Lab (4 credits)
An overview of the various areas comprising cardiopulmonary diagnostics to include normal and abnormal pulmonary function and related technology. The student will learn to perform, interpret, and evaluate pulmonary function studies. In addition, the student will learn the operation and maintenance of pulmonary function and gas analysis equipment. Other topics include stress and exercise testing, metabolic testing, ventilation/perfusion scanning, cardiac catheterization laboratory, nutrition, and non-invasive cardiology. Lab hours will provide students hands on practice in these areas. *Frequency*: Every Fall.

RCP 3013 Human and Infectious Disease (3 credits)
This course will cover non-respiratory disease managed in the critical care unit and will include neurologic disorders, shock, trauma, sepsis, drug overdose, renal failure, acute G.I. disturbances, and respiratory care of the post-operative patient. Common infectious diseases such as HIV/AIDS, hepatitis, SARS, and influenzas will also be studied. *Frequency*: Every Summer I.

RCP 3501 Clinical 1 (2 credits)
This course introduces students to clinical practice in basic respiratory care procedures. Topics include: introduction to clinical affiliate, patient assessment, chart review, medical documentation, medical gas therapy, aerosol therapy, incentive spirometry, and chest physiotherapy. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit.

RCP 3502 Clinical II (3 credits)
This course introduces students to critical care. Students will cover tracheostomy care, ventilator monitoring, arterial puncture, endotracheal intubation, EKG services and bronchoscopy observation. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Summer I.

RCP 4001 Neonatal/Pediatric Respiratory Care w/Lab (4 credits)
This course provides an overview of important concepts required for the understanding of the neonatal and pediatric patient. From fetal growth to infant development, students will learn how to assess, identify, and treat the most common respiratory diseases that affect the neonatal and pediatric patient. An overview of common congenital diseases, including respiratory, cardiac, gastrointestinal, and neurologic, will be included. Neonatal/pediatric critical care and mechanical ventilation are included. Laboratory time will focus on respiratory care equipment used to care for neonates and pediatric patients to include: isolettes, ventilators, specialty gases, intubation, manual resuscitators, airway clearance devices, and airway maintenance. *Frequency*: Every Fall.

RCP 4002 Cardiopulmonary Technology & Specialties (3 credits)
This course will provide an overview of the various areas comprising cardiopulmonary diagnostics and related technology. Topics include sleep laboratory, disaster management, extracorporeal membrane oxygenation, mechanical circulatory assistance, hyperbaric medicine, bronchoscopy (laser, etc.), flight and ground transport, and perfusion technology. This course will also cover genetics human development, including the application of genetic technology in regard to the pulmonary system. *Frequency*: Every Summer I.

RCP 4003 Alternate Respiratory Disciplines

(3 credits)
This course provides an overview of the concepts, procedures, and equipment utilized in the delivery of long-term care to persons with a chronic cardiopulmonary disorder. The development and implementation of disease management programs for the care of patients with asthma, COPD, and other chronic conditions is presented. Pulmonary rehabilitation, patient education, and smoking cessation programs are reviewed. Provision of health care services in the home and other non-acute settings is examined. *Frequency*: Every Fall.

RCP 4005 Health Research & Evidence-Based Practice (3 credits)
This course is designed as an introduction to critical analysis of research and medical literature as well as basic research methods. The course includes an introduction to descriptive and inferential statistics and research design. Statistical and research concepts and procedures are combined with an emphasis on Evidenced based research in Respiratory Care. *Frequency*: Every Winter.

RCP 4006 Leadership & Management in Respiratory Care (3 credits)
Extensive examination of current practices/ trends of techniques used in the leadership of the health care environment. Emphasis will be placed upon specific skill sets used by the managers of today's workforce. *Frequency*: Every Winter.

RCP 4009 Legal and Ethical Considerations in Respiratory Care (3 credits)
This course will provide a forum for discussion of current ethical, legal and professional issues. We will refer to historical and emerging controversies in health care and society that influence the patient-patient care giver relationship. The method of instruction will primarily be student presentation and classroom. *Frequency*: Every Winter.

RCP 4040 Statistics & Principles of Scientific Literature & Evaluation (3 credits)
This course is designed to introduce the conceptual foundation of statistical analysis & statistical reasoning of health sciences data, and prepare the student to calculate, interpret and utilize appropriate software packages for basic statistical analysis. This will include the sue of descriptive and inferential statistics, graphical and numerical descriptive measures, probability, common random variables and their distributions. Binomial and normal distributions, the Central Limit Theorem, sampling procedures, confidence intervals, and hypothesis testing will also be introduced. The course will provide and introduction to basic research methods for respiratory care. *Frequency*: Every Fall.

RCP 4100 Clinical Seminar 1 (2 credits)
This is a hybrid course. Review of respiratory care as it pertains to the credentialing examinations administered by the National Board for Respiratory Care (NBRC). A series of written and simulation examinations will be used to prepare the students for these exams. Emphasis will be placed on decision-making and problem-solving as they relate to clinical respiratory care. Students will also obtain Medical Error certification necessary for licensure. Current processes for Respiratory Therapy Protocol development and initiation will be discussed. *Frequency*: Every Winter.

RCP 4101 Clinical Seminar 2 (2 credits)
This is a hybrid course. Continued review of respiratory care as it pertains to the registry (RRT) credentialing examinations administered by the National Board for Respiratory Care (NBRC). A series of written and simulation examinations will be used to prepare the students for these exams. Emphasis will be placed on decision-making and problem solving as they relate to clinical respiratory care. In conjunction with the review, a final case study presentation will be required and presented to the Program Director, Medical Director, Director of Clinical Education and faculty (at a minimum) to assess the understanding of being a respiratory therapy professional. *Frequency*: Every Summer I.

RCP 4501 Clinical 3 (4 credits)
Students will have an opportunity to further develop skills required in the intensive care of the respiratory patient. Topics include comprehensive ventilator management, measurement and evaluation of hemodynamic variables, noninvasive monitoring, and pulmonary function laboratory. Specialty rotations include: intubation, hyperbaric oxygen therapy units, cardiac catheterization, echocardiography, pulmonary rehabilitation, and home care. Case presentations are required to integrate clinical and classroom theory. Bronchoscopy observation is introduced. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Fall.

RCP 4502 Clinical 4 (6 credits)
This course focuses on perinatal, neonatal, and pediatric respiratory care. Topics include: medical gas therapy, oxygen delivery devices, aerosol therapy, patient assessment, monitoring, vent management, and labor and delivery assistance. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Winter.

RCP 4503 Clinical 5 (6 credits)
This course allows students the opportunity for in-depth reinforcement of adult intensive care or other specialty area of student choice. Specialty area may include neonatal/pediatrics, pulmonary function laboratory, advanced diagnostics, pulmonary rehabilitation, home care, management or research. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Winter.

REE—Real Estate

REE 3301 Real Estate Principles, Practices, and Law (3 credits)
This course covers real estate licensing, brokerage, property rights, legal descriptions, contracts, financing, title, valuation, taxes, planning, and zoning. *Frequency*: Every Fall.

REE 3900 Property Management Internship (3 credits)
The Huizenga College of Business and Entrepreneurship fosters learning through the application of classroom theory in the workplace. Undergraduate students have the option of participating in a university-sponsored internship for academic credit. The minimum internship work requirement is 180 hours during one semester. Registration for an internship is done through the HCBE Office of Academic Advising, not online, after conferral with the NSU Office of Career Development. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. ACADEMIC REQUIREMENTS: Good academic standing, GPA of 2.5 or higher, and completion of at least 36 credit hours. *Frequency*: Upon request see academic Department Chair.

REE 3910 Special Topics in Real Estate (3 credits)
Topics in real estate that are not included in a regular course offerings. *Prerequisites* may be required. Specific content and prerequisites are announced in the course schedule for the given term. *Frequency*: Upon request and see academic department chair.

REE 4302 Residential Property Management (3 credits)
This course focuses on managing and marketing residential properties using condominiums, apartment buildings, and mixed use properties as the basis for discussion and analysis. Issues include maintenance, marketing, location analysis, lease provisions, risk management, leasehold improvements, and government and tax incentive programs. Students discuss best practice examples and analyze and visit properties to meet industry leaders. *Frequency*: Every Fall.

REE 4303 Commercial Property Management (3 credits)
This course focuses on managing and marketing commercial property using retail

buildings, office buildings, warehouses, medical buildings, factories, and industrial properties as the basis for discussion and analysis. Issues include maintenance, marketing, location analysis, lease provisions, risk management, leasehold improvements, and government and tax incentive programs. Students discuss best practice examples and analyze and visit properties to meet industry leaders. *Frequency*: Every Fall.

REE 4304 Facilities Management (3 credits)
This course focuses on the physical buildings, grounds, and services associated with an organization. Topics covered include issues in architecture, computer and telecommunication systems, interior design, real estate acquisition and disposition, construction project administration, and energy management. *Frequency*: Every Winter.

REE 4305 Property Portfolio and Asset Management (3 credits)
This course focuses on maximizing the performance and value of the company's portfolio of property assets that are owned and/or managed through acquisitions, dispositions, or operations. Attention is focused on formulating and implementing a long-range property asset management and/or fund management strategy. While asset managers typically focus on a single property type, e.g., office properties. Within the company's real estate investment portfolio, portfolio managers would be responsible for all the product types within the fund, which may include office, retail, and multifamily properties. *Frequency*: Every Winter.

REE 4306 Hospitality, Resort, Cruise Ship, and Casino Property Management (3 credits)
This course focuses on the property management functions that enable hospitality focused enterprises to manage front-office capabilities, such as booking reservations, guest check-in/check-out, room assignment, managing room rates, and billing. Real estate and physical property management, creative hotel marketing, and disciplined fiscal techniques are examined to maximize revenue, profit and asset value of each property. *Frequency*: Every Winter.

REE 4311 Construction Materials, Methods, and Techniques: Building for a Sustainable Future (3 credits)
Overview of sustainable methods for site, residential and commercial building construction, which covers both traditional and contemporary materials, current industry standards and new and emerging technologies. *Frequency*: Fall.

REE 4312 Construction Cost Estimating (3 credits)
This course introduces students to the skills needed to bid on construction projects. The course includes developing bid strategies, submitting a completed bid, and the fundamentals of construction estimating through a case study approach that unfolds across the course. Assignments will offer practice with core concepts such as quantity take-offs, pricing, and estimating for subcontractor work. *Frequency*: Fall.

REE 4313 Construction Project Management (3 credits)
Introduction to the project management processes, tools and techniques used within the construction industry. *Frequency*: Winter.

REE 4314 Construction Law and Safety (3 credits)
Introduction to the construction law and safety regulations used within the construction industry. *Frequency*: Winter.

REE 4315 Construction Building Information Modeling (3 credits)
Building Information Modeling (BIM) offers an approach to design, construction, and facility management in which a digital representation of the building product and process is used to facilitate the exchange and interoperability of information in digital format. BIM has changed the way buildings look, the way they function, and the ways in which they are designed and built. The course provides an in-depth understanding of BIM technologies, the business and organizational issues associated with its implementation, and the profound advantages that effective use of BIM can provide to all members of a project team. *Frequency*: Winter.

REE 4990 Independent Study in Property Management (3 credits)
The student works independently under the guidance of a faculty member to learn more about a subject area for credit. Faculty supervision is provided on an individual basis. *Prerequisite*: To be determined by the faculty and department chair. *Frequency*: Upon request and see academic department chair.

RRT—Reg. Respiratory Therapy

RRT 3014 Advanced Patient Monitoring and Assessment (3 credits)
This course studies techniques and methods used to analyze and evaluate the health status of critically ill adult patients with emphasis on the respiratory, cardiovascular, and renal systems. *Frequency*: Every Summer II.

RRT 3015 Critical Care Pathophysiology for Respiratory Therapy (3 credits)
This course provides a survey of the disease processes which affect the tissues, organs of the body as a whole. Special emphasis is placed on infectious diseases, their causes, prevention and treatment in the critical care setting. *Frequency*: Every Winter.

RRT 3016 Advanced Cardiopulmonary Physiology for Respiratory Therapy (3 credits)
This course covers advanced physiology of the cardiovascular and pulmonary systems. It includes the study of respiratory physiology, cardiac and circulatory function with relevant clinical application of concepts in ECG interpretation, blood pressure regulation, gas exchange and transport, breathing regulation, respiratory insufficiency as well as congenital abnormalities. *Frequency*: Every Fall.

RRT 3017 Outpatient Services in Respiratory Therapy (3 credits)
This course is an introduction to the history, trends, issues, and evolution of the outpatient services. It also covers reimbursement for respiratory therapy services in various healthcare settings. The course includes selected respiratory care theories and practices in alternate-care sites including pulmonary diagnostics, pulmonary rehabilitation, home care and sub-acute care. *Frequency*: Every Spring.

RRT 3018 Advanced Pharmacology in Respiratory Therapy (3 credits)
This course builds upon a basic understanding of the concepts and principles of pharmacology as applied in the respiratory therapy in the management of patient with cardiopulmonary disease and critical care. *Frequency*: Every Winter.

RRT 3020 Quality Improvement in Healthcare (3 credits)
This course provides an introduction and evaluation of current approaches to assessing risk as well as improving health care quality through the practice of continuous quality improvement. The focus is on conceptual understanding and experiential learning. *Frequency*: Every Summer II.

RRT 3021 Sleep Medicine (3 credits)
The course provides an in-depth overview of sleep medicine to include the anatomical and physiological considerations of sleep and breathing. Sleep disorders and polysomnography are explored to include monitoring techniques and instrumentation. *Frequency*: Every Spring.

RRT 4005 Evidence-Based Practice (3 credits)
This course will provide the student with an introduction to evidence-based practice, and an opportunity to acquire the skills necessary to incorporate evidence and best practices into professional work. This will include an understanding of research methods and critical appraisal of the research literature. *Frequency*: Every Spring.

RRT 4006 Leadership and Management for Respiratory Care (3 credits)
This course provides an extensive examination of current practices/trends of techniques used in the leadership of the health care environment. Emphasis will be placed upon specific skill sets used by the managers of today's workforce. *Frequency*: Every Spring.

RRT 4007 Education Principles in Health Care (3 credits)
This course provides an introduction to basic principles of education and their application to the current health care environment. Course content includes information on designing a lecture or course for the classroom, as an in-service or in a continuing education program. It focuses on assessing educational needs, organizing instruction, instructional methods and education. *Frequency*: Every Summer II.

RRT 4009 Legal and Ethical Considerations in Respiratory Care (3 credits)
This course will provide a forum for discussion of current ethical, legal and professional issues. We will refer to historical and emerging controversies in health care and society that influence the patient-patient care giver relationship. The method of instruction will primarily be student presentation and classroom. *Frequency*: Every Fall.

RRT 4010 Case Management Theory and Process (3 credits)
This course on case management uses the framework of the strengths-based model in working with different populations with a special focus on pulmonary patients. Through an integration of online activities and discussion, key issues will be explored and examined in-depth. *Frequency*: Every Summer II.

RRT 4014 Operational Analysis and Quality Improvement (3 credits)
This course addresses health care strategies the affect operational decisions. Strategic and tactical planning issues, with particular attention to marketing and strategic planning, opportunity assessment, and external analysis are covered. Students also analyze and evaluate Total Quality Management (TQM) principles and Continuous Quality Improvement (CQI) processes and organizations. Students compare total quality tools and performance measures and examine leadership and teamwork in the business environment.

RRT 4103 Strategic Planning and Organizational Development for Health Care (3 credits)
This course focuses on management of human resources. Topics include employment law, typical middle management functions of recruitment, supervision, and retention, disciplinary procedures, and performance standards. The student will gain knowledge of organizational behavior, entrepreneurialism, and change management. Assessment and benchmarking techniques are also explored. *Frequency*: Every two years

RRT 4502 Practicum (3 credits)
This course includes experiences in a chose focus area (clinical, administrative, or population-based). This experience will culminate in a capstone project in the form of research, or other scholarly activity that articulates the design, organization, statistics and data analysis used and includes a written presentation of the project.

RRT 4505 Scientific Investigation (3 credits)
This course provides the student with an opportunity to gain experience in applying the scientific method. Emphasis will be on literary inquiries, statistical analysis, research design, and the preparation of material for publication. The student will develop an independent project or thesis proposal under the supervision of a faculty adviser, and prepare and submit a final report prior to the end of the students academic program. Upon request. See academic Department Chair.

RRT 4506 Internship (3 credits)
This course is designed to have the student demonstrate competency in advanced practice area(neonatal critical care, adult critical care, pediatric critical care, pulmonary rehabilitation, pulmonary function testing, polysomnography, hyperbaric therapy, respiratory care management or respiratory care education). Students select a specialty area for Internship. A written presentation will be completed for course completion.

RRT 4507 Scientific Investigation 2 (3 credits)
This course provides the student with the opportunity to perform a systematic review or meta-analysis. Emphasis will be on study protocol design, define inclusion/exclusion criteria, literature search strategies, and statistical methods for analysis. The student will develop an independent systematic review or meta-analysis with the aid of a faculty advisor and submit as a final project prior to graduation. Upon request. See academic Department Chair.

SCIE—Science

SCIE 1150 Great Experiments in Science (1-6 credits)
An outline course in which students review some of the experiments and scientists that have shaped the fields of biology, chemistry, and physics. Students will receive one unit of credit for completion of 10 modules. Completion of 60 modules results in six credits. The course culminates in a lecture given by a prominent scientist concerning a current topic in scientific research. The course is intended to advance scientific literacy and examine the impact of science on our health, technology, and culture. Students may re-enroll but cannot accrue more than a total of six credits. *Frequency*: Upon request and see academic department chair.

SCIE 3210 History of Science (3 credits)
The course is a survey of science and scientists from ancient to modern times. The major advancements in life science, medicine, and oceanography will be discussed from the perspective and tenor of the times. Some original literature and autobiographies as well as historical reviews will be assigned and discussed. *Prerequisite*: BIOL 1040 or MBIO 1050 or higher. *Frequency*: Odd Year Fall.

SCIE 4490 Research Methods (3 credits)
This course will present a broad theoretical outline for the design and implementation of research projects. Topics to be covered include problem definition, principles of design, sampling, measurement concepts, and research proposal preparation. Although this is not a course in statistics, a brief overview of univariate and bivariate statistics will be presented. This course will also cover the presentation of results, including graphics. It is assumed that the student will have some background in basic statistics and have some familiarity with computers. *Prerequisite*: MATH 3020 or MATH 3020H or MATH 2020 or MATH 2020H. *Frequency*: Every Even Winter.

SEBI—SEBI-Sci Ed Biology Internship

SEBI 4570 Secondary Biology Education Internship (12 credits)
This course for Secondary Biology Education majors offers a comprehensive review and practical application of educational philosophy, methods, and strategies through a 12-week clinical experience (internship) consisting of 450 hours in a secondary biology classroom setting that includes coursework and seminars. The central coursework is composed of a 12-week clinical experience, with the concurrent seminar serving as a supportive and reinforcing component. During the seminar sessions, the teacher candidate will explore, in depth, such topics as school board rules, regulations and policies; professional ethics; best practices; national and state standards; teaching strategies; current trends in education; teaching competencies; secondary biology student assessment; NSTA safety guidelines for the science lab, including the safety and welfare of all living things in the science lab, and reflective practices. This course requires candidates to demonstrate professional, pedagogical, and content standards, including ESOL competencies and skills. *Prerequisites*: EDUC 2500, ESOL 2903, EDUC 3330, ESOL 3340, EDUC 3350, EDUC

3360, EDUC 3525, EDUC 3535, SECE 3550, SECE 4320, EDUC 4200, SECE 4550, SECE 4560, ESOL 4565, BIOL 1070, CHEM 1100, BIOL 2400, BIOL 1500, BIOL 1510, BIOL 3200, BIOL 3312, MATH 2020, and passing scores on all subtests of the Florida Teacher Certification Examination. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Fall and Winter.

SECE—Secondary Education

SECE 3210 Creative Writing Workshop (3 credits)
This is an eight-week course, which introduces students to a variety of creative writing strategies and instructional practices. Through detailed literary analysis and experiential learning opportunities, students will emerge from this course with an enhanced understanding of how to both create original literary works and apply five steps of the writing process while providing them with opportunities to provide their peers with constructive and authentic feedback related to their work. *Frequency*: Every Fall.

SECE 3210F Creative Writing Workshop (3 credits)
This is an eight-week course, which introduces students to a variety of creative writing strategies and instructional practices. Through detailed literary analysis and experiential learning opportunities, students will emerge from this course with an enhanced understanding of how to both create original literary works and apply five steps of the writing process while providing them with opportunities to provide their peers with constructive and authentic feedback related to their work. *Frequency*: Every Fall.

SECE 3530 Methods of Teaching Secondary Social Studies (3 credits)
This course is a study of content, methodology, program development, appropriate activities, and assessment techniques for middle and secondary school social studies. In addition, students will implement ESOL strategies in planning and presenting lessons. Students will also become familiar with the Florida Accomplished Practices as appropriate. Students are required to teach a social studies lesson in a classroom during the 10-hour field experience required for this class. This is an ESOL infused course. *Prerequisites*: EDUC 3330, EDUC 3350, EDUC 3360, and EDUC 3525. *Frequency*: Every Fall.

SECE 3530F Methods of Teaching Secondary Social Studies (3 credits)
This course is a study of content, methodology, program development, appropriate activities, and assessment techniques for middle and secondary school social studies. In addition, students will implement ESOL strategies in planning and presenting lessons. Students will also become familiar with the Florida Accomplished Practices as appropriate. Students are required to teach a social studies lesson in a classroom during the 10-hour field experience required for this class. This is an ESOL infused course. *Prerequisite*: Passing scores on the Florida Teacher Certification Examination General Knowledge Test (GKEG, GKES, GKMA, and GKRE). *Frequency*: Every Fall.

SECE 3540 Methods of Teaching Secondary Mathematics I (3 credits)
This course engages students in the study of secondary school content related to numbers and operations, algebra, data analysis and probability from an advanced point of view. Emphasis will be placed on development of mathematical practices in problem solving, reasoning, modeling with mathematics, strategic use of tools and representations, use of mathematical structure, and attention to precision in mathematical language. Course activities support development of knowledge of secondary curriculum, methods of teaching and learning, and diverse student thinking related to numbers and operations, algebra, data analysis and probability to build a cohesive, unified vision of big ideas and supporting concepts and a progression of learning that is appropriate and meaningful for diverse learners. Students will be engaged in experiences fostering reflective practice, ethical decision making, and continuous learning. *Frequency*: Every Fall and Winter.

SECE 3540F Methods of Teaching Secondary Mathematics (3 credits)
The purpose of this course is to examine content and methods for teaching Mathematics in middle and secondary school. Our emphasis is on mathematical problem solving; the necessary training for lifelong learning; use of technology; alternative assessment; and techniques of assertive discipline. Students will explore a variety of techniques and reflect on approaches most applicable to teaching and learning in the middle school and high school mathematics classroom. "Hands-on" approaches, resources, materials, technology, and ideas drawn from the student's experience will be discussed. A full and comprehensive grasp of the National and State standards in Mathematics will be developed. There will be a field experience in a community school. *Frequency*: Every Winter.

SECE 3550 Methods of Teaching Secondary Science (3 credits)
The purpose of this course is to examine content and methods for teaching science in a secondary school. You will explore a variety of techniques and reflect on approaches most applicable to teaching and learning in the high school science classroom. "Hands-on" approaches, resources, materials, technology, and ideas drawn from the student's experience will be discussed. A full and comprehensive grasp of the National and State standards in science will be developed. There will be a Field experience in a community school required. *Prerequisites*: EDUC 3525, EDUC 3350, ESOL 3340, and passing scores on the Florida Teacher Certification Examination General Knowledge Test. *Frequency*: Every Fall.

SECE 3550F Methods of Teaching Biology in the Secondary Classroom (3 credits)
The purpose of this course is to examine content and methods for teaching science in middle and secondary school. You will explore a variety of techniques and reflect on approaches most applicable to teaching and learning in the middle school and high school classroom. Hands-on approaches, resources, materials, technology, and ideas drawn from the student's experience will be discussed. A full and comprehensive grasp of the National and State standards in science will be developed. There will be a clinical field experience in a community school. *Prerequisite*: Passing scores on the Florida Teacher Certification Examination General Knowledge Test (GKEG, GKES, GKMA, and GKRE). *Frequency*: Every Fall.

SECE 3560 Methods of Teaching Biology in the Secondary Classroom (3 credits)
The purpose of this course is to examine content and methods for teaching science in middle and secondary school. You will explore a variety of techniques and reflect on approaches most applicable to teaching and learning in the middle school and high school classroom. Hands-on approaches, resources, materials, technology, and ideas drawn from the student's experience will be discussed. A full and comprehensive grasp of the National and State standards in science will be developed. There will be a clinical field experience in a community school. *Frequency*: Every Fall.

SECE 4320 Secondary Classroom Management (3 credits)
This course examines research-based knowledge, skills, and strategies that promote effective classroom management at the secondary school levels. Teacher candidates apply the content learned in the course by developing a classroom management plan that focuses on safety and instruction for diverse students. Ten hours of field experiences are required to further promote candidates' application of knowledge, skills, and strategies. This course is ESOL infused. *Prerequisite*: None. *Frequency*: Every Fall and Winter.

SECE 4320F Secondary Classroom Management in Multicultural Settings

(3 credits)
This course examines research-based knowledge, skills, and strategies that promote effective classroom management at the secondary school levels. Teacher candidates apply the content learned in the course by developing a classroom management plan that focuses on safety and instruction for diverse students. Ten hours of field experiences are required to further promote candidates' application of knowledge, skills, and strategies. This course is ESOL infused. *Frequency*: Every Fall.

SECE 4350 Methods of Teaching Secondary Mathematics II (3 credits)
This course engages students in the study of secondary school content related to geometry and measurement from an advanced point of view. Emphasis will be placed on development of mathematical practices in problem solving, reasoning, modeling with mathematics, strategic use of tools and representations, use of mathematical structure, and attention to precision in mathematical language. Course activities support development of knowledge of secondary curriculum, methods of teaching and learning, and diverse student thinking related to geometry and measurement to build a cohesive, unified vision of big ideas and supporting concepts and a progression of learning that is appropriate and meaningful for diverse learners. Students will be engaged in experiences fostering reflective practice, ethical decision making, and continuous learning. *Frequency*: Every Fall and Winter.

SECE 4350F Methods of Teaching Secondary Mathematics II (3 credits)
This course engages students in the study of secondary school content related to geometry and measurement from an advanced point of view. Emphasis will be placed on development of mathematical practices in problem solving, reasoning, modeling with mathematics, strategic use of tools and representations, use of mathematical structure, and attention to precision in mathematical language. Course activities support development of knowledge of secondary curriculum, methods of teaching and learning, and diverse student thinking related to geometry and measurement to build a cohesive, unified vision of big ideas and supporting concepts and a progression of learning that is appropriate and meaningful for diverse learners. Students will be engaged in experiences fostering reflective practice, ethical decision making, and continuous learning. *Prerequisites*: Pass all sections of the Florida GKT (GKEG, GKES, GKMA, and GKRE). *Frequency*: Every Fall & Winter.

SECE 4370 Methods of Teaching Secondary English (3 credits)
This course addresses current instructional methodologies in English in the middle and secondary school. The emphasis is on identifying strategies and procedures for comprehensive instruction across the written language arts areas. Students will implement ESOL strategies in planning and presenting lessons. In addition to class meetings, at least 10 hours of field experience are required. *Prerequisites*: EDUC 3330, EDUC 3350, EDUC 3360, and EDUC 3525. *Frequency*: Every Fall.

SECE 4370F Methods of Teaching Secondary English (3 credits)
This course addresses current instructional methodologies in English in the middle and secondary school. The emphasis is on identifying strategies and procedures for comprehensive instruction across the written language arts areas. Students will implement ESOL strategies in planning and presenting lessons. In addition to class meetings, at least 10 hours of field experience are required. *Prerequisite*: Passing scores on the Florida Teacher Certification Examination General Knowledge Test (GKEG, GKES, GKMA, and GKRE). *Frequency*: Every Fall.

SECE 4380F Methods of Teaching Computer Science (3 credits)
This course provides students with the knowledge and skills they will need to succeed as computer science educators. Throughout this course, students engage in active learning experiences, which provide them with opportunities to translate theory to practice. This course features a requirement of at least 10 hours of field placement. *Frequency*: Every Fall.

SECE 4550 Teaching Inquiry Science in Secondary Schools (3 credits)
This course is designed to prepare and equip secondary science education majors with the knowledge, skills, principles, major concepts, current theories and practices used in the secondary science classroom. Concepts and methods of designing lessons and teaching biology through inquiry based learning will be explored and discussed. Additionally, each teacher candidate will develop hands-on activities and assessments that promote analytical thinking and scientific inquiry in order to satisfy the educational needs of diverse learners. In addition to class meetings, at least 10 hours of field experience is required. *Prerequisite*: SECE 3550. *Frequency*: Every Fall and Winter.

SECE 4550F Teaching Inquiry Science in Secondary Schools (3 credits)
This course is designed to prepare and equip secondary science education majors with the knowledge, skills, principles, major concepts, current theories and practices used in the secondary science classroom. Concepts and methods of designing lessons and teaching biology through inquiry based learning will be explored and discussed. Additionally, each teacher candidate will develop hands-on activities and assessments that promote analytical thinking and scientific inquiry in order to satisfy the educational needs of diverse learners. In addition to class meetings, at least 10 hours of field experience is required. *Frequency*: Every Fall and Winter.

SECE 4560 Methods of Teaching Secondary Reading (3 credits)
This course addresses the significance of reading ability and study skills throughout the secondary school curriculum. The emphasis is on identifying sources of difficulties experienced by secondary school students in reading and learning from instructional materials. General strategies for learning from textbooks are examined as well as study skills and specific strategies for dealing with text materials from particular content areas. Students will implement ESOL strategies in planning and presenting lessons. In addition to class meetings, at least 10 hours of field experiences are required. *Prerequisites*: EDUC 2500, EDUC 3330, EDUC 3350, EDUC 3360, and EDUC 3525. *Frequency*: Every Fall and Winter.

SECE 4560F Methods of Teaching Secondary Reading (3 credits)
This course addresses the significance of establishing an in depth understanding of critical literacy for preservice teachers. The course also highlights the value of reading, writing, speaking and listening in helping adolescent readers become more skillful in teaching in the content areas. Through active learning experiences provided throughout this course, candidates will develop an understanding of the importance of the ability to learn from text. This course will also address the concerns of special needs students. Candidates will implement strategies for ESOL and struggling readers in planning and presenting lessons. In addition to class meetings, at least 10 hours of field experiences are required. *Prerequisites*: Pass all sections of the Florida GKT (GKEG, GKES, GKMA, and GKRE). *Frequency*: Every Fall & Winter.

SECE 4565 Teaching Controversial Topics in Social Studies (3 credits)
This course is designed to develop the knowledge and skills required to teach about controversial topics by examining history/social science curriculum and appropriate instructional methods. Students explore ways to teach about the dangers of indifference and the values of participation in a democracy by confronting the complexities of history. *Prerequisites*: SECE 3530 and SECE 4320. *Frequency*: Every Fall.

SECE 4565F Teaching Controversial Topics in Social Studies (3 credits)

This course is designed to develop the knowledge and skills required to teach about controversial topics by examining history/social science curriculum and appropriate instructional methods. Students explore ways to teach about the dangers of indifference and the values of participation in a democracy by confronting the complexities of history. *Frequency*: Every Fall.

SEEN—SEEN-Sec Eng Edu Internship

SEEN 4570 Secondary English Education Internship (12 credits)
This course for Secondary English Education majors offers a comprehensive review and practical application of educational philosophy, methods, and strategies through a 12-week clinical experience (internship) consisting of 450 hours in an English classroom setting that includes coursework and seminars. The central coursework is composed of a 12-week clinical experience, with the concurrent seminar serving as a supportive and reinforcing component. During the seminar sessions, the teacher candidate will explore, in depth, such topics as school board rules, regulations and policies; professional ethics; best practices; national and state standards; teaching strategies; current trends in education; teaching competencies; student assessment; and reflective practices. This course requires candidates to demonstrate professional, pedagogical, and content standards, including ESOL competencies and skills. *Prerequisites*: EDUC 2500, ESOL 2903, EDUC 3330, ESOL 3340, EDUC 3350, EDUC 3360, EDUC 3525, EDUC 3535, SECE 4320, SECE 4370, EDUC 4200, SECE 4560, ESOL 4565, SPCH 1010, LITR 2010, LITR 2020, LITR 2021, LITR 2030, LITR 2031, LITR 3040, LITR 3060, LITR 3520, and passing scores on all subtests of the Florida Teacher Certification Examination. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Fall and Winter.

SEEN 4570F Secondary English Education Internship (12 credits)
This course for Secondary English Education majors offers a comprehensive review and practical application of educational philosophy, methods, and strategies through a 12-week clinical experience (internship) consisting of 450 hours in an English classroom setting that includes coursework and seminars. The central coursework is composed of a 12-week clinical experience, with the concurrent seminar serving as a supportive and reinforcing component. During the seminar sessions, the teacher candidate will explore, in depth, such topics as school board rules, regulations and policies; professional ethics; best practices; national and state standards; teaching strategies; current trends in education; teaching competencies; student assessment; and reflective practices. This course requires candidates to demonstrate professional, pedagogical, and content standards, including ESOL competencies and skills. *Frequency*: Every Winter

SEMA—SEMS - Secondary Educ Math

SEMA 4570 Secondary Mathematics Education Internship (12 credits)
This course for Secondary Mathematics Education majors offers a comprehensive review and practical application of educational philosophy, methods, and strategies through a 12-week clinical experience (internship) consisting of 450 hours in a secondary mathematics classroom setting that includes coursework and seminars. The central coursework is composed of a 12-week clinical experience, with the concurrent seminar serving as a supportive and reinforcing component. During the seminar sessions, the teacher candidate will explore, in depth, such topics as school board rules, regulations and policies; professional ethics; best practices; national and state standards; teaching strategies; current trends in education; teaching competencies; student assessment; and reflective practices. This course requires candidates to demonstrate professional, pedagogical, and content standards, including ESOL competencies and skills. *Prerequisites*: EDUC 2500, ESOL 2903, EDUC 3330, ESOL 3340, EDUC 3350, EDUC 3360, EDUC 3525, EDUC 3535, SECE 4320, SECE 4350, EDUC 4200, SECE 4560, ESOL 4565, MATH 1200, MATH 1250, MATH 2020, MATH 2100, MATH 2200, MATH 2250, MATH 3300, MATH 3350, and passing scores on all subtests of the Florida Teacher Certification Examination. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Fall and Winter.

SEMA 4570F Secondary Mathematics Education Internship (12 credits)
This course for Secondary Mathematics Education majors offers a comprehensive review and practical application of educational philosophy, methods, and strategies through a 12-week clinical experience (internship) consisting of 450 hours in a secondary mathematics classroom setting that includes coursework and seminars. The central coursework is composed of a 12-week clinical experience, with the concurrent seminar serving as a supportive and reinforcing component. During the seminar sessions, the teacher candidate will explore, in depth, such topics as school board rules, regulations and policies; professional ethics; best practices; national and state standards; teaching strategies; current trends in education; teaching competencies; student assessment; and reflective practices. This course requires candidates to demonstrate professional, pedagogical, and content standards, including ESOL competencies and skills. *Frequency*: Every Winter.

SESS—Secondary Edu Social St

SESS 4570 Secondary Social Studies Education Internship (12 credits)
This course for Secondary Social Studies Education majors offers a comprehensive review and practical application of educational philosophy, methods including NCSS 10 standards, and strategies through a 12-week clinical experience (internship) consisting of 450 hours in a social studies classroom setting that includes coursework and seminars. The central coursework is composed of a 12-week clinical experience, with the concurrent seminar serving as a supportive and reinforcing component. During the seminar sessions, the teacher candidate will explore, in depth, such topics as school board rules, regulations and policies; professional ethics; best practices; national and state standards; teaching strategies; current trends in education; teaching competencies; social studies student assessment; and reflective practices. This course requires candidates to demonstrate professional, pedagogical, and content standards, including ESOL competencies and skills. *Prerequisites*: EDUC 2500, ESOL 2903, EDUC 3330, ESOL 3340, EDUC 3350, EDUC 3360, EDUC 3525, EDUC 3535, SECE 3530, SECE 4320, EDUC 4200, SECE 4560, ESOL 4565, SECE 4565, HIST 1090, ECN 2020, GEOG 2050, HIST 2140, HIST 3010, SOCL 3130, HIST 3300, HIST 3430, HIST 3450, and passing scores on all subtests of the Florida Teacher Certification Examination. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Fall and Winter.

SLPD—SLPD -Speech-Language Pathology

SLPD 7411 Quantitative Research Design (3 credits)
This course will provide students with a fundamental understanding of the basic methods and approaches used in health-related research. A major emphasis of the course will be on the conceptualization and design of research studies. The course will cover ethics, formulation of research questions, study design, reliability, validity, sampling, measurement, and interpretation of research findings. It will prepare students to critically evaluate published literature, and to design sound research studies. The course will be both theoretical and applied. Students will be challenged to apply the theoretical concepts presented in the classroom and in the readings to design a study to address a health-related issue of their choice.

SOCL—Sociology

SOCL 1020 Introduction to Sociology (3 credits)
This course is concerned with the nature and needs of people, their relationships to their societies, and the manner in which they govern those relationships by establishing groups and institutions, engaging in social processes and bringing about social change. Special emphasis will be placed on culture in the United States and the impact of technology on the modern person. *Frequency*: Every Fall and Winter.

SOCL 2000 Introduction to Social Work (3 credits)
This course covers the basic theoretical and professional approaches to general social work in society. The class includes examination of social justice issues and social welfare policies, as well as the role of social workers among different populations and in various settings. *Prerequisite*: SOCL 1020. *Frequency*: Every Fall.

SOCL 2030 Medical Sociology (3 credits)
The course uses sociological concepts, perspectives and research methods to develop an understanding and awareness of how social, cultural, and behavioral factors influence health, illness and healthcare. Students will study the explanations and theories relating to the distribution of diseases among various population groups, the behaviors or actions taken by individuals to maintain, enhance or restore health or cope with illness, disease and disability. *Frequency*: Fall and Winter. No prerequisite.

SOCL 2100 Sociology of Sexuality (3 credits)
This course reviews the sociology of sexuality from a socio-historical perspective. Among the topics to be discussed are the theoretical approaches to sexuality, the making of sexual identities, the relationship between sexuality and social institutions, sexual politics, and ethics. *Prerequisites*: SOCL 1020. *Frequency*: Every Fall and Winter.

SOCL 2130 Sociology of the Family (3 credits)
Contemporary patterns of marriage and family living. Approaches to effective living together in family units. Covers both adult and parent-child relationships. Emphasis on communication, supportiveness, and contingency management. *Frequency*: Every Fall and Winter.

SOCL 2200 Ghana: Through a Sociological Lens (3 credits)
This course will help students to develop ?intercultural competence? by expanding their knowledge, experience and understanding of the diversity of cultures, and at the same time, the interconnectedness of these cultures. Learning and experiencing other cultures are necessary preparations for life in our thoroughly globalizing world. Students in this course will travel to Ghana, a country located in West Africa, on a study abroad trip. Ghana's history, unique features and conditions make it an ideal location for a study abroad program. Within the African continent Ghana stands out for its unique sociocultural and historical location. The first sub-Saharan country in Africa to gain its independence [in 1957], Ghana is currently one of the most peaceful and stable democracies and rapidly growing economies in Africa. Furthermore, Ghana, formerly called the Gold Coast has an intriguing colonial history, a rich cultural heritage and offers an example of a post-colonial African society with a seamless transition between tradition and modernity. Also, Ghanaian people are noted for their warmth, hospitality, and peaceful and easy going attitudes. Visiting Ghana will offer students the opportunity to explore and experience first-hand the rich diversity of Ghana's cultural heritage through their direct interaction with the people and visits to several historical, geographical and cultural sites. More important, visiting a country in which modern forms of living and indigenous traditions co-exist, will further enhance students? understanding of the dynamics of social and cultural change. *Prerequisites*: None. *Frequency*: Odd Year Winter.

SOCL 2510 Social Problems (3 credits)
Focuses on a number of contemporary social problems, analyzing causative factors and exploring alternative solutions. Examines the role of community service agencies in the improvement of some of these problems. *Prerequisite*: SOCL 1020. *Frequency*: Every Fall and Winter.

SOCL 2600 Sociology of Sport (3 credits)
This course will use the investigative tools of sociology to explore the myths and realities of sport, with a particular focus on contemporary American society. It will attempt to answer such questions as: Do sports "build character"? Is "amateurism" a myth? Should professional athletes be paid exorbitant sums of money? Are there elements of racial and sexual prejudice in sports? Do governing bodies exploit athletes? What is the role of athletics in society? Do our established athletic (and societal) institutions serve this purpose? Do sports provide a valid means of upward mobility? Should professional athletes be considered role models? What tools are available to assess the frequency of drug use in sports? *Prerequisite*: SOCL 1020 *Frequency*: Odd Year Winter.

SOCL 3000 Research Methods in the Social Sciences (3 credits)
Introduction to qualitative research designs commonly used in the social sciences. Discussion of data collection methods such as participant observation and interviewing, focus groups, case studies and ethnographies. *Prerequisites*: SOCL 1020 or ANTH 1020 *Frequency*: Every Winter.

SOCL 3100 Sociology of Religion (3 credits)
The class will explore religion from a sociological perspective. We will use theory to examine churches, cults, and sects across the globe. In addition, the class will explore the concepts of tradition, belief, ritual, spirituality, and fundamentalism. The class will also look at how religion interacts with other sectors of society such as politics, economics, and social movements. *Prerequisites*: SOCL 1020 or ANTH 1020. *Frequency*: Every Winter.

SOCL 3150 Social Movements (3 credits)
This course examines how and why people attempt to bring about social change as well as forces that oppose social change. Various theoretical viewpoints will be used for analysis. Concentration is on twentieth and twenty-first century social movements from case study perspectives. *Prerequisite*: SOCL 1020. *Frequency*: Odd Year Fall.

SOCL 3250 Social Theory (3 credits)
This course concentrates on the historical development of sociological theory with special reference to its European origins. It will also provide a comparative study and critique of various theoretical accounts on the rise and of the transformations of modern society in the 19th and 20th centuries. Selected topics include the individual, society, and polity; economy, class, and status; organization and ideology; religion and society; moral and instrumental action. *Prerequisite*: SOCL 1020. *Frequency*: Every Fall.

SOCL 3350 Gender, Society, and Culture (3 credits)
This course examines women and men in the context of society and culture to ascertain what gender means and how gender plays a role in everyday lives and social institutions. Gender will be examined in regard to various areas including: relationships, work, economy, education, media, justice, deviance, politics, religion, and health. *Prerequisite*: SOCL 1020 or ANTH 1020. *Frequency*: Every Winter.

SOCL 3500 Race and Ethnicity in the U.S. (3 credits)
This course covers race and ethnic divisions, discrimination, conflict and cooperation. Further, it explores the impact of global processes on race and ethnicity in the United States. There will be a comparison of US racial and ethnic patterns to other countries. *Prerequisite*: SOCL 1020. *Frequency*: Every Fall.

SOCL 3600 Environmental Sociology (3 credits)
This course examines the relationships between societies and the physical

environment in the U.S. and at the global level as well as the ways in which environmental problems are also social problems. It will explore materialism, technology, development, population, and environmental activism and attitudes including the pivotal role that social inequality plays in relation to environmental problems. *Prerequisites*: SOCL 1020 or ENVS 1100 or ENVS 1200. *Frequency*: Every Fall and Winter.

SOCL 4010 Lesbian, Gay, Bisexual, and Transgender Cultures (3 credits)
This course examines topics in lesbian, gay, bisexual, and transgender cultures from theoretical, historical and political perspectives. Topics might include an examination of the essentialist versus constructionist debates and their respective implications, sex policing, political resistance, and the politics of AIDS. *Prerequisite*: SOCL 1020. Every Winter.

SOCL 4880 Senior Seminar (3 credits)
"Students will analyze and integrate information from a variety of sub-disciplines within sociology. Topics may include, but are not limited to, sociological perspectives on race/ethnicity, gender, environment, religion, medicine, deviance, sexuality, and family. Each seminar will have a focal theme that will require students to develop and use their sociological imagination, as well as apply knowledge from prior courses and experiences. This course is presented as a capstone experience, therefore students with advanced standing within the sociology major will benefit the most from the seminar. *Prerequisites*: SOCL 3000 or SOCL 3200. *Frequency*: Every Winter."

SOCL 4950 Internship in Sociology (1-3 credits)
A 10-20 hour per week, paying or nonpaying work experience for 16 weeks (or more) in the student's major area of study. Consult academic division for specific details and requirements. *Prerequisites*: cumulative GPA of 2.5 or higher, completion of 36 or more credit hours, and permission of academic director. *Frequency*: Every Fall and Winter.

SOCL 4950A Internship A in Sociology (1-3 credits)
A 10-20 hour per week, paying or nonpaying work experience for 16 weeks (or more) in the student's major area of study. Consult academic division for specific details and requirements. *Prerequisites*: cumulative GPA of 2.5 or higher, completion of 36 or more credit hours, and permission of academic director. *Frequency*: Every Fall and Winter.

SOCL 4950B Internship B in Sociology (1-3 credits)
A 10-20 hour per week, paying or nonpaying work experience for 16 weeks (or more) in the student's major area of study. Consult academic division for specific details and requirements. *Prerequisites*: cumulative GPA of 2.5 or higher, completion of 36 or more credit hours, and permission of academic director. *Frequency*: Every Fall and Winter.

SOCL 4990 Independent Study in Sociology (1-6 credits)
The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. *Frequency*: Every Fall and Winter.

SOCL 4990A Independent Study in Sociology A (1-3 credits)
The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. *Prerequisites*: Written consent of instructor and division director. *Frequency*: Every Fall and Winter.

SOCL 4990B Independent Study in Sociology B (1-3 credits)
The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. *Prerequisites*: Written consent of instructor and division director. *Frequency*: Every Fall and Winter.

SOCL 4990C Independent Study in Sociology C (1-3 credits)
The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. *Prerequisites*: Written consent of instructor and division director. *Frequency*: Every Fall and Winter.

SOCL 4990D Independent Study in Sociology D (1-3 credits)
The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. *Prerequisites*: Written consent of instructor and division director. *Frequency*: Every Fall and Winter.

SPAN—Spanish

SPAN 1210 Elementary Spanish I (3 credits)
Essentials of Spanish language with emphasis on grammar, vocabulary, writing, and oral skills. Introduction to Spanish culture. Not open to native speakers. *Frequency*: Every Fall and Winter.

SPAN 1211 Elementary Spanish for Health Professionals I (3 credits)
This course is the first of a two-part introductory series designed to meet the needs of students with little or no formal background in Spanish who are pursuing a career in a health-related profession. It will introduce students to the necessary vocabulary, medical terminology, as well as useful phrases and pertinent grammatical structures needed to communicate at a basic level with Spanish-speaking patients and their loved ones in medical and clinical encounters. Special emphasis will be placed on developing a cultural understanding of medicine and illness in the Spanish-speaking world, as well as on acquiring oral, listening, writing and reading skills in order to prepare students to effectively communicate essential information in real-world contexts. Not open to native speakers or heritage learners. *Frequency*: Every Fall.

SPAN 1220 Elementary Spanish II (3 credits)
Essentials of Spanish language with emphasis on grammar, vocabulary, writing, and oral skills. Not open to native speakers. *Prerequisite*: SPAN 1210 or SPAN 1211 or a Spanish Placement Exam score of 60-75. *Frequency*: Every Fall and Winter.

SPAN 1231 Elementary Spanish for Healthcare (3 credits)
This course is designed to meet the needs of students with little or no formal background in Spanish who are pursuing careers in healthcare. It will introduce students to the necessary vocabulary, medical terminology, and grammatical structures needed to communicate at a basic level with Spanish-speaking patients and their loved ones in medical and clinical encounters. Special emphasis will be placed on developing a cultural understanding of medicine and illness in the Spanish-speaking world, as well as on acquiring oral, listening, writing, and reading skills for effective communication in the workplace. Not open to native speakers or heritage learners. *Frequency*: Every Fall and Winter.

SPAN 2210 Intermediate Spanish I (3 credits)
Intermediate Spanish I: Readings in Spanish literature and culture. Study of Spanish idioms and syntax. Further development of oral and written Spanish. Not open to native speakers. *Prerequisite*: SPAN 1220 or SPAN 1221 or a Spanish Placement Exam score of 76 to 86. *Frequency*: Every Fall.

SPAN 2220 Intermediate Spanish II (3 credits)
Continuation of SPAN 2210. Readings in Spanish literature and culture. Study of Spanish idioms and syntax. Further development of oral and written Spanish. Not open to native speakers. *Prerequisite*: SPAN 2210 or a Spanish Placement Exam score of 86 and above. *Frequency*: Every Winter.

SPAN 2350 Spanish for Heritage Learners (3 credits)
This intermediate level course is designed

for students who have had little or no formal instruction in Spanish, but who, because of their exposure to the language via their familial ties or previous social exposure, can understand much of casual spoken Spanish or can passively understand the language, but may not speak it or write it themselves. The focus of the course is to build upon their knowledge and develop formal speaking, reading and writing skills. *Frequency*: Every Fall and Winter.

SPAN 3000 Conversation and Composition (3 credits)
A course for students with intermediate-level Spanish reading and writing competency who wish to increase their oral and written competency in the language *Prerequisite*: SPAN 2220 or SPAN 2350 or a Spanish Placement Exam score of 93 or above. *Frequency*: Even Year Fall.

SPAN 3200 Business Spanish (3 credits)
Introduces business terminology and usage to develop fluent oral and written communication in business and professional settings. Special attention is given to understanding the cultural context for conducting business in both Spain and Latin America. Group projects, class discussions, oral and written work all in Spanish. *Prerequisites* SPAN 2210 or SPAN 2350 or a Spanish Challenge Exam score of 93 or higher. *Frequency*: Even Year Winter.

SPAN 3240 Introduction to Spanish Literature (3 credits)
An introductory literature course intended to familiarize students with the literature of Spain from the medieval period until the twentieth century and to develop skills in literary analysis. Class discussions, readings, oral and written work all in Spanish. *Prerequisite*: SPAN 2220 or SPAN 2350 or a Spanish Placement Exam score of 93 or higher. *Frequency*: Even Year Winter.

SPAN 3250 Introduction to Latin American Literature (3 credits)
An introductory literature course intended to familiarize students with the literature of Latin America through selected readings in all genres and to develop skills in literary analysis. Class discussions, readings, oral and written work all in Spanish. *Prerequisite*: SPAN 2350 or SPAN 3000 or a Spanish Placement Exam score of 93 or higher. *Frequency*: Odd Year Winter.

SPAN 3300 Spanish for Health Professions (3 credits)
This course focuses on intermediate-level Spanish grammar and vocabulary designed to help current and future health care professionals communicate with Spanish-speaking patients and their families. Students will also learn about the cultural context for discussing medical issues in both Spain and Latin America. *Prerequisite*: SPAN 2210 or SPAN 2350 or a Spanish Placement Exam score of 93 or higher. *Frequency*: Odd Year Fall.

SPAN 3400 Spanish for Legal Professions (3 credits)
This course introduces legal terminology and usage to develop fluent oral and written communication in legal and professional settings. Special attention is given to understanding a variety of major cultural complexities that envelop the law and communication when working with a Hispanic population. Students will be required to translate short legal documents (cases and studies) and interpret through role playing. Group projects, class discussions, oral and written work are all in Spanish. *Prerequisite*: SPAN 2210 or SPAN 2350 or a Spanish Placement Exam score of 93 or higher. *Frequency*: Even Year Winter.

SPAN 3740 Spanish Culture (3 credits)
This course is an introduction to the political, social, economic, and cultural history of Spain from its earliest origins to the present. Class discussions, readings, oral and written work all in Spanish. *Prerequisite*: SPAN 2220 or SPAN 2350 or a Spanish Placement Exam score of 93 or above. *Prerequisite*: SPAN 2220 or SPAN 2350. *Frequency*: Odd Year Fall.

SPAN 3750 Latin American Culture (3 credits)
This course is an introduction to the political, social, economic, and cultural history of Spanish-speaking Latin America from pre-Colombian times to the present. Class discussions, readings, oral and written work all in Spanish. *Prerequisite* SPAN 2220 or SPAN 2350 or a Spanish Placement Exam score of 93 or above. *Frequency*: Even Year Fall.

SPAN 4900 Special Topics in Spanish (3 credits)
An in-depth study of a period, an author or a literary genre in the Spanish language. Class discussions, readings, oral and written work all in Spanish. May be repeated once for credit, if content changes, and with written consent of division director. *Prerequisite*: one 3000-level SPAN course. *Frequency*: less than once every two years. .

SPAN 4990 Independent Study in Spanish (1-3 credits)
The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. Written consent of instructor and division director required. *Prerequisites*: One SPAN course and COMP 2000, COMP 2010 or COMP 2020 or COMP 2000H. *Frequency*: Every Fall and Winter.

SPCH—Speech

SPCH 1010 Public Speaking (3 credits)
Training and practice in the fundamentals of public speaking, including audience analysis, topic development, research, organization, language use, and delivery. *Frequency*: Every Fall and Winter.

SPCH 1010H Public Speaking Honors (3 credits)
Training and practice in the fundamentals of public speaking, including audience analysis, topic development, research, organization, language use, and delivery. Honors students only. *Frequency*: Infrequent, less than every two years.

SPCH 2000 Fundamentals of Human Communication (3 credits)
This course surveys major concepts, theories, and research in the study of human communication. The course assists students in developing knowledge and skills in the development of their own communication competence. The course covers basic human communication processes in the contexts of interpersonal, group/team, and public communication. *Prerequisite*: COMP 1500 or COMP 1500H. *Frequency*: Every Winter.

SPCH 2020 Argument and Debate (3 credits)
Training and practice in fundamentals of oral argumentation, including methods of obtaining and organizing materials, delivery, and audience analysis, with an emphasis on researching evidence and constructing and refuting an argument in a debate format. *Prerequisite*: COMP 1500 or COMP 1500H. *Frequency*: Every Fall and Winter.

SPCH 3120 Speech Communication for the Professions (3 credits)
Emphasis on public communication skills required of the person in business and/or professional settings. Topics include business interviews, public speaking, presentation aids, listening, team communication, and cultural diversity in the workplace. *Frequency*: Odd Year Winter

SPT—Sport and Recreation Mgt

SPT 1050 Introduction to Sport and Recreation Management (3 credits)
This course will examine the sport industry through the perspective of a sport and recreation manager. Sport management principles in the areas of sport marketing, finance, facility and event management, risk management, popular culture, and sport sociology will be introduced within the framework of professional, collegiate, recreational, high school, and youth sports. *Frequency*: Fall.

SPT 2050 Sport in Popular Culture (3 credits)
Examines sport in today's popular culture, this

includes music, film, television, advertising, fashion, toys, magazines, and cyberspace. Through critical analysis the connection between sport, popular culture and issues of race, gender, sexuality, censorship, and social class will be analyzed and discussed *Frequency*: Infrequent.

SPT 2075 Intro to e-Sports Management (3 credits)
This course introduces students to the business side of the e-Sport industry and the role managers play in it. Best practices in e-Sport management will be examined through current articles and case studies. The course will focus on current issues in the area of finance, legal & ethical, marketing, and event operations. Career opportunities in e-Sport management will also be explored. *Frequency*: Even Year Fall.

SPT 2150 Sport in Society (3 credits)
Studies the impact sport has on our society. The course examines the different levels of sport and emphasizes issues related to economics, education, race, gender, youth sports, social mobility, violence, and deviance. *Frequency*: Even Year Fall.

SPT 2350 Ethics in Sport and Recreation Management (3 credits)
This course examines morality and ethical issues pertaining to sport. Topics include sportsmanship, fan behavior, performance-enhancing drugs, drug testing, gender equity in sport, violence on and off the field, and youth sport participation. *Frequency*: Odd Year Winter.

SPT 2950 Sport and Recreation Practicum (3 credits)
This course is designed to give students the opportunity to gain practical experience with a sport or recreation organization. Allowing the student to experience first hand what it is like to work in the industry. Students must work 75 hours within one academic term (16 weeks). *Prerequisites*: SPT 1050 and Instructor Approval. *Frequency*: Upon request, see academic department chair.

SPT 3150 Facility and Event Management (3 credits)
This course studies the guidelines and principles of managing sport and recreation events and facilities. Topics include event logistics, critical planning techniques, negotiations, funding, and facility design, operation, and maintenance. *Frequency*: Even Year Winter.

SPT 3425 Public Relations in Sport (3 credits)
Studies the guidelines and principles of public relations in sport and recreation. Topics include communication, mass media, interviewing, media formats, and publication design. *Frequency*: Odd Year Fall.

SPT 3550 Issues in Sport Finance (3 credits)
This course will examine current financial issues in the sport industry; topics include costs-benefit analysis of sport franchises to cities, team acquisitions and budgets, sports franchises valuation, sport facility investment, economic impact of stadiums and facilities, financial impact of college sport teams on higher education, and the financial impact on fans throughout the years. *Frequency*: Fall - Odd Years.

SPT 3650 Sport Promotions and Sponsorship (3 credits)
This course will examine sport marketing principles and strategies focused around sport promotions throughout the different levels of the sport industry. The emphasis will be on the development of critical thinking, decision making and communication skills through real world sport marketing applications. The course will also provide students with the opportunity to analyze sponsorships in sport and the key issues surrounding sport sponsorship management. *Frequency*: Winter.

SPT 3900 Sport and Recreation Internship (3 credits)
The Huizenga College internship fosters learning through the application of classroom theory in the workplace. During the course, the student also focuses on practical career skills and personal professional goals with individual guidance from the professor. The minimum work requirement is 180 hours during one semester (16 weeks). Contact Academic Advising for registration. ACADEMIC REQUIREMENTS: good academic standing, GPA of 2.5 or higher, and completion of at least 36 credit hours. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Semester.

SPT 3910 Special Topics in Sport & Recreation Management (3 credits)
Topics in sport and recreation management that are not included in a regular course offerings. *Prerequisites* may be required. Specific content and prerequisites are announced in the course schedule for the given term. *Frequency*: Upon request and see academic department chair.

SPT 3925 The Business of College Sports (3 credits)
This course examines the business side of college sports. Topics include the formation and history of college sports, the basics of the NCAA, athletic conferences, and university athletic departments, as well as current issues involving student-athletes, college coaches, and financial issues that impact big-time college sports *Frequency*: Even Year Fall.

SPT 4555 Risk Management in Sport (3 credits)
This course focuses on the principles of risk management in sport. Specifically, issues of negligence and tort law, risk identification and mitigation, and ethical issues relative to supervision of employees and athletes will be discussed. *Frequency*: Winter.

SPT 4675 The Business of e-Sports (3 credits)
This course will focus on the business functions and activities that are vital for any e-Sport franchise. This includes but is not limited to monetizing e-Sports, e-Sport marketing, the financial and economic impact of e-Sports, e-Sport facilities and event management, e-Sport sales and sponsorships, e-Sport broadcasting and communication, current trends in the e-Sport industry, and exploring opportunities for future growth and expansion within and outside the industry. *Frequency*: Infrequent.

SPT 4850 Seminar in Sport and Recreation Management (3 credits)
A capstone course for senior sport and recreation management majors. Students will examine trends in the industry, career paths, and discuss current topics in sport and recreation. *Prerequisites*: SPT 1050, Senior Standing, and SPT Faculty approval. *Frequency*: Upon request and see academic department chair.

SPT 4910 Research Study in Sport and Recreation Management (3 credits)
The student selects and independently carries out library and/or empirical research. Faculty supervision is provided on an individual basis. *Prerequisite*: To be determined by the faculty and department chair. *Frequency*: Upon request and see academic department chair.

SPT 4966 Travel Study in Sport & Recreation Management (3 credits)
This travel study course aims to provide students with a thorough understanding and firsthand look at a specific area of the world through the lenses of business and Sport & Recreation Management. Students will be introduced to the challenges organizations face when working In the specific country of travel. The course is taught using a combination of in-country and pre-arrival lectures, company visits, and presentations. *Frequency*: Upon request see academic Department Chair.

SPT 4990 Independent Study in Sports & Recreation Management (3 credits)
The student works independently under the guidance of a faculty member to learn more about a subject area for credit. Faculty supervision is provided on an individual basis. *Prerequisite*: To be determined by the faculty and department chair. *Frequency*: Upon request and see academic department chair.

TECH—Information Technology

TECH 1110 Technology in Information Age (3 credits)
In this course, students work for mastery of basic computer application skills in file management, word processing, spreadsheet, charting, database, Internet research, and web authoring/publishing. In addition, students acquire a deeper understanding of technology as used by professionals in all information technology fields, current trends, ethical use of technology, and technology management. *Frequency*: Every Fall and Winter.

TECH 2010 Excel at Spreadsheets (3 credits)
This course introduces a range of intermediate to more advanced Excel topics giving students exposure to the Excel skills necessary to support success in the classroom and workplace. Topics include lists, tables, formulas, functions, pivot tables, and data presentation. *Frequency*: Every Fall and Winter.

TECH 2020 Programming for Everyone (3 credits)
An introduction to programming as a problem solving technique for all majors and disciplines; no prior programming or advanced mathematics are required. The course focus is on key concepts that sustain everyday technologies and devices including designing and implementing basic computer functions such as sorting, searching, data manipulation, user interaction and game development using the Python language. *Frequency*: Every Fall and Winter.

TECH 3100 Introduction to Data Science (3 credits)
This course provides a broad overview of the elements of Data Science, focusing on the challenges and methods of working with large data sets. Topics include data collection, management, analysis, visualization, prediction and decision making. Concepts of data science are illustrated through hands-on projects and case studies. *Prerequisite*: MATH 1040 or Higher. *Frequency*: Every Fall.

TECH 3200 Artificial Intelligence in Action (3 credits)
This course is an introduction to artificial intelligence (AI) to provide a foundation of AI capabilities and applications. Course topics include common AI terminology, key concepts, AI models and algorithms, and techniques to develop and evaluate simple AI applications. Projects will involve supervised machine learning, deep neural networks for image recognition, and heuristic search strategies. *Prerequisite*: MATH 1040 or higher. *Frequency*: Every Winter.

TECH 3300 System Analysis and Design (3 credits)
This course examines concepts, methods, techniques, and tools of systems analysis and design. The topic includes analysis of requirements, elicitation/fact-finding, problem analysis, decomposition, process modeling, data modeling, prototyping, structured analysis and object-oriented analysis. Design principles and project management principles are addressed to understand how they are related to processes of systems analysis and design. Students will learn the roles of project managers and role of the systems analyst in an organization. *Prerequisite*: CSIS 2101. *Frequency*: Every Fall.

TECH 3320 Technology Project Management (3 credits)
This course provides a socio-technical perspective to the management of projects within the field of information technology. Course content includes planning, scheduling, organizing, and implementing projects and exploring current trends and issues in information technology project management. *Prerequisite*: CSIS 2101. *Frequency*: Every Winter.

TECH 4200 Cybersecurity Operation Management (3 credits)
Cybersecurity management processes and procedures to support organizational cybersecurity vision and strategy. Focus is on the implementation of cybersecurity policy, planning, processes, and measures. Concepts and techniques from the management and organizational behavior disciplines will be integrated in order to identify and propose solutions to the problems of cybersecurity administration. *Prerequisite*: CSIS 3001. *Frequency*: Every Fall.

TECH 4220 Cybersecurity Governance (3 credits)
Governance processes and interactions to support organizational cybersecurity requirements and resources. Discussions include the structure and implementation of cybersecurity governance, and development of an effective cybersecurity strategy and policy. Also focuses on how to improve cybersecurity accountability, regulatory compliance, and continuous improvement. *Prerequisite*: CSIS 3001.

TECH 4240 Cybersecurity Auditing (3 credits)
Fundamental concepts of cybersecurity systems audits are presented to support organizational cybersecurity. Principles and practices related to the secure operation of organizational information technology are discussed to build a foundation for cybersecurity. Topics covered include: cybersecurity accountability, compliance, risk assessment, internal control objectives, and information systems audit procedures. *Prerequisite*: CSIS 3001. *Frequency*: Every Fall.

TECH 4890 Special Topics in Information Technology (3 credits)
Topics in advanced information technology that are not included in a regular course offering. *Prerequisites* may be required. Specific content and prerequisites are announced in the course schedule for the given term. Students may re-enroll for Special Topics covering different content. *Frequency*: Infrequent: less than once every two years.

TECH 4900 Directed Project (3-8 credits)
Taken in the student's senior year preferably in their last semester. A major project will be completed by the student under the direction of a faculty member with specific goals agreed on by the faculty member, student and the department chair before enrolling in this course. The project should cover concepts and skills learned in more than one upper division computing course and must be approved by the Computing Department chair. *Prerequisites*: Senior standing and approval of the project by the department chair. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Upon chair approval.

TECH 4900A Directed Project (A) (3-8 credits)
A major project will be completed by the student under the direction of a faculty member. *Frequency*: Upon Request see academic Department Chair.

TECH 4900B Directed Project (B) (3-8 credits)
A major project will be completed by the student under the direction of a faculty member. *Frequency*: Upon Request see academic Department Chair.

TECH 4900C Directed Project (C) (3-8 credits)
A major project will be completed by the student under the direction of a faculty member. *Frequency*: Upon Request see academic Department Chair.

TECH 4950 Internship in Technology (1-12 credits)
Information Technology majors who are not already employed can use this course to satisfy the capstone requirement. It can be taken in their senior year preferably in their last semester. An Internship constitutes a relevant work experience for 16 weeks based on a project with specific goals agreed on by the work supervisor, student and the department chair before enrolling in this course. The project should cover concepts and skills learned in more than one upper division computing course and must be approved by the Computing Department chair. *Prerequisites*: Senior standing, written internship offer, and approval of the job description by the department chair. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Upon

chair approval.

TECH 4990 Independent Study in Technology (1-12 credits)
The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. *Prerequisite*: to be determined by the faculty and department chair. *Frequency*: Every Fall and Winter.

THEA—Theatre

THEA 1000 The Theatre Arts (3 credits)
This course focuses on the arts of the theatre, including drama, music, dance, and play production, particularly those plays representing major theatrical trends. *Frequency*: Fall and Winter

THEA 1500 Comedy and Improvisation (3 credits)
This course introduces students to the basic techniques of improvisational theatre, sketch and stand-up comedy. *Frequency*: Every Fall and Winter.

THEA 2000 Voice and Movement (3 credits)
Study and practice in breathing, phonation, standard speech, text analysis, scansion and cold readings, as well as kinesthetic awareness, warm-up, use of space, stage movement, stage blocking, and stage combat. *Frequency*: Every Winter.

THEA 2020 Acting I (3 credits)
A performance-oriented course designed to introduce, develop and reinforce fundamental acting skills and techniques. *Frequency*: Every Fall and Winter.

THEA 2025 Performance for Film and Television (3 credits)
This course focuses on camera performance techniques relevant to film, television, and broadcasting. *Frequency*: Every Fall.

THEA 2030 Play Analysis (3 credits)
Training and practice in the fundamentals of text analysis for the purposes of theatrical production. *Prerequisite*: COMP 1500 or COMP 1500H. *Frequency*: Even Year Winter.

THEA 2060 Technical Theatre (3 credits)
A laboratory approach to technical theatre with focus on backstage operations, crew assignments, and practical application in actual productions. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL. *Frequency*: Every Fall and Winter.

THEA 2101 Theatre Laboratory I (1 credits)
Participation in one or more of NSU's theatre productions. Assigned duties may include set construction, costume, technical support, acting, directing, management, or administration. Pass/fail only. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Fall and Winter.

THEA 2102 Theatre Laboratory II (1 credits)
Participation in one more of NSU's theatre productions. Assigned duties may include set construction, costume, technical support, acting, directing, management, or administration. Pass/fail only. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisite*: THEA 2101. *Frequency*: Every Fall and Winter.

THEA 2103 Theatre Laboratory III (1 credits)
Participation in one or more of NSU's theatre productions. Assigned duties may include set construction, costume, technical support, directing, management, or administration. Pass/fail only. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisite*: THEA 2102. *Frequency*: Every Fall and Winter.

THEA 2104 Theatre Laboratory IV (1 credits)
Participation in on or more of NSU's theatre productions. Assigned duties may include set construction, costume, technical support, acting, directing, management, or administration. Pass/fail only. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisite*: THEA 2103. *Frequency*: Every Fall and Winter.

THEA 2105 Theatre Lab V (1 credits)
Participation in one or more of NSU's theatre productions. Assigned duties may include set construction, costume, technical support, acting, directing, management, or administration. Pass/fail only. *Prerequisite*: THEA 2104. *Frequency*: Every Fall and Winter.

THEA 2106 Theatre Lab VI (1 credits)
Participation in one or more of NSU's theatre productions. Assigned duties may include set construction, costume, technical support, acting, directing, management, or administration. Pass/fail only. *Prerequisite*: THEA 2105. *Frequency*: Every Fall and Winter.

THEA 2401 Singing Technique (2 credits)
Using the repertoire of musical theatre, this class will examine and practice singing technique including posture, breath management, diction, vowel purity, intonation, tonal quality and resonance. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisite*: Permission of academic program. *Frequency*: Every Fall and Winter.

THEA 2402 Singing Musicianship (2 credits)
Using the repertoire of musical theatre, this class will examine and practice musicianship in singing including elements of music theory such as accuracy of rhythm and melody, phrasing, tempo, and dynamics. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisite*: THEA 2401 Singing Technique OR permission of academic program. *Frequency*: Every Fall and Winter.

THEA 2500 Healthcare Theatre (3 credits)
Through acting and improvisational activities, students in this class will develop the skills to act as patients, family members, and healthcare providers in simulated performances. Real-life healthcare scenarios will be used to evaluate the communication abilities of students in standardized situations and provide valuable feedback to improve the patient-centered effectiveness of future medical professionals. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL. *Frequency*: Fall and Winter.

THEA 3020 Acting II (3 credits)
Emphasis on the development and use of techniques for in-depth research and analysis of characters for public performance. *Prerequisite*: THEA 2020. *Frequency*: Every Winter.

THEA 3025 Audition Techniques (3 credits)
A performance-oriented course designed to explore audition techniques and career planning for the professional theatre, film, and television industries. The course will focus on monologue selection and performance, cold readings, movement/dance calls, warm-ups and basic audition etiquette and protocol. *Prerequisite*: THEA 2020. *Frequency*: Even Year Fall.

THEA 3040 Lighting Design (3 credits)
This course provides the study of advanced techniques of lighting design, including exploration of various lighting boards, projections, research, and design styles. Students in this course complete a lab component that focuses on practical applications of lighting equipment and light board programing. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisite*: THEA 2060. *Frequency*: Odd Year Winter.

THEA 3050 Costuming and Makeup (3 credits)
Study of sewing, fabrics, patterns and practical application of costume construction techniques; materials and techniques for stage makeup with emphasis on practical application for theatrical production. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL. *Prerequisite*: COMP 2000, 2010, or 2020 or COMP 2000H. *Frequency*: Every Winter.

THEA 3060 Scene Design (3 credits)
A study of the fundamental principles and techniques of stage design. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL. *Prerequisite*: THEA 2060. *Frequency*: Odd Year Fall.

THEA 3080 Sound Design (3 credits)
This course provides the study of advanced techniques of sound design, including exploration of various sound boards, digital editing/recording, wireless microphones, and design styles. Students in this course complete a lab component that focuses on practical applications of sound equipment and sound board programing. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisite*: THEA 2060. *Frequency*: Even Year Winter.

THEA 3200 Theatre History I (3 credits)
This course explores the history of theatre from the origin of performance to the Renaissance. *Prerequisite*: COMP 2000, 2010, or 2020 or COMP 2000H. *Frequency*: Even Year Fall.

THEA 3250 Theatre History II (3 credits)
This course explores the history of theatre from the Restoration to the present. *Prerequisites*: COMP 2000, 2010, or 2020 or COMP 2000H. *Frequency*: Odd Year Fall.

THEA 3275 American Musical Theatre (3 credits)
The America Musical Theatre is a unique subgenre of theatre incorporating contemporary literature, jazz, popular music, rock music, dance and film to reflect and comment on the evolution of society. Through an analysis of the musical theatre canon, this course focuses on contemporary perspectives on race (Hamilton, Wicked), gender and sexual prejudices (Fun Home, Legally Blond), myths (Hadestown, Come from Away), and stereotypes (Book of Mormon, Mean Girls). *Prerequisite*: COMP 1500 or COMP 1500H. *Frequency*: Every Winter.

THEA 3500 Stage and Production Management (3 credits)
Stage and Production Management: An in-depth look at the management aspects of the theatre. The course will focus on the individual roles of stage manager and production manager and how these roles are applied in performing arts events. *Prerequisites*: one THEA course; and COMP 1500 or COMP 1500H. *Frequency*: Every Winter.

THEA 4100 Directing for the Stage (3 credits)
The history of the director, the function of the director, and the examination of theoretical viewpoint, including textual analysis, establishing group work for the director's approach to production, play selection, analysis, and patterning of auditory and visual elements of production. Directing of a one-act play. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL. *Prerequisite*: THEA 2020 and completion of 60 or more credit hours. *Frequency*: Every Winter.

THEA 4101 Singing Artistry (2 credits)
Using the repertoire of musical theatre, this class will examine and develop artistry in singing including elements of musical and dramatic interpretation, communication of the text, appropriateness of tone color, stage presence, and vocal and dramatic style. *Prerequisite*: THEA 2402 Singing Musicianship OR permission of program director. *Frequency*: Every Fall and Winter.

THEA 4102 Singing Mastery (2 credits)
Using the repertoire of musical theatre, this class will examine and practice versatility in singing including elements of various vocal styles and the development of a healthy approach to belting. *Prerequisite*: THEA 4401 Singing Artistry OR permission of program director. *Frequency*: Every Fall and Winter.

THEA 4102A Singing Mastery (2 credits)
Using the repertoire of musical theatre, this class will examine and practice versatility in singing including elements of various vocal styles and the development of a healthy approach to belting. *Prerequisite*: THEA 4401 Singing Artistry OR permission of program director. *Frequency*: Every Fall and Winter.

THEA 4900 Special Topics in Theatre (3 credits)
An advanced course in a particular dramatist, period, or form of theatre. Specific focus to be announced. May be repeated once for credit, if content changes and with written consent of program director. *Prerequisites*: one THEA course and COMP 2000, 2010, or 2020 or COMP 2000H. *Frequency*: Upon Request; see program director.

THEA 4930 Senior Seminar (1 credits)
Seminar style course designed to synthesize coursework and performing experience with preparation for a professional career or graduate study in the performing arts. Course topics will include formulation of artistic philosophy, the business of the performing arts, professional development, interview/audition skills, and culminate in a final capstone performance or project. *Prerequisite*: Completion of at least 90 credit hours and permission of director. *Frequency*: Every Winter.

THEA 4950 Internship in Theatre (3-6 credits)
Training and practice at a professional theatre or arts venue. *Prerequisites*: completion of 60 or more credit hours, and written consent of academic program. *Frequency*: Every Fall and Winter. THEA 4950 Internship in Theatre (3 credits) Training and practice at a professional theatre or arts venue. Consult academic department chair for specific details and requirements. *Prerequisites*: Completion of 60 or more credit hours and written consent of academic department chair. *Frequency*: Every Fall and Winter.

THEA 4990 Independent Study in Theatre (1-3 credits)
Training and practice at a professional theatre or arts venue. *Prerequisites*: cumulative GPA of 2.5 or higher, completion of 60 or more credit hours, and written consent of program director. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Fall and Winter.

TXX—Taxation

TXX 3110 Federal Taxation I (3 credits)
Examines the fundamentals of individual income taxation. A background of accounting courses is not essential for this course. The course may be of special interest to non business majors. Topics include exemptions, exclusions, and deductions available to the individual. These concepts will aid the student in the preparation of an individual tax return. *Prerequisite*: ACT 2030 (grade C or better). *Frequency*: Every Fall.

TXX 4110 Federal Taxation II (3 credits)
A study of the income taxation of corporations and their shareholders, and partnerships and their partners. Includes a study of the rights and obligations of taxpayers dealing with the Internal Revenue Service. *Prerequisites*: TXX 3110 (grade of C or better). *Frequency*: Every Fall.

ULAW—BS in Law

ULAW 1150 Introduction to Law and the Legal Profession (3 credits)
Topics will include the structure and decisional processes of the American legal system, sources of law, methods of dispute resolution, the roles of the attorney and the legal assistant, legal analysis, interviewing techniques and ethics for legal assistants. This course is not required for those students who have taken LGST 2500. *Frequency*: Every Fall and Winter.

ULAW 2100 Legal Research Methods and Reasoning (3 credits)
Understanding the law requires an ability to locate and analyze the sources of law. Students will learn to find the law, particularly in free resources, and to read and understand the basics of legal statutes, regulations, and cases. This course will also introduce students to the analytic process lawmakers and lawyers

use. *Frequency*: Every Fall.

ULAW 2200 Computer Applications for the Legal Profession (3 credits)
Theory and application of programs for computers that are used in the legal profession. Hands-on experience with microcomputers and specialized software utilized by the legal profession. *Frequency*: Every Winter.

ULAW 2500 Elements of Constitutional Law (3 credits)
Constitutional law is the foundation of the United States legal system. This course offers an introduction to the United States Constitution and its Amendments. Through US Supreme Court decisions, the course will explore constitutional history and judicial interpretation. Students will study the allocation of powers, the system of checks and balances, and the concepts of individual rights, liberties, and protection and develop a better understanding of the Bill of Rights. *Prerequisite*: ULAW 1150. *Frequency*: Fall.

ULAW 2600 Administrative Law (3 credits)
Administrative law plays a crucial role in many fields, including Human Resources, Health Care, Finance, and Technology. Administrative Law is about the processes agencies of government must use. We examine how state and federal agencies get powers and what limits those powers (e.g., constitutions, laws (statutes), and judicial opinions). This course also examines how agencies make rules, decide disputes, and are monitored or directed by legislatures and courts. Specific attention is given to the power vested in administrative agencies, the types of legal rules created by them, and the weight such rules carry within the legal system. *Prerequisite*: ULAW 1150. *Frequency*: Winter.

ULAW 3050 Criminal Law and Procedure (3 credits)
This course covers the study of both substantive criminal law and criminal procedure for the paralegal student. Students will learn the elements of major crimes and defenses. Students also will examine the constitutional aspects of criminal procedure, including searches, seizures and arrests; interrogation; the pretrial process; trial; sentencing; and appeal. *Prerequisite*: ULAW 1150 or LGST 2500. *Frequency*: Every Winter.

ULAW 3260 Real Estate Practice and Procedure I (3 credits)
Topics will include interests in real property, contracts, deeds, mortgages and other encumbrances, mortgage foreclosures, title searches, title insurance, and leases. Students will prepare closing documents for a residential real estate transaction. *Prerequisite*: ULAW 1150 or LGST 2500. *Frequency*: Every Fall.

ULAW 3300 Torts and Civil Litigation (3 credits)
This course covers tort law, including such topics as intentional torts, negligence, strict liability, products liability, defamation, and defense to torts. Students also will examine the civil litigation process, including evidence, the rules of civil procedure, discovery, jury selection, and pre-trial work. Students will prepare pleadings and pre-trial discovery. *Prerequisite*: ULAW 1150 or LGST 2500. *Frequency*: Every Fall.

ULAW 3360 Wills, Trusts, and Estates I (3 credits)
Topics will include intestacy, wills, trusts, living wills, will substitutes, probate, estate administration, and estate and gift taxes. Students will prepare wills and estate administration documents. *Prerequisites*: ULAW 1150 or LGST 2500. *Frequency*: Every Winter.

ULAW 3400 Business Relations and Organizations (3 credits)
Topics will include contracts (the essential elements, defenses to enforceability, third party beneficiaries, and assignments), the Uniform Commercial Code, sole proprietorships, general and limited partnerships, and corporations. *Prerequisite*: ULAW 1150 or LGST 2500. *Frequency*: Winter.

ULAW 3500 Introduction to Appellate Advocacy (3-6 credits)
The course will improve the skills of writing briefs and performing oral argument for appellate practice for students invited to compete in Undergraduate Moot Court. The course examines the process of appellate brief writing and oral advocacy using the Federal Rules of Appellate Procedure and United States Supreme Court. *Prerequisites*: ULAW 1150 and ULAW 2100, and permission of the Instructor. *Frequency*: Fall.

ULAW 3525 Introduction to Trial Advocacy (3 credits)
This course is designed to develop the student's case analysis, advocacy skills, and trial preparation while introducing them to the litigation process from the initial client interviews through the appellate stage. Students will learn the drafting of opening and closing statements, examination of witnesses, and participate in trial simulations. *Prerequisites*: ULAW 1150 and ULAW 2100 and permission of the Instructor.

ULAW 3550 Family Law (3 credits)
Topics will include prenuptial and postnuptial agreements, marriage, dissolution, equitable distribution, alimony, shared parental responsibility, child support, property settlement agreements, adoption, and paternity and juvenile law. *Prerequisite*: ULAW 1150 or LGST 2500. *Frequency*: Every Fall.

ULAW 3575 Mediation and Conflict Resolution (3 credits)
This course teaches students the theory of mediation and conflict resolution. Students develop and practice mediation skills through extensive participation in role plays and simulations, as well as opportunities to experience actual mediation cases. Certain individuals also perfect their skills through competitions sponsored through the National Association of Dispute Resolution (NADR). *Prerequisites*: ULAW 1150 and ULAW 2100 and permission of the Instructor. *Frequency*: Every Fall.

ULAW 3600 Introduction to Intellectual Property (3 credits)
The course will provide an introduction to copyright, trademark, patent, trade secret, and publicity rights, with an emphasis on how these five discrete fields interact. Different legal doctrine will be introduced that can be used separately or in combination towards developing a problem solving approach, solve client problems, and appreciate how these different regimes create economic, ethical and sociological structures. Upon completion of the course, the student will be able to identify intellectual property issues and know where to find solutions for those issues. *Frequency*: Fall.

ULAW 3601 Federal Privacy Law (3 credits)
The privacy rights of individuals in all aspects of daily life have been of great concern over the last few years. The Federal government is heavily involved in crafting laws and regulations to protect an individual's private information collected in a variety of contexts from being accessed and then used. This course will look at the three such federal laws and accompanying regulations: HIPAA (Health Insurance Portability and Accountability Act), FERPA (Family Educational Rights and Privacy Act), and the Federal Privacy Act. The course is designed to introduce the students to the specifics of each of these federal privacy laws and to get the students to critically read, analyze, and write about issues presented by these statutes through a series of written exercise. An introduction to administrative agencies will provide students with the necessary knowledge to understand the various federal laws. (Co-requisite ULAW 1150 Introduction to Law and the Legal Profession). *Frequency*: Winter.

ULAW 3602 Social Values for Law, Science, and Technology (3 credits)
This course presents law as an evolving social institution, with special emphasis on the legal regulation of business, science, and technology in the context of social values. It considers basic concepts of law and legal

process, in the U.S. and other legal systems, and it introduces the fundamentals of rigorous legal analysis. Topics include legal, ethical, and moral issues in software development, advertising and pricing; financial management; corporate responsibility; product safety; and decision-making across borders and cultures. *Frequency*: Fall.

ULAW 3603 Electronic Commerce and Digital Trade (3 credits)
This course will explore the structure, electronic commerce, online payment systems, and Internet-of-Things products and services. Topics will include the legal, regulatory and policy implications of internet commerce, marketing, sales, distribution, digital currencies, online payment systems, and social interaction. The legal and policy framework governing the overlapping jurisdiction of state laws, FTC regulations, international treaties, and related governance, of business on the Internet and through digital technologies. *Frequency*: Winter.

ULAW 3604 Cyber Law and Modern Mass Communications Policy (3 credits)
This course will explore the development, regulation and governance of the Internet as transnational, content distribution and communications platform. Topics will include the legal, regulatory and policy implications of internet communications, and social interactions in the U.S. and abroad. The legal and policy framework governing privacy free speech, social media, national security, copyright, trademark, network ownership and access, private versus public regulation of cyberspace, jurisdiction and related topics will be examined to provide a foundational basis for contextualizing the legal intersections in our electronic lives. *Frequency*: Every Winter.

ULAW 3700 Law of Patients' Rights and Health Care Ethics (3 credits)
Beginning with the development of the bedrock legal principles of informed consent, this course will examine the legal aspects of patients' rights movements and will trace the status of patients' legal abilities to control their treatment. Part of the course will be devoted to the existence of, substance of, and reasons for patients' rights statutes specific to hospital and nursing home settings. Additionally, this course examines how the law has affected health care ethics by exploring the principles of ethics for health care providers; the ways in which these ethical principles are reflected in the law; and the legal, ethical, and policy aspects of issues affecting health care providers. Students will analyze situations arising in the health care context and will consider issues relating to both individual and institutional health care providers' ethics. *Prerequisite*: ULAW 1150 and ULAW 2100. *Frequency*: Winter.

ULAW 3750 Law of Medicare and Medicaid (3 credits)
This course focuses on the legal structure of two federal governmental programs enacted in 1965 when Congress expanded the Social Security Act. To enhance their understanding of these complex programs, students will examine the legal fundamentals for these programs (program purposes; population served; eligibility requirements; program limitations; the scope of covered benefits; and reimbursable services) through the relevant federal statutes and case law interpretation. *Prerequisite*: ULAW 1150 and ULAW 2100 and ULAW 2600. *Frequency*: Fall.

ULAW 3800 Law of Accreditation and Licensing (3 credits)
This course provides a detailed examination of the legal aspects of two credentialing concepts, namely accreditation and licensure, in both the individual health care practitioner setting and the institutional setting. Students will examine the primary goal of these concepts (i.e., protecting the public), how accreditation differs from licensure, and how they interrelate. *Prerequisite*: ULAW 1150 and ULAW 2100. *Frequency*: Fall.

ULAW 3850 Regulatory Compliance in the Health Care Industry (3 credits)
This course will follow up on the course on Medicare and Medicaid, exploring in more depth the steps health care institutions and individual health care practitioners can take to protect themselves against severe legal penalty in the areas of potential Medicare and Medicaid fraud and abuse and anti-kickback liability. *Prerequisite*: ULAW 1150 and ULAW 2100 and ULAW 2600 and ULLAW 3750. *Frequency*: Winter.

ULAW 3900 Disability Law (3 credits)
This course is an online version of Disability Law (Law 0095). More than 54 million people are living in the United States with a disability. This course will examine case law and legislation, primarily the Americans with Disabilities Act of 1990 (the "ADA") and the 2008 Amendments to the ADA, which require reasonable accommodation of people with disabilities in employment, education, housing, transportation and health care. Included are such central concepts as the definition of disability, the remedies available for violations of disability rights law, and defenses to claims of disability discrimination. *Prerequisite*: ULAW 1150 and ULAW 2100 and ULAW 2500 and ULAW 2600. *Frequency*: Winter.

ULAW 4050 Advanced Practices in Criminal Law (3 credits)
This course is designed to expand on the knowledge gained in the student's study of Criminal Law and review past and current criminal cases faced by the courts and counsel. The course will evaluate the criminal cases from an historical and Constitutional background to include the rights and procedures when charging a person with a crime, procedural rights and protections at trial, and post-conviction rights. Students will interpret and justify legal arguments from both the prosecution and defense perspective. The course will also identify a variety of Criminal Law issues including: forensic evidence, sentencing, ethics, the death penalty, and recent case law applied in the criminal justice system. *Prerequisite*: ULAW 1150 and ULAW 2100 and ULAW 3050. *Frequency*: Winter Even.

ULAW 4060 Debtor and Creditor Relations (3 credits)
Topics will include the following: the bankruptcy process and alternative remedies; secured parties under the Uniform Commercial Code; judgment liens; locating debtors' property; enforcement of judgments by way of garnishment, attachment, and replevin; and exempt property. *Prerequisite*: ULAW 1150. *Frequency*: Fall Even Years.

ULAW 4110 Legal Research and Writing II (3 credits)
This course will commence with a review of all basic primary and secondary sources. Florida research tools and special topical reference materials will also be covered. Advanced training in computer-assisted legal research will be provided. Legal writing will be emphasized. There will be a variety of written work ranging from everyday correspondence to memoranda of law. *Prerequisite*: ULAW 1150 and ULAW 2100. *Frequency*: Winter.

ULAW 4270 Real Estate Practice and Procedure II (3 credits)
Topics will generally be chosen from among the following: title problems, mortgage foreclosures, landlord tenants, commercial real estate transactions, condominiums, construction liens, and environmental matters. *Prerequisites*: ULAW 3260. *Frequency*: Fall.

ULAW 4310 Advanced Litigation (3 credits)
This course will commence with a review of all basic primary and secondary sources. Florida research tools and special topical reference materials will also be covered. The following topics under the Florida Rules of Civil Procedure will be covered: pleadings, service of process, parties, default, dismissals, discovery in all of its forms, the trial stage, judgments, and post-judgment relief. Students will work on civil cases in several areas of law, where they will apply many of the procedural rules that they have studied. *Prerequisites*: ULAW 3300. *Frequency*: Fall.

ULAW 4370 Wills, Trusts, and Estates II

(3 credits)
Topics will generally be chosen from among the following: probate litigation, mechanisms to transfer property, will and trust drafting, homestead, and federal estate and gift tax system, the Florida estate tax, and preparation of federal estate and gift tax returns. *Prerequisite*: ULAW 3360. *Frequency*: Winter.

ULAW 4410 Corporate Regulation and Change (3 credits)
Topics will include the following: capitalization, debt and equity financing, federal and state securities regulation, mergers, asset and stock acquisitions, reorganizations, and drafting corporate documents. *Prerequisite*: ULAW 1150 and ULAW 2100 and ULAW 3400. *Frequency*: Winter.

ULAW 4470 Emerging Technologies and the Legal Profession (3 credits)
Topics will include the following: incapacity; types of guardians; guardianship practice and procedure; alternatives to guardianships, such as durable powers of attorney, trusts, health care surrogates, and representatives payers; government benefits such as Social Security, Medicare, and Medicaid; and housing options such as " reverse mortgages," life care contracts, adult congregate living facilities, and nursing homes. *Prerequisite*: ULAW 1150 and ULAW 2100. *Frequency*: Fall Odd.

ULAW 4560 Elder Law (3 credits)
This course covers emerging technologies and their impact on the legal profession. Topics covered will include an overview of the Internet, conducting legal research on the Internet, electronic filing with government agencies and the courts, "non-legal" Web sites with legal-specific applications, using email in law practice, legal trends on the Internet, ethical issues pertaining to emerging technologies, and law as applied to computers and other technology. *Prerequisite*: ULAW 1150 and ULAW 2200. *Frequency*: Fall Even.

ULAW 4600 Pleadings and the Courts (3 credits)
This advanced course focuses on the paralegal's role in discovery procedure and trial practice as it relates to civil and criminal actions through a transactional approach. The course will focus on state rules of civil and criminal procedures in the drafting of legal pleadings required for each area of the law. Students will be involved in preparing materials for a hypothetical trial. *Prerequisite*: ULAW 1150 and ULAW 2100. *Frequency*: Winter Odd.

ULAW 4700 Immigration Law (3 credits)
This course provides students with a foundation in the underlying policies and basics of immigration and nationality law. Topics include immigrant and nonimmigrant visa categories, citizenship and nationality, removal proceedings, and asylee and refugee status. Emphasis is placed on applying legal principles to practical situations by working on hypothetical immigration client files, including preparation of forms to be filed with the United States Citizenship and Immigration Services. *Prerequisite*: ULAW 1150 and ULAW 2100. *Frequency*: Winter Even.

ULAW 4800 Advanced Practicum in Paralegal Studies (3 credits)
This advanced practicum simulates a law office environment in which students work for senior and junior law partners in a generalized law practice. This experiential approach is designed to integrate and apply substantive law, procedural application and legal computer application drawing on materials in a variety of legal areas including but not limited to civil litigation, real estate, estate planning, family law, legal research, criminal law, contracts and corporate law. Students take this course in the last semester of their paralegal studies curriculum. *Prerequisite*: ULAW 2100 and ULAW 2200 and ULAW 3050 and ULAW 3260 and ULAW 3300 and ULAW 3360 and ULAW 3400 and ULAW 3550. *Frequency*: Winter.

ULAW 4900 Special Topics in Paralegal Studies (3 credits)
Examines advanced topics in law that are not included in regular course offerings. Specific content and prerequisites may vary. May be repeated once for credit if content changes and with permission of the academic program. *Prerequisite*: ULAW 2100. *Frequency*: Upon request.

ULAW 4950 Internship in Paralegal Studies (3 credits)
A 20-hour per week work experience for 16 weeks in the student's major area of study at an internship site registered with the paralegal studies program as an approved site. Consult academic division for specific details and requirements. *Prerequisites*: cumulative GPA of 2.5 or higher, completion of 36 or more credit hours, and permission of department chair. Students may take a maximum of two internships, which must be taken at different internship sites. *Prerequisite*: *Prerequisites*: cumulative GPA of 2.5 or higher, completion of 36 or more credit hours, and permission of department chair. *Frequency*: Upon request.

UNIV—University

UNIV 1000 First-Year Experience (3 credits)
This course introduces first-year students to fundamental expectations of college learning and the range of opportunities and experiences both in and outside the classroom that Nova Southeastern University provides. The course promotes a pathway to student success by fostering academic inquiry in various academic disciplines and knowledge of essential resources that facilitate a successful transition to college life. This course develops the foundation that serves as a pathway to graduation and a thriving professional career. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Frequency*: Every Fall and Winter.

WRIT—Writing

WRIT 2100 Introduction to Professional Writing (3 credits)
This course provides an introduction to the writing and research practices active in the field of professional writing. Students will examine the various approaches to language, writing, and research active in professional communities and explore them in their own original works. *Prerequisite*: COMP 1500 or COMP 1500H. *Frequency*: Every Fall.

WRIT 2200 Civic and Community Writing (3 credits)
This course examines the relationships between academic and community writing. Students will explore the history of literacy practices and civic discourses. Students engage in service learning projects in their local community by partnering with local organizations to address local needs. *Prerequisite*: COMP 1500 or COMP 1500H.

WRIT 2400 Style and Grammar (3 credits)
This course examines the history and practice of written style and grammar, highlighting the differences between the two traditions. Students will study word choice, sentence structure, and paragraphing in texts of varying genres. Drawing on analyses of written texts, students will learn to apply the stylistic and grammatical principles of deviation and convention, respectively, to their own writing. *Prerequisite*: COMP 1500 or COMP 1500H. *Frequency*: Every Fall.

WRIT 2500 Introduction to Creative Writing (3 credits)
This course examines the fundamentals of writing poetry and fiction, introducing students to creative writing techniques and strategies. Students will read works of fiction and poetry by published authors and write their own works using various models and genres. Through workshopping their original poetry and fiction, students will learn the importance of one's style and the necessity of revision in the writing process. *Prerequisite*: COMP 1500 or COMP 1500H. *Frequency*: Every Fall.

WRIT 3020 Poetry Workshop (3 credits)
An examination of the fundamentals of writing poetry, learning to use metrical language and seeking the universal in individual human experience. Students will read a wide variety of contemporary poems and will attempt

to develop their own poetic language. *Prerequisite*: COMP 2000 or COMP 2000H. *Frequency*: Odd Year Winter.

WRIT 3030 Fiction Workshop (3 credits)
An examination of the fundamentals of writing fiction, learning to use the techniques and tools of the fiction writer. Students will read a variety of fictional works and develop their own narrative styles. *Prerequisite*: COMP 2000 or COMP 2000H. *Frequency*: Even Year Winter.

WRIT 3150 Business Writing (3 credits)
This course focuses on techniques for effective communication in global business environments. Students learn various strategies for writing letters, memos, proposals, electronic communication, and other types of writing in the workplace. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisite*: COMP 2000 or COMP 2000H or COMP 2020. *Frequency*: Every Fall and Winter.

WRIT 3160 Scientific and Technical Writing (3 credits)
This course focuses on developing techniques for writing reports, descriptions, instructions, graphic arts, and other types of writing in formats appropriate to the scientific or technical working world. Students will practice explaining technical issues to various audiences, analyze technical objects and processes, and write reports, technical manuals, and user instructions. The course will emphasize writing understandable, concise language, integrating text and graphics, and designing documents. *Prerequisite*: COMP 2000 or COMP 2020 or COMP 2000H. *Frequency*: Even Year Winter.

WRIT 3200 Writing for Popular Culture (3 credits)
This course introduces students to professional writing for popular culture through the study and creation of texts such as zines, blogs, and fan sites. Students will identify various rhetorical features used by communities of writers in the public sphere, paying careful attention to theories of the production and consumption of popular culture texts. *Prerequisite*: COMP 2000 or COMP 2000H or COMP 2020. *Frequency*: Odd Year Winter.

WRIT 3350 Document Design and Publishing (3 credits)
This course focuses on the skills necessary to produce well-designed documents for private and commercial publication. Students will analyze various publication models and produce print-ready documents for various professional or commercial audiences. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisite*: COMP 2000 or COMP 2000H or COMP 2020. *Frequency*: Odd Year Winter.

WRIT 3400 Language and Society (3 credits)
This course examines variables such as class, ethnicity, gender, geography, technology, and history that influence language behavior and language change. *Prerequisite*: COMP 2000 or COMP 2000H or COMP 2020. *Frequency*: Even Year Fall.

WRIT 3600 Writing Center Studies (3 credits)
The course provides students with theoretical and experiential grounding in peer conferencing. Students will study writing center theory and practice, and they will apply such strategies in conferences with writers. *Prerequisite*: COMP 2000 or COMP 2000H or COMP 2020. *Frequency*: Every Winter.

WRIT 4000 Writing for Technologies (3 credits)
This course focuses on emerging forms of writing produced with, focused on, and distributed through contemporary mobile and web-based technologies. Students in this course will closely examine and practice the theories and approaches to writing within such digital environments and networks. *Prerequisite*: COMP 2000 or COMP 2020 or COMP 2000H. *Frequency*: Even Year Winter.

WRIT 4100 Advanced Research Methods (3 credits)
This course focuses on designing, conducting, and analyzing research projects using qualitative and quantitative methods. *Prerequisite*: COMP 2000 or COMP 2000H or COMP 2020. *Frequency*: Every Winter.

WRIT 4600 Composition and Rhetoric (3 credits)
This course introduces students to the discipline of Composition and Rhetoric through the key concepts, philosophies, and frameworks involving teaching, theory, and research. Students will learn how theories and practices affect classroom settings and their own writing processes. *Prerequisite*: COMP 2000 or COMP 2000H or COMP 2020. *Frequency*: Odd Year Fall.

WRIT 4800 Professional Writing Capstone (3 credits)
Students will undertake a significant project reflecting their area of professional writing interest. *Prerequisite*: completion of at least 90 credit hours and permission of academic department chair. *Frequency*: Every Fall.

WRIT 4900 Special Topics in Writing (3 credits)
Topics, which vary from year to year, will focus on specialized genres and techniques in writing. Topics may include memoir/autobiographical writing, travel writing, creative non-fiction writing, and screenwriting. Specific focus to be announced. May be repeated once for credit, if content changes and with department approval. *Prerequisite*: one WRIT course above the 2000-level. *Frequency*: Every Fall and Winter.

WRIT 4950 Internship in Writing (1-6 credits)
A minimum of 80 hours (per credit hour earned) of field or work experience in the student's major area of study. Consult academic department for specific details and requirements. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisites*: permission of academic department chair. *Frequency*: Every Fall and Winter.

WRIT 4950A Internship in Writing (1-6 credits)
A minimum of 80 hours (per credit hour earned) of field or work experience in the student's major area of study. Consult academic department for specific details and requirements. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisites*: permission of academic department chair. *Frequency*: Every Fall and Winter.

WRIT 4950B Internship in Writing (1-6 credits)
A minimum of 80 hours (per credit hour earned) of field or work experience in the student's major area of study. Consult academic department for specific details and requirements. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. *Prerequisites*: permission of academic department chair. *Frequency*: Every Fall and Winter.

WRIT 4990 Independent Study in Writing (1-3 credits)
The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. Written consent of instructor and academic department chair required. *Prerequisites*: One WRIT course and COMP 2000 or COMP 2020 or COMP 2000H. *Frequency*: Every Fall and Winter.