

# NSU

## Florida

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Halmos College  
of Arts and Sciences  
**NOVA SOUTHEASTERN  
UNIVERSITY**

## GRADUATE PROGRAM CATALOG

### 2020-2021

## 2020-2021 HCAS Graduate Catalog

The Halmos College of Arts and Sciences Graduate Program 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 the graduate degree programs at NSU's Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center (HCAS).

The HCAS Graduate Program Catalog is published once a year. This catalog is comprised of information for all graduate students at HCAS. In terms of curricula, students are bound by the curricula published in the catalog in effect the semester they enter Nova Southeastern University (NSU). In terms of various academic and administrative policies, students are bound by those described in the most recently published 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 HCAS Graduate Catalog in effect upon return, or to requirements approved by the student's department chair.

This catalog provides guidelines and rules to assist the student in fulfilling the academic requirements of the doctoral and master's degrees as well as graduate certificates. For graduation, students must fulfill the curriculum and course-load requirements of the catalog in effect at their initial registration or that of any later-edition catalog. Updates may be issued at the HCAS between catalog publications. Copies of the catalog and updates are located on the college website ([hcas.nova.edu/graduate](https://hcas.nova.edu/graduate)). The failure to read and/or understand this catalog does not excuse students from the rules, policies, and procedures contained in it.

### RETURN OF THE SHARKS: STUDENT GUIDELINES

All information listed below is available at <https://www.nova.edu/ehs/cv19-resources/student-guide/index.html>. For COVID-19 news updates, please monitor [nova.edu/coronavirus](https://nova.edu/coronavirus). For the latest on safety protocols and guidelines for the NSU community, visit [nova.edu/cv19](https://nova.edu/cv19). Other details are listed in Appendix A of this catalog.

### NSU 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, non-disqualifying 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, non-disqualifying 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.

## NSU ACCREDITATION

Nova Southeastern University (NSU) is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate's, baccalaureate, master's, educational specialist, doctoral, and professional degrees.

For questions about the accreditation of Nova Southeastern University, contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone: (404) 679-4500.

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## DEAN'S WELCOME



Welcome to Nova Southeastern University's Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center! Anchored in an empowering liberal arts foundation, the college offers courses in the performing and visual arts, natural and social sciences, and the humanities. We serve as an intellectual and cultural foundation for the university by offering a diverse array of majors and minors. Furthermore, our cutting-edge programs employ a variety of innovative models and technologies that will prepare you to blaze a trail toward a fulfilling career in an ever-changing, competitive world.

The college's inclusive learning community is committed to supporting experiential learning opportunities as well as cross-disciplinary learning and research. The college also fosters collaborative learning and teaching for both students and faculty. Exposure to the rich blend of courses offered by the college prepares students for the 21st century workforce and for graduate school. Our courses also prepare students for the challenges of an increasingly diverse and complex global society and sets them on a pathway to be passionate life-long learners.

Andrea Nevins, Ph.D., M.F.A.

Interim Dean and Professor

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

## HALMOS COLLEGE OF ARTS AND SCIENCES OVERVIEW

The College of Arts, Humanities and Social Sciences and the Halmos College of Natural Sciences and Oceanography merged to create our new college: Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center (Halmos College of Arts and Sciences). Goals for this new college include achieving greater synergies in our academic programming and deeper collaborations among our faculty. We are looking forward to working with you closely on our campuses, online, and in the community.

## MISSION

Our mission at The Halmos College of Arts and Sciences (HCAS) is to promote excellence in teaching, research, creativity, and service by faculty and students. HCAS provides an environment for intellectual curiosity by engaging students in innovative and collaborative interdisciplinary experiential learning. The critical thinking, communication, and problem-solving skills our students develop not only serve as a foundation for success and life-long

learning but also advance knowledge, respect, and responsibility inherent in global citizenship in a rapidly changing world.

## **VISION 2020**

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

## **NSU CORE VALUES**

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

## **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, coeducational institution providing educational programs from preschool through the professional and doctoral levels. The institution awards 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.

The university's educational programs are conducted at the Fort Lauderdale/Davie Campus 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 the largest university 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 Hollywood. The university also has campuses in the Florida cities of Miami (Kendall), Jacksonville, Orlando, Tampa, Fort Myers, Miramar, and Palm Beach, and its newest campus in San Juan, Puerto Rico. The Campus in Fort Lauderdale/Davie is located on a lush 314-acre site 10 miles inland from the Atlantic Ocean and readily accessible via several highways and Florida's Turnpike. The Fort Lauderdale/Davie 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, the Huizenga Sales Institute, and the College of Engineering

and Computing. NSU's Guy Harvey Oceanographic Center building 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, 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 Performing and Visual Arts at the College of Arts, Humanities, and Social Sciences. It includes the intimate Black Box Theatre, art gallery, performance theatre, and additional rooms supporting theatre, music, art, dance, and other creative activities.

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 [www.nova.edu/publications/factbook/2019](http://www.nova.edu/publications/factbook/2019)

## NSU CAMPUS LOCATIONS

### **Fort Lauderdale/Davie Campus**

3301 College Avenue  
Fort Lauderdale, Florida 33314-7796  
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  
Facilities at the Oceanographic Campus

## HALMOS COLLEGE OF ARTS AND SCIENCES FACILITIES

Halmos College of Arts and Sciences (Halmos College) facilities are divided between two campuses: The Fort Lauderdale/Davie campus and the Oceanographic Campus.

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### FORT LAUDERDALE/DAVIE CAMPUS

Halmos College is housed in three locations on the Fort Lauderdale/Davie campus. The Department of Biological Sciences is housed in the **Parker Building**. These graduate students conduct research in this building as well as research laboratories housed at the Oceanographic Campus. The **Mailman-Hollywood Building** houses the Department of Conflict Resolution Studies, the Department of Humanities and Politics, and the Department of Communication, Media, and the Arts. The **Don Taft University Center** houses the Performing and Visual Arts Wing. This wing includes two theatres, art and dance studios, orchestra and choral rooms, and scene and costume shops.

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### OCEANOGRAPHIC CAMPUS

The Oceanographic Campus (OC) is only 12 miles from the Fort Lauderdale/Davie Campus and is nestled at the end of Von D. Mizell and Eula Johnson State Park directly on the entrance channel of Port Everglades and within one hundred meters of the open Atlantic Ocean. The Department of Marine and Environmental Sciences is housed on this campus.

The OC campus includes five buildings:

1. The **Dr. Charles and Hamilton Forman Building**, completed in 1970, contain offices as well as classrooms for onsite classes for lecture, computing and GIS, and laboratory teaching. Classrooms are outfitted with large monitors and telecommunication equipment. There is a large warehouse for equipment storage. There are several

laboratories including for scanning and transmission electron microscopy, The Forman building contains a recently completed Student Center which comprises a study area and lounge. There is a SGA (Student Government Association) office, as well as offices for potential employers to meet to discuss job placement. NOAA NMFS employees occupy several offices in Forman.

2. The **Mellon Building**, constructed shortly after Forman, contains a teaching laboratory and maintenance facilities.
3. The **Alexander and Dorothy Shure Building** was completed in 1976 and renovated in 1995. It contains academic program offices, faculty offices, a classroom and teaching lab, as well as research laboratories
4. The most recent building was completed in 2012. It is designated as the **Guy Harvey Oceanographic Research Center**. It is environmentally friendly and state of the art with 86,000 square feet of usable space. The building is silver LEED certified. The activities in this research building are multi-disciplinary to address national and international priorities in coral reef research in five thematic areas:
  - Impacts of global and local stressors;
  - geospatial analysis and mapping;
  - deep sea coral reefs and organisms;
  - genetic and genomic connectivity; and
  - hydrodynamics.

This building includes space for offices, research laboratories, collaboration, research training, and fieldwork staging. Laboratories are equipped with the latest technology for mapping and geospatial analysis, microbiology, genetics and genomics, histology, geology, ecological modeling, deep sea optical and vision, ichthyology, coral reef assessment, monitoring, and restoration, and wet laboratories for seawater usage and organism maintenance. The GHOC building houses a research library for the many disciplines of marine science, an auditorium, seminar rooms, seawater purification and delivery system, and outside experimentation facility. The facilities also include a SCUBA gear storage area and tank fill station for regular air and nitrox.

The biology laboratories in HCAS contain state of the art equipment facilitating the study of some of the most pertinent questions in biology. Students have the opportunity to work directly with equipment including an Illumina MiSeq DNA sequencer, fully automated microplate readers, qPCR machines, and a host of microscopes including fluorescent, electron, and high-resolution/magnification light. These pieces of major equipment are complemented with well-stocked laboratories that contain supporting equipment including biological hoods, PCR machines, nucleic acid spectrophotometer and fluorometer, -80C freezers, cold rooms, gel electrophoresis and other instruments.



Faculty actively collaborate with additional diverse NSU investigators and laboratories, allowing researchers to access to other instruments, including computational clusters, automated nucleic acid extraction platforms, cell sorters and flow cytometers.

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## LIBRARY RESOURCES

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### OCEANOGRAPHIC CAMPUS LIBRARY

The Nova Southeastern University Oceanographic Campus Library is located on the 4<sup>th</sup> Floor of the Guy Harvey Oceanographic Research Center at the Halmos College of Arts and Sciences (HCAS) in Dania Beach, FL. This marine, aquatic, and environmental sciences library serves the research needs of NSU faculty, staff, researchers, and students. The library is open 59 hours a week and provides a myriad of print and online resources, guides, tutorials, collections, and materials. The library also provides technology onsite, including 10 computers with various software (i.e. ArcGIS, Photoshop, statistical software, etc.), a KIC Scanner, a color LaserJet printer, and tablets available for checkout. Within the library, there are numerous study spaces, including tables for groups or projects, study carrels, reading chairs, and a quiet study area.

The Oceanographic Campus Library print collection (including monographs, periodicals, reference, and theses/dissertations) contains over 17,000 volumes. The online collection currently contains over 3,600 e-journal subscriptions to marine/ocean specific titles and provides access to over 148,000 academic ebooks and 500 research databases through the NSU Libraries. Additionally, faculty and student scholarship is available online via NSU's institutional repository, NSUWorks, and the HCAS collections can be accessed at: [nsuworks.nova.edu/cnso/](https://nsuworks.nova.edu/cnso/). This includes digital collections, faculty publications, conferences, student work (such as theses and dissertations), and HCAS publications and journals.

As a part of the NSU Libraries, Oceanographic Campus patrons may request items to be sent from the Ft. Lauderdale/Davie campus libraries for their use as well as submit requests via the Interlibrary loan (ILL) service that is available for receiving books and/or copies of journal articles from other libraries around the country that are not available from the NSU Libraries. In addition to the ILL services, the librarians are members of the International Association of Aquatic and Marine Science Libraries and Information Centers (IAMSLIC), and SAILS Library Network (formally Southeastern Automated Integrated Library Services), which provides access to additional marine and aquatic library collections and resources from around the world.

Link to Oceanographic Campus Library resources: [nova.campusguides.com/oclibrary/home](https://nova.campusguides.com/oclibrary/home)

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## FORT LAUDERDALE/DAVIE CAMPUS LIBRARY SERVICES: ALVIN SHERMAN LIBRARY

Located on the Ft. Lauderdale/Davie campus, the 325,000-squarefoot Alvin Sherman Library, Research, and Information Technology Center is a joint-use facility with the Broward County Board of County Commissioners. It serves students and faculty and staff members of NSU, as well as residents of Broward County. The five-story structure contains electronic classrooms, group-study rooms, a cafe, and service desks with staff trained and ready to serve library users. Collections of library resources support the research of students and faculty and staff members. A large, spacious atrium houses educational art pieces. The reference desk is located on the second floor, clearly visible to students. It is enhanced by the NSU Glass Garden, created by glass artist Dale Chihuly for the Sherman Library.

### CONTACT INFORMATION

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<http://www.nova.edu/library/main/>

From outside Broward County, dial 800-541-6682 and use the last five digits of the phone number when on the Main Campus of the University.

#### **Interlibrary Loan Department**

Email: [ill@nsu.nova.edu](mailto:ill@nsu.nova.edu)  
Telephone: 954-262-4619  
Fax: 954-262-3944

#### **Document Delivery**

Email: [library@nsu.nova.edu](mailto:library@nsu.nova.edu)  
Telephone: 954-262-4602  
Fax: 954-262-3947 or 888-DLSDOCS

#### **Circulation Desk**

Telephone: 954-262-4601

#### **Reference Desk**

Email: [refdesk@nsu.nova.edu](mailto:refdesk@nsu.nova.edu)  
Telephone: 954-262-4613

#### **Public Library & Youth Services Desk**

Telephone: 954-262-5477 or 5478

#### **Connections Cafe**

Telephone: 954-262-5500

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### TECHNOLOGY FACILITIES

The university maintains an extensive information technology network for teaching and learning, research, and administrative computing. Comprehensive fiber-optic and wireless networks provide high-speed Internet access to all campus sites. The NSU wireless network provides students with mobile and wireless network connectivity. The wireless network covers the university's campuses throughout Florida and Puerto Rico.

NSU is an equity member of the Florida LambdaRail (FLR), a not-for-profit, limited liability corporation composed of public and private, not-for-profit Florida universities. The FLR operates a statewide, high performance, fiber-optic network infrastructure that utilizes next-

generation network technologies, protocols, and services. The FLR provides NSU with high-speed commercial Internet services and connectivity to advanced regional and national networks, such as the National LambdaRail (NLR) and the Abilene Internet2 backbone. The FLR has significantly enhanced university research and distance-education capabilities and allows NSU faculty and staff members, researchers, and students to collaborate with colleagues round the world on leading-edge research projects and social science areas.

Students, faculty, and staff have access to university computing resources including desktop and laptop computers and document printers and copiers. Numerous computer labs are conveniently located throughout the university's facilities for student use. Administrative computing resources consist of multiple servers and numerous other application specific Linux and Microsoft Systems. The university's administrative operations are supported by the Ellucian Banner Application.

Additional administrative systems include imaging systems; campus card systems; facilities systems; procurement systems; time/effort; and medical, dental, optometry, and mental health clinic systems. Multiple Oracle servers support academic applications and World Wide Web-based tools. Microsoft Exchange email systems support all faculty and staff email services, while Microsoft office 365 provides email services to NSU students. Faculty and staff are migrating to office 365 in the near term to better enable collaboration. Synchronous and asynchronous web tools are used for the delivery of distance education.

Electronic classrooms and microcomputer labs provide hands-on technology support for students and faculty. Multimedia technology training labs support technology-training opportunities for faculty and staff. Internet Protocol (IP)-based videoconferencing is provided for distance education. IP conferencing is based both on a videoconferencing bridge located on campus and on cloud-based conference services. Campus sites can be linked to form a global classroom. Students can connect from their own devices to cloud services to form virtual classrooms. There are videoconferencing rooms located at NSU's regional campuses and other sites throughout Florida. Also, videoconferencing rooms are located in Puerto Rico. Desktop and mobile device videoconferencing units are located at clinical and internship sites and in the homes of students enrolled in the speech-language pathology and audiology doctoral programs.

To further augment the libraries' print materials and online databases, the office of Educational Technologies and Media Services has an extensive collection of videotapes and DVDs. A digital media production studio houses tools for the creation of instructional, informational, and marketing videos, CDs, and DVDs.

## RESEARCH ACTIVITIES

Since its inception in 1966, Nova Southeastern University has had a long history of conducting high quality research in a variety of topics and disciplines. Today, the Halmos College of Arts and Sciences faculty, researchers, staff, and students pursue studies and investigations in a variety of natural scientific fields, as well as in the arts, humanities, and social sciences. Research remains at the forefront of the College's many initiatives. Specific research topics, and past publications for all Halmos College of Arts and Sciences can be found at [nsuworks.nova.edu/cnso/](https://nsuworks.nova.edu/cnso/).

### BIOLOGICAL SCIENCES RESEARCH

In the Department of Biological Sciences, areas of research include animal behavior; synthetic biology; systems biology; genomics; microbiology/microbiome; parasitology; physiology, zoology, and invertebrate zoology. Furthermore, the program offers opportunities to interact and collaborate with researchers throughout NSU including those in the Cell Therapy Institute and the Institute for Neuro-Immune Medicine, as well as the College of Pharmacy, and College of Dental Medicine, among others. Research in these Institutes and collaborative colleges requires a multidisciplinary approach to study diverse organismal systems, the results of which could advance both human biomedical and environmental research priorities. Information about the faculty's specific research for the Department of Biological Sciences can be found at [https://nsuworks.nova.edu/cnso\\_facpubs/](https://nsuworks.nova.edu/cnso_facpubs/).

### HUMANITIES RESEARCH

Halmos College of Arts and Sciences is home to the NSU Center for the Humanities, which brings together a collection of human and material resources dedicated to the celebration of the humanities. The Center for the Humanities serves as a resource for students, scholars, and researchers at NSU and from elsewhere by hosting workshops, conferences, and other professional development and research opportunities. A current digital humanities project is "The Story of Home," a project that undertakes the mission of curating stories about how we become Americans and asks participants to not only focus on their family's journey to and within America, but also on the array of myths and family lore that have been part of their family's immigration experience. Other examples of humanities research can be found at <https://cahss.nova.edu/humanities/research.html>.

### MARINE AND ENVIRONMENTAL SCIENCES RESEARCH

Faculty and students at the Departments of Marine and Environmental Sciences pursue studies and investigations in experimental, observational, and theoretical oceanography,

environmental science, geology, and biology. Research interests include biological and chemical oceanography; coral reef ecology, deep sea biology, assessment, restoration, and monitoring of marine and terrestrial systems; sea level change; benthic ecology; marine plankton; invertebrate systematics and phylogeny; calcification of invertebrates; cell ultrastructure; marine fisheries; anatomy and physiology of marine vertebrates; molecular ecology and evolution; wetlands ecology; marine mammals; modeling of large-scale ocean circulation; coastal dynamics; ocean-atmosphere coupling, and surface gravity waves. Research on land regards landscape evolution, sedimentary depositional patterns, and the study of population biology of endangered vertebrates. Regions of interest include not only Florida's coastal waters and the continental shelf/slope waters of the southeastern United States, but also the waters of the Caribbean Sea, the Gulf of Mexico, and the Atlantic, Indian, and Pacific Oceans. In particular, the Environmental Sciences focusses heavily on Florida ecosystems, such as the Everglades. Information about the faculty's specific research for the Department of Marine and Environmental Sciences can be found at [https://nsuworks.nova.edu/cnso\\_facpubs/](https://nsuworks.nova.edu/cnso_facpubs/).

## RESEARCH ON WRITING, COMMUNICATION, AND THE ARTS

Halmos College of Arts and Sciences houses an array of performing and visual arts programs, as well as programs in writing and communication, all of which are engaged in diverse forms of research. Recent studies have addressed such topics as voguing and selfies as lenses used to address senses of identify and identification, and the phenomenon of self-promotion in social media; the use of the performing arts in developing a breast cancer awareness program specifically for middle school, high school and college students. Other studies focused on the perceived influence of social media on college choice, faculty identity construction in writing studies, and writing students' assumptions about online writing instruction. More examples can be seen at <https://cahss.nova.edu/about/research.html>

## SOCIAL SCIENCE RESEARCH

Our students and faculty in our social science programs have a shared commitment to the "scholarship of engagement," working with community and organizational partners in the application of theory, research, and practice to address social problems. Students and faculty with a shared interest collaborate on research and community engagement projects around specific topic areas within working groups, including: Africa Working Group, Conflict Resolution Community of Practice Working Group, Latin American and The Caribbean Working Group, Peace and Conflict Resolution Education Working Group, and The Social Justice Roundtable. Social science faculty are engaged in a wide array of research projects, and

students are frequently involved as research assistants. Examples can be seen at <https://cahss.nova.edu/departments/crs/community/index.html>.

## RESEARCH INSTITUTES

Halmos College of Arts and Sciences is home to several institutes.

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### BROWARD COUNTY SEA TURTLE CONSERVATION PROGRAM

NSU Halmos College of Arts and Sciences operates the [Broward County Sea Turtle Conservation Program](#) in partnership with Broward County government. The program provides for the conservation of endangered and threatened sea turtle species within Broward County. While 70% of the nation's sea turtle nesting occurs in Florida, Broward County serves as a normal nesting area of three specific species of sea turtles: the loggerhead sea turtle is listed as threatened; and the green and leatherback sea turtle, which are listed as endangered and critically endangered, respectively. By monitoring nests and creating public awareness, the Broward County Sea Turtle Conservation Program helps protect these fragile creatures.

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### CENTER FOR THE HUMANITIES

The Center for the Humanities is dedicated to highlighting the significant role the humanities play in related fields in the social sciences. The Center aims to demonstrate the relevance of the humanities as a complement to the core STEM fields (science, technology, engineering, and math) with a view to encouraging students and scholars in those disciplines to explore these connections. The Center also serves as a resource for both students and scholars from all levels by hosting workshops, conferences, professional development opportunities as well as providing material resources and training opportunities. It is dedicated to engaging the wider South Florida community by partnering with community organizations and participating in local cultural initiatives that highlight the humanities. More information about The Center for the Humanities can be found at <https://cahss.nova.edu/humanities/research.html>.

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### GUY HARVEY RESEARCH INSTITUTE

The NSU Guy Harvey Research Institute (GHRI) is a scientific research organization based at the Oceanographic Campus. GHRI was established in 1999 through collaboration with renowned marine artist Dr. Guy Harvey. The Institute is one of only a handful of private organizations dedicated exclusively to expanding the scientific knowledge base for effective conservation of fish populations and maintenance of fish biodiversity. The NSU Guy Harvey Research Institute (GHRI) conducts high quality, solution-oriented, basic, and applied scientific research needed for effective conservation, biodiversity maintenance, restoration, and

understanding of the world's wild fishes. The GHRI also provides advanced scientific training to U.S. and international students who will serve as future stewards of the health of our oceans. More information about GHRI can be found at [cnso.nova.edu/ghri/index.html](https://cnso.nova.edu/ghri/index.html).

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#### MARINE ENVIRONMENTAL EDUCATION CENTER (MEEC)

An associated part of this effort is the Carpenter House: [Marine Environmental Education Center \(MEEC\)](#), which the Halmos College of Arts and Sciences manages on behalf of Broward County to expand education and outreach about its sea turtles and other valuable marine resources.

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#### NATIONAL CORAL REEF INSTITUTE

The National Coral Reef Institute (NCRI) was established by Congressional mandate in 1998. The Institute's primary objective is the assessment, monitoring, and restoration of coral reefs through basic and applied research and through training and education. NCRI operates at Nova Southeastern University's Oceanographic Campus in Hollywood, FL. NCRI's mission is to identify gaps and constraints in scientific knowledge of reef structure and function as it relates to issues of assessment, monitoring, and restoration. Through active research and collaborative funding, NCRI undertakes and facilitates hypothesis-based scientific research in emerging reef issues and technologies. NCRI provides scientific synthesis and evaluation criteria of existing programs for use by the research and management community. These include the study of minimally impacted, stressed, and imminently threatened and endangered reefs. Assessing and monitoring biodiversity is a priority, especially as it affects and interacts with ecological processes, overall reef function, reef recovery, and restoration. NCRI's primary capability is that of offering a strong scientific focus as well as innovative approaches to relevant scientific issues in all aspects of coral reef biology. More information about NCRI can be found at [cnso.nova.edu/ncri/index.html](https://cnso.nova.edu/ncri/index.html).

### FACULTY AND STAFF

The interim dean of the college is Andrea Shaw Nevins, Ph.D., M.F.A.

Information about the faculty including their background, the courses they teach, and their research interests, as well as links to their specific web sites, can be found at [cnso.nova.edu/overview/faculty-staff-profiles/index.html](https://cnso.nova.edu/overview/faculty-staff-profiles/index.html) and <https://cahss.nova.edu/faculty/index.html>.

Information about staff and their positions is also located at the website listed above.

## ACADEMIC CALENDARS

## DEPARTMENTS OF BIOLOGICAL SCIENCES AND MARINE AND ENVIRONMENTAL SCIENCES ACADEMIC CALENDAR

The 2020-2021 [academic calendar](https://cnso.nova.edu/academics/academic-calendars/) ([cnso.nova.edu/academics/academic-calendars/](https://cnso.nova.edu/academics/academic-calendars/)) is also available online. HCAS follows the 16-week trimester system of the university. The fall and winter terms are also divided into two 8-week terms. The summer term is 14 weeks.

<b>Fall 2020</b>	<b>August 17 – December 6, 2020</b>
<b>Registration</b>	
<b>Fall Term I and Semester Classes</b>	May 4 – August 16, 2020
<b>Fall Term II Classes</b>	May 4 – October 11, 2020
<b>Drop/Withdraw Policy</b>	
<b>Fall Term I and Semester Classes</b>	Term I: August 17 – October 11, 2020
<b>Drop/Add Period</b>	August 17 – August 23, 2020
<b>Drop during 1st week of term (100% refund)</b>	August 17 – August 23, 2020
<b>Drop during 2nd week of term (75% refund)</b>	August 24 – August 30, 2020
<b>Drop during 3rd week of term (50% refund)</b>	August 31– September 6, 2020
<b>Last Day to Withdraw Term I (no refund)</b>	September 20, 2020
<b>Last Day to Withdraw Semester Classes (no refund)</b>	November 15, 2020
<b>Fall Term II</b>	<i>Term II: October 12 – December 6,</i>
<b>Drop/Add Period</b>	October 12 – October 18, 2020
<b>Drop during 1st week of term (100% refund)</b>	October 12 – October 18, 2020
<b>Drop during 2nd week of term (75% refund)</b>	October 19 – October 25, 2020
<b>Drop during 3rd week of term (50% refund)</b>	October 26 – November 1, 2020
<b>Last Day to Withdraw Term II (no refund)</b>	November 15, 2020



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<b>WINTER 2021</b>	<b>JANUARY 4 – APRIL 25, 2021</b>
<b>Registration</b>	
<b>Winter Term I and Semester Classes</b>	October 26, 2020 – January 3, 2021
<b>Winter Term II Classes</b>	October 26, 2020 – March 7, 2021
<b>Drop/Withdraw Policy</b>	
<b>Winter Term I and Semester Classes</b>	Term I: January 4 – February 28, 2021
<b>Drop/Add Period</b>	January 4 – January 10, 2021
<b>Drop during 1st week of term (100% refund)</b>	January 4 – January 10, 2021
<b>Drop during 2nd week of term (75% refund)</b>	January 11 - January 17, 2021
<b>Drop during 3rd week of term (50% refund)</b>	January 18 - January 24, 2021
<b>Last day to withdraw term I (no refund)</b>	February 7, 2021
<b>Winter Term II</b>	March 1 – April 25, 2021
<b>Drop/Add Period</b>	March 8 - March 14, 2021
<b>Drop during 1st week of term (100% refund)</b>	March 8 - March 14, 2021
<b>Drop during 2nd week of term II (75% refund)</b>	March 15 - March 21, 2021
<b>Drop during 3rd week of term II (50% refund)</b>	March 22 - March 28, 2021
<b>Last Day to Withdraw Term II (8 weeks) and Full Semester)</b>	April 11, 2021

<b>Summer 2021</b>		<b>May 10 – August 15, 2021</b>
<b>Registration</b>		
<b>Semester Classes</b>	March 29 – May 9, 2021	
<b>Drop/Withdraw Policy</b>		
<b>Drop/Add Period</b>	May 10 – May 16, 2021	
<b>Drop during 1st week of term (100% refund)</b>	May 16, 2021	
<b>Drop during 2nd week of term (75% refund)</b>	May 23, 2021	
<b>Drop during 3rd week of term (50% refund)</b>	May 30, 2021	
<b>Last Day to withdraw from Semester (no refund)</b>	July 25, 2021	

2020-2021 HCAS Graduate Catalog

DEPARTMENTS OF COMMUNICATION, MEDIA, AND THE ARTS; CONFLICT RESOLUTION STUDIES; AND HUMANITIES AND POLITICS

SEMESTER/TERM CODE	START OF SEMESTER	END OF SEMESTER	REGISTRATION PERIOD
FALL 2020 (202120)	Monday, August 17, 2020	Sunday, November 29, 2020	May 4 to August 16, 2020
WINTER 2021 (202130)	Monday, January 4, 2021	Sunday, April 18, 2021	Oct. 26, 2020 to Jan. 3, 2021
SUMMER I 2021 (202150)	Monday, May 10, 2021	Sunday, July 18, 2021	March 29 to May 9, 2021
SUMMER 2021 -1 <sup>st</sup> Half (7wks)	Monday, May 10, 2021	Sunday, June 27, 2021	
SUMMER 2021 -2 <sup>nd</sup> Half (7wks)	Monday, June 28, 2021	Sunday, August 15, 2021	
<b>FALL 2020 SEMESTER (202120)</b>			
Monday, August 3, 2020		Last Day for Leave of Absence Requests	
Monday, August 17, 2020		Fall Semester Begins	
End of First Week of Classes		Last day to drop/add and withdraw at 100% refund	
End of Second Week of Classes		Last day for 75% refund	
End of Third Week of Classes		Last day for 50% refund	
End of Fourth Week of Classes		Last day for 25% refund – no refunds after this date	
Friday, October 2 – Tuesday, October 6, 2020		RESIDENTIAL INSTITUTE	
Monday, October 5 – Friday, October 9, 2020		READING WEEK	
Three Weeks Prior to Last Class		Last day to withdraw from classes	
Monday, November 23 – Sunday, November 29, 2020		CONSULTATION WEEK	
Sunday, November 29, 2020		Fall Semester ends	
<b>WINTER 2021 SEMESTER (202130)</b>			
Monday, December 7, 2020		Last Day for Leave of Absence Requests	
Monday, January 4, 2021		Winter Semester Begins	
End of First Week of Classes		Last day to drop/add and withdraw at 100% refund	
End of Second Week of Classes		Last day for a 75% refund	
End of Third Week of Classes		Last day for 50% refund	
End of Fourth Week of Classes		Last day for 25% refund – no refunds after this date	
Friday, February 5 – Tuesday, February 9, 2021		RESIDENTIAL INSTITUTE	
Three Weeks Prior to Last Class		Last day to withdraw from classes	
Monday, April 12 - Sunday, April 18, 2021		CONSULTATION WEEK	
Sunday, April 18, 2021		Winter Semester ends	
<b>SUMMER 2021 SEMESTER (202150)</b>			
Monday, April 19, 2021		Last Day for Leave of Absence Requests	
Monday, May 10, 2021		Summer Semester/Term I Begins	
End of First Week of Classes		Last day to drop/add and withdraw at 100% refund	
End of Second Week of Classes		Last day for a 75% refund	
End of Third Week of Classes		Last day for a 50% refund	
End of Fourth Week of Classes		Last day for 25% refund – no refunds after this date	
Three Weeks Prior to Last Class		Last day to withdraw from classes	
Sunday, June 27, 2021		Summer 2021 Term I Ends	
Monday, June 28, 2021		Summer Term II Begins (M.A.)	
Sunday, July 18, 2021		Summer Semester Ends (Except for M.A.)	
Sunday, August 15, 2021		Summer Term II Ends (M.A.)	

## ACADEMIC PROGRAMS

The academic arms of the Department of Biological Sciences; Department of Communication, Media, and the Arts; Department of Conflict Resolution Studies; Department of Humanities and Politics; and the Department of Marine and Environmental Sciences are headed by the respective Department Chairs who are responsible for the academic programs. All certificate and degree programs offered by the Departments are detailed in this catalog.

### PROGRAMS AND MAJORS

Program Level	Degree Name	Department	Campus based	Online
<b>Doctoral Programs</b>				
<b>Ph.D.</b>	Conflict Analysis & Resolution <ul style="list-style-type: none"> <li>• Interpersonal Conflict</li> <li>• Community-based Conflict</li> <li>• Conflict in Organizations</li> <li>• Global Conflict</li> </ul>	Dept. of Conflict Resolution Studies	X	X
<b>Ph.D.</b>	Oceanography/Marine Biology	Dept. of Marine & Environmental Sciences	X	
<b>Master's Degree Programs</b>				
<b>M.A.</b>	Composition, Rhetoric, & Digital Media	Dept. of Communication, Media, & the Arts	X	
<b>M.P.S.</b>	Environmental Sciences <ul style="list-style-type: none"> <li>• Marine Biology</li> <li>• Computational Molecular Biology</li> <li>• Coastal Zone Management</li> <li>• Environmental Sciences</li> </ul>	Dept. of Marine & Environmental Sciences	X	
<b>M.S.</b>	Biological Sciences <ul style="list-style-type: none"> <li>• Capstone/Thesis</li> <li>• Health Studies</li> </ul>	Dept. of Biological Sciences	X	
<b>M.S.</b>	Conflict Analysis & Resolution	Dept. of Conflict Resolution Studies	X	X
<b>M.S.</b>	Marine Science* <ul style="list-style-type: none"> <li>• Marine Biology</li> <li>• Coastal Zone Management</li> <li>• Marine Environmental Sciences</li> </ul>	Dept. of Marine & Environmental Sciences	X	
<b>M.S.</b>	National Security Affairs & International Relations	Dept. of Humanities & Politics	X	X
<b>Graduate Certificates</b>				
	Advanced Conflict Resolution Practice	Dept. of Conflict Resolution Studies	X	X
	Computational Molecular Biology	Dept. of Biological Sciences		X
	National Security Affairs & International Relations	Dept. of Humanities & Politics	X	X
	Peace Studies	Dept. of Conflict Resolution Studies	X	X
	Qualitative Research	Dept. of Conflict Resolution Studies		X

- Concentrations in major

\* *Joint concentrations in the M.S. degree in Marine Science can be obtained by taking an additional three concentration-specific elective courses in the second area.*

## NON-DEGREE SEEKING STUDENTS

Non-degree seeking students are accepted for no more than two courses and do not qualify for federal financial aid.

## ADMISSIONS

### OVERVIEW

Instructions for applying to the Halmos College graduate programs are detailed in our application packet available at ([hcas.nova.edu/graduate](https://hcas.nova.edu/graduate)). Below are the general requirements for these programs. Specific requirements are listed in this section under each program.

All documents that are submitted to the University will need to include your name on each page. NSU recommends that you start the application process at least 1-2 months prior to the deadline date. **Note: Documents should be submitted in Word (.docx, .doc) or Acrobat (.pdf) formats only.**

### ENTRY TERMS

Entry terms vary by program. While some programs accept applications for any start term (fall, winter, and summer), other programs accept applications only for specific terms:

- The M.S. in Biological Sciences concentration in Health Studies accepts applications for the summer semester only.
- The Ph.D. in Conflict Analysis and Resolution accepts applications for the fall semester only.

### APPLICATION TO GRADUATE PROGRAMS

All applications to the graduate programs are submitted online at [www.nova.edu/info-apply/index.html](https://www.nova.edu/info-apply/index.html). Prospective graduate students must select Halmos College of Arts and Sciences to apply for any of the programs listed below. The fee for each graduate application is \$50. International students must also complete the requirements listed under the International Student Admissions section.

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### GRADUATE RECORD EXAMINATION (GRE)

The Halmos College of Arts and Sciences requires applicants to the following programs to take the general GRE:

- Ph.D. Oceanography/Marine Biology
- M.S. Biological Sciences
- M.S. Marine Science

Advanced aptitude test scores from the Graduate Record Examination (GRE) must be sent to the Halmos College directly from Educational Testing Service, PO Box 995, Princeton, NJ 07540. Our Institution Code for Nova Southeastern University is 5514. The Institution code for the Halmos College of Arts and Sciences is 3236. The GRE requirement is waived under extreme special circumstances. More information about the GRE may be found at [www.gre.org](http://www.gre.org).

Students with lower GRE scores may be accepted if there is evidence, they may be able to successfully complete the program (GPA, letters of recommendation, etc.). GRE scores older than five years will not be accepted.

Other standardized test scores (MCAT, DAT, OAT and PCAT) may be submitted in lieu of the GRE programs GRE in applicable.

Applicants to the graduate certificates and Masters in Professional Science are not required to take the GRE.

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## TRANSCRIPTS

All applicants must submit official transcripts from any educational institution attended since high school graduation. All applicants must provide an official undergraduate transcript showing bachelor's degree conferral.

Ph.D. applicants must also provide an official graduate transcript showing master's degree conferral.

Prospective students applying for graduate admission and who have completed coursework outside the United States at a non-American institution must have their foreign transcript go through a process called "Credential Evaluation". This Credential Evaluation is completed by organizations accredited by the National Association of Credential Evaluation Services (NACES).

This Credential Evaluation is conducted by organizations that are accredited by the National Association of Credential Evaluation Services (NACES). A list of these organizations can be found at [www.naces.org](http://www.naces.org). The evaluation will determine if the student's foreign degree is equivalent to the degree that the program of choice requires. The evaluation must list the degree equivalency and include a GPA (grade point average) calculation as well as a course-by-course credit evaluation.

The prospective student is responsible for requesting this Credential Evaluation.

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**LETTERS OF RECOMMENDATION**

The number and type of letters of recommendation varies by program. Please consult the individual program's admissions requirement.

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**TRANSFER CREDIT POLICY**

The follow table displays the maximum number of credits allowed to be transferred into a specific program.

<b>Program</b>	<b>Maximum Number of Transfer Credits</b>
<b>Ph.D. Conflict Analysis and Resolution</b>	15
<b>Ph.D. Oceanography/Marine Biology</b>	30
<b>M.A. Composition, Rhetoric, and Digital Media</b>	6
<b>M.P.S. Environmental Sciences</b>	6
<b>M.S. Biological Sciences*</b>	6
<b>M.S. Conflict Analysis and Resolution</b>	9
<b>M.S. Marine Science</b>	6
<b>M.S. National Security Affairs and International Relations</b>	6
<i>*Except for the M.S. in Biological Sciences Health Studies Concentration since it is a lock-step program.</i>	

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**PH.D. CREDIT TRANSFER**

Ph.D. students may transfer graduate course credits from prior graduate programs in the same discipline as the Ph.D. degree aspired to. Transfer courses must be either reasonable duplicates of courses offered at NSU or clearly in the applicable Ph.D. field of interest. Students should submit requests for transfer credits in writing to the Program office with documentation indicating the subject matter and that the transfer credits were of graduate level from accredited institutions. This must consist of the student's transcript, course syllabus and/or the course description from the professor.

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**MASTER'S DEGREE TRANSFER**

Master's students may transfer previous graduate course work, as noted in the chart above. Course work must replicate NSU offerings in the major field of interest or must be clearly

closely related. Students should submit requests for transfer credits in writing to the Program office with documentation indicating the subject matter and that the transfer credits were of graduate level from accredited institutions. This must consist of the student's transcript, course syllabus and/or the course description from the professor.

Students are required to consult with their advisor regarding the transfer of credit policy in their specific program of study.

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#### TRANSFER CREDITS FROM HALMOS COLLEGE OF ARTS AND SCIENCES

Nova Southeastern University has no control over acceptance of course credits at other institutions. Credits earned at Halmos College are transferable to other institutions at the discretion of the receiving school.

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#### INTERNAL CREDIT FROM ANOTHER NSU AWARDED DEGREE OR PROGRAM

- Students are required to consult with their advisor regarding the transfer of credit policy in their specific program of study. The course(s) must be at the same degree level (e.g., master's to master's) and cannot exceed 12 credits.
- The GPA and credits from the prior work will be applied to both degrees.
- No credits can be transferred from a previously awarded degree or certificate.

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#### ADMISSIONS OFFER DISCLAIMER

Please note that NSU reserves the right to rescind or place conditions upon admissions offers should information become available that calls into question an admitted student's academic performance or character, including that which reflects a violation of NSU's [Code of Student Conduct](#).

Applications for admission into any Halmos College graduate program must be submitted electronically at [apply.nova.edu](http://apply.nova.edu).



## PH.D. ADMISSIONS

### PH.D. IN CONFLICT ANALYSIS AND RESOLUTION

Applicants chosen for admission to the Ph.D. program in Conflict Analysis and Resolution demonstrate not only prior academic excellence in their undergraduate and graduate work, but also the ability to think and write analytically, communicate respectfully, as well as eagerness to explore the theory and philosophy of conflict, justice, equity, and nonviolence. Ph.D. applicants should also have some practice, teaching, or training experience; strong written and verbal communication skills; some research or evaluation experience; and a demonstrated commitment to the focused pursuit of a doctoral degree program.

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#### PH.D. IN CONFLICT ANALYSIS AND RESOLUTION ADMISSIONS REQUIREMENTS

Applications for this doctoral program requires the applicant to possess or is in the process of completing a master's degree from a regionally accredited university. Doctoral applicants should have a minimum GPA of 3.5 in their master's program. Applicants must possess a master's degree before beginning doctoral studies.

The prospective Ph.D. student must complete the following items to be considered for the program:

<b>Ph.D. Conflict Analysis and Resolution Admissions Requirements</b>
Online Application and Application fee
Admissions essay, 500-1000 words.  This essay should tell us why you are interested in the program to which you are applying for, as well as your professional goals, your assessment of your abilities to manage the challenges of graduate school, and any other information you would like to provide.
official transcripts for all undergraduate and graduate education
Three letters of recommendation (either academic or professional) written in the past year
Curriculum Vitae (CV) or resume
Sample of academic writing

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## DEADLINES

Late applications are reviewed based on space availability

- Fall (August) application deadline - July 24  
Skype interview - 2nd Friday in the month of March
- Late application deadline - April 1 (subject to seat availability)  
Skype interview - 3rd Friday in the month of April

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## DOCTORAL ADMISSION REVIEW PROCESS

The doctoral review process is comprised of a faculty committee review and an interview. After submitting all required documents, the application file is sent to a faculty committee for review. Based on the merit of the submitted documents, the committee will invite a select group of applicants for an interview.

Depending on the time of year, the review process may take a few weeks. At any time during the review process, applicants may check their status online via the application portal. Once a decision has been made, notification is sent via email to the address on file.

## PH.D. OCEANOGRAPHY/MARINE BIOLOGY

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### PH.D. OCEANOGRAPHY/MARINE BIOLOGY ADMISSIONS REQUIREMENTS

The prospective Ph.D. in Oceanography/Marine Biology student must complete the following items to be considered for the program:

<b>Ph.D. Oceanography/Marine Biology Admissions Requirements</b>
Online Application and Application fee
General Graduate Record Examination (GRE)
official transcripts for all undergraduate and graduate education
Three letters of recommendation
Curriculum Vitae (CV)
Pre-Proposal of Research
Candidate Acceptance Letter from Potential Dissertation Advisor at Halmos College

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## QUALIFIED APPLICANTS FOR PH.D. OCEANOGRAPHY/MARINE BIOLOGY

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### GPA REQUIREMENT

To qualify for acceptance, applicants must submit a transcript for a master's degree with a cumulative GPA of at least 3.0, and bachelor's degree with a major GPA of at least 3.0 and a cumulative GPA of 2.9.

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### GRE SCORE REQUIREMENT

The Graduate Record Examination (GRE) requirements are scores of 55% on the verbal portion, 55% on the quantitative portion, and 4.0 on the analytical writing portion for acceptance.

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### CURRICULUM VITAE (CV)

An updated curriculum vitae (CV) is required for all doctoral applicants. The CV should elaborate on the applicant's education to a greater degree than a resume and is expected to include a comprehensive listing of professional history including every term of employment, academic credential, publication, contribution, or significant achievement.

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### PRE-PROPOSAL OF RESEARCH

Ph.D. applicants should have completed a dissertation pre-proposal that must be submitted with the application. The pre-proposal will be included as a supplemental item for the application that can be uploaded as a word document. The proposal will be a major factor in acceptance.

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### CANDIDATE ACCEPTANCE LETTER FROM POTENTIAL DISSERTATION ADVISOR

Ph.D. Applicants must have obtained agreement from a faculty member to serve as the major professor. Furthermore, the Major Professor will need to state in writing that she/he has or will be able to acquire sufficient funds to cover the Ph.D. candidate's research expenses, and salary for a minimum of 3 years. The Halmos College of Arts and Sciences will not be responsible for covering research expenses in the event of funding loss by the Major Professor. This letter can be uploaded as an attachment in the application under supplemental items.

## MASTER'S DEGREE ADMISSIONS

### M.A. COMPOSITION, RHETORIC, AND DIGITAL MEDIA

Admissions for this program is on a “rolling” basis. Candidates are individually reviewed by a faculty committee, as NSU considers each applicant in terms of potential for success in the program. After all required documents have been received, an admissions decision will be made within four weeks.

<b>Admission Requirements for the M.A. in Composition, Rhetoric, and Digital Media</b>
Online Application and Application fee
official transcripts for all undergraduate and graduate education  Applicants who have not yet completed their undergraduate degree programs may submit official transcripts prior to degree conferral to be considered for provisional admission. Final official transcripts must be submitted to receive full admission into the program.
Undergraduate GPA of 3.0 is preferred
Two letters of recommendation
Sample of academic writing  It can be an academic paper, submitted journal writing, or a piece of professional writing.
Personal statement of approximately 500 words, detailing the ways in which the program may help the applicant achieve his or her goals.

### DEADLINES

These deadlines indicate the date by which the university must receive ALL application materials.

- August 12 (Late applications are reviewed based on space availability)  
Fall Semester - August start
- April 20 (Late applications are reviewed based on space availability)  
Summer Semester - May start
- December 10 (Late applications are reviewed based on space availability)  
Winter Semester - January start

## MASTER OF PROFESSIONAL SCIENCE IN ENVIRONMENTAL SCIENCES (M.P.S.)

### ENTRY TERMS

Prospective students in the M.P.S. may apply for any start term (fall, winter, and summer).

### APPLICATIONS

All applications to the graduate programs are submitted online at [www.nova.edu/info-apply/index.html](http://www.nova.edu/info-apply/index.html). Prospective graduate students must select Halmos College of Natural Sciences to apply for the M.P.S. The fee for each graduate application is \$50.

### ADMISSIONS REQUIREMENTS

The following items are required for admissions into the M.P.S.

Applicants must have a Baccalaureate from an accredited academic institution and at least 15 credits in the natural sciences that include course prerequisites as well as the following requirements.

### UNDERGRADUATE GPA

- Minimum cumulative GPA: 2.5
- Minimum major GPA: 2.8

### PREREQUISITES

The following courses or their equivalents are required for admission into the M.P.S. program.

• <b>Prerequisites for the M.P.S. Degree</b>
• <b>Biology I with lab</b>
• <b>Chemistry I with lab</b>
• <b>Statistics</b>
• <b>3-credit course from Anatomy, Physiology, Ecology, Geology, or a comparable course in the natural sciences</b>

### GRADUATE RECORD EXAMINATION (GRE)

Applicants to the M.P.S. are not required to take the GRE.

## TRANSCRIPTS

All applicants must submit official transcripts from any educational institution attended since high school graduation. All applicants must provide an official undergraduate transcript showing bachelor's degree conferral.

Prospective students applying for graduate admission and who have completed coursework outside the United States at a non-American institution must have their foreign transcript go through a process called "Credential Evaluation". This Credential Evaluation is completed by organizations accredited by the National Association of Credential Evaluation Services (NACES).

This Credential Evaluation is conducted by organizations that are accredited by the National Association of Credential Evaluation Services (NACES). A list of these organizations can be found at [www.naces.org](http://www.naces.org). The evaluation will determine if the student's foreign degree is equivalent to the degree that the program of choice requires. The evaluation must list the degree equivalency and include a GPA (grade point average) calculation as well as a course-by-course credit evaluation.

The prospective student is responsible for requesting this Credential Evaluation.

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## LETTERS OF RECOMMENDATION

Letters of recommendation are encouraged, but they are not required.

## M.S. BIOLOGICAL SCIENCES/M.S. MARINE SCIENCE

Applicants to the M.S. degree programs in Biological Sciences and in Marine Science are accepted into one of two classifications: Full Acceptance or Provisional Acceptance. Applications are accepted on a "rolling" basis.

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## ACCEPTANCE

To qualify for Acceptance, applicants must submit a transcript of their bachelor's degree with a major GPA of at least 3.0 and a cumulative GPA of 3.0. See further explanations of requirements below.

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## PREREQUISITES

All admitted students must have a strong science background prior to acceptance into the M.S. programs, although a B.S. degree in a related field is preferred. Along with a strong science background, the following courses are required:

Prerequisites for the HCAS M.S. Degree	
<ul style="list-style-type: none"><li>• Applied Statistics or Biostatistics</li></ul>	<ul style="list-style-type: none"><li>• General Chemistry with Lab</li></ul>
<ul style="list-style-type: none"><li>• Biology I with Lab</li></ul>	<ul style="list-style-type: none"><li>• Biology II with Lab</li></ul>
<ul style="list-style-type: none"><li>• Calculus I or higher</li></ul>	
<ul style="list-style-type: none"><li>• One or more of the following: Anatomy, Ecology, Geology, Physiology (general or basic level)</li></ul>	

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## QUALIFICATIONS

The following are the entrance requirements in the M.S. in Biological Sciences and M.S. in Marine Science for Halmos College:

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### GPA REQUIREMENT

To qualify for acceptance, applicants must submit a transcript for a bachelor's degree with a cumulative GPA of at least 3.0, and a major GPA of at least 3.0.

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### GRE SCORE REQUIREMENT

To qualify for full acceptance, the Graduate Record Examination (GRE) requirements are scores of 55% on the verbal portion, 55% on the quantitative portion, and 4.0 on the analytical writing portion for acceptance.

To qualify for acceptance with academic requirement, the Graduate Record Examination (GRE) requirements are scores of 40% on the verbal portion, 40% on the quantitative portion, and 3.5 on the analytical writing portion for acceptance.

Applicants with lower GRE scores may be accepted if there is evidence, they may be able to successfully complete the program (GPA, letters of recommendation, etc.). GRE scores older than five years will not be accepted.

Other standardized test scores (MCAT, DAT, OAT and PCAT) may be submitted in lieu of the GRE for the MS Biological Science.

**M.S. IN CONFLICT ANALYSIS AND RESOLUTION**

Halmos College accepts applications to the M.S. in Conflict Analysis and Resolution from any person who possesses or is in the process of completing a bachelor's degree from a regionally accredited university. M.S. applicants should have a minimum GPA of 3.0 in their bachelor's program. Applicants must complete all bachelor's degree requirements before beginning graduate studies.

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

<b>Admission Requirements for the M.S. in Conflict Analysis and Resolution</b>
Online Application and Application fee
official transcripts for all undergraduate and graduate education  Applicants who have not yet completed their undergraduate degree programs may submit official transcripts prior to degree conferral to be considered for provisional admission. Final official transcripts must be submitted to receive full admission into the program.
Undergraduate GPA of 3.0 is preferred
Two letters of recommendation, written within the past year
Curriculum Vitae (CV) or resume
Sample of academic writing  It can be an academic paper, submitted journal writing, or a piece of professional writing.
An admissions essay, 500-1000 words. This essay should tell us why are interested in the program to which you are applying for, as well as your professional goals, your assessment of your abilities to manage the challenges of graduate school, and any other information you would like to provide.



**DEADLINES**

Late applications are reviewed based on space availability

- Fall (August) Application Deadline - July 24
- Winter (January) Application Deadline - December 1
- Summer (May) Application Deadline - April 1

**M.S. IN NATIONAL SECURITY AFFAIRS AND INTERNATIONAL RELATIONS**

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

Prior to matriculation, applicants must have completed a bachelor’s degree from a regionally accredited college or university with a minimum cumulative grade point average (GPA) of 3.0 or higher on a 4.0 scale in the last 60 semester hours of undergraduate coursework; or a master's degree with an overall cumulative GPA of 3.0 or better.

<b>Admission Requirements for the M.S. in National Security Affairs and International Relations</b>
Online Application and Application fee
official transcripts for all undergraduate and graduate education  Applicants who have not yet completed their undergraduate degree programs may submit official transcripts prior to degree conferral to be considered for provisional admission. Final official transcripts must be submitted to receive full admission into the program.
Undergraduate GPA of 3.0 is preferred
Two academic or professional letters of recommendation written within the past six months
Curriculum Vitae (CV) or resume
Writing sample  This can be an academic paper, submitted journal writing, or a piece of professional writing (There is not a specific length requirement for this sample.)

An admissions essay, 500-1000 words.

Please explain why you are interested in the Master of Science in National Security Affairs and International Relations program, your professional goals, your assessment of your abilities to manage the challenges of graduate school, and any other information you would like to provide. The personal statement helps us get to know you beyond the objective data provided in review of your course grades and other objective information. It also demonstrates your ability to communicate your thoughts in a professional, organized, and succinct manner.

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## DEADLINES

Admissions for this program is on a “rolling” basis. Candidates are individually reviewed by a faculty committee, as NSU considers each applicant in terms of potential for success in the program. After all required documents have been received, an admissions decision will be made within four weeks.

## GRADUATE CERTIFICATE ADMISSIONS

Applicants for Graduate Certificate programs are required to have a baccalaureate (four-year degree). They must apply for the certificate at [apply.nova.edu](http://apply.nova.edu) and must submit an official undergraduate transcript as part of the application process.

<b>General Admission Requirements for the Graduate Certificate</b>
Online Application and Application fee
official transcripts for all undergraduate and graduate education  Applicants who have not yet completed their undergraduate degree programs may submit official transcripts prior to degree conferral to be considered for provisional admission. Final official transcripts must be submitted to receive full admission into the program.
Undergraduate GPA of 3.0 is preferred

No other information is required for the Certificate in Computational Molecular Biology.

<b>Requirements Specific to Certificate in Advanced Conflict Resolution Practice, National Security Affairs and International Relations, Peace Studies, and Qualitative Research</b>
One academic or professional letters of recommendation written within the past six months
A grade point average (GPA) of 3.0 or higher in last 60 semester hours of undergraduate coursework or a master's degree with an overall GPA of 3.0 or better.
Curriculum Vitae (CV) or resume
Please briefly explain (500-word minimum) tell us why you are interested in the program to which you are applying for, as well as your professional goals, your assessment of your abilities to manage the challenges of graduate school, and any other information you would like to provide. The personal statement helps us get to know you beyond the objective data provided in review of your course grades and other objective information. It also demonstrates your ability to communicate your thoughts in a professional, organized, and succinct manner.
An interview may be required for admission to the program.

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## DEADLINES

- Fall (August) Application Deadline - July 24
- Winter (January) Application Deadline - December 1
- Summer (May) Application Deadline - April 1

## INTERNATIONAL STUDENT ADMISSIONS

Nova Southeastern University's programs are administered through its 18 colleges and schools at locations throughout Florida, across the nation, and at select international sites.

U.S. Citizenship and Immigration Services (USCIS) has approved NSU to accept and enroll international students who will be attending classes at campuses in the South Florida area (Dade, Broward, and Palm Beach counties), as well as regional campuses throughout the state.

Complete information for international students is available in the [office of International Students and Scholars \(www.nova.edu/internationalaffairs/students\)](http://www.nova.edu/internationalaffairs/students)

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## OFFICE OF INTERNATIONAL STUDENTS AND SCHOLARS

The office of International Students and Scholars (OISS) provides complete support and advisory services. They are here to answer questions and help with any immigration-related problems. OISS offers immigration assistance for the NSU community and serves as a liaison between our office and U.S. Citizenship and Immigration Services (USCIS) in matters related to international students and scholars studying and working here.

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## LANGUAGE PROFICIENCY INFORMATION

Applicants whose native or official language is not English are required to demonstrate English proficiency in order to be admitted into a degree program. Each program may have additional requirements. Please check with the admissions department of your program for its English proficiency requirements.

The following standardized tests currently satisfy the English language proficiency requirements for the majority of NSU's colleges, schools, and centers:

<b>English Language Proficiency Exams Accepted by NSU</b>
<ul style="list-style-type: none"><li>• <b>Test of English as a Foreign Language (TOEFL)</b></li></ul>
<ul style="list-style-type: none"><li>• <b>International English Language Testing System (IELTS)</b></li></ul>
<ul style="list-style-type: none"><li>• <b>Pearson Test of English—Academic (PTE)</b></li></ul>
<ul style="list-style-type: none"><li>• <b>iTEP Academic (undergraduate admissions only)</b></li></ul>
<ul style="list-style-type: none"><li>• <b>GMAT</b></li></ul>
<ul style="list-style-type: none"><li>• <b>GRE</b></li></ul>
<ul style="list-style-type: none"><li>• <b>Scholastic Assessment Test (SAT)</b></li></ul>
<ul style="list-style-type: none"><li>• <b>American College Test (ACT)</b></li></ul>
<ul style="list-style-type: none"><li>• <b>Cambridge Certificate in Advanced English (CAE)</b></li></ul>

Proof of English language competency can also be in the form of successful completion of a degree at an approved U.S. institution of higher education or passing Level 9 at Talk International Language School.

## POLICIES AND PROCEDURES

The following information is for students enrolled in the HCAS graduate programs. The failure to read this catalog does not excuse students from the rules, policies, and procedures contained in it.

### FORCE MAJEURE

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

### IMAGE USE STATEMENT

As part of the Student Enrollment Agreement (SEA), which students must complete with their first registration each academic year, students are required to agree with 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 at any NSU-related event(s) or at any public area(s) on NSU's property, to take and/or obtain and use my photograph, name, alias, a video and/or audio recording, or other likeness of myself (hereinafter collectively referred to as "my likeness"). I grant NSU permission to take and use my likeness for purposes related to the educational mission of NSU—including instructional and/or educational purposes, as well as publicity, marketing, promotion, or other commercial ventures for NSU and its various programs—without compensation to me. I understand my likeness may be copied/reproduced and distributed in any media format. I further understand that my likeness may be subject to reasonable modification and/or editing. I acknowledge that NSU has the right to make one or more reproductions of my likeness in any media. I 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. I 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 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.*

## ATTENDANCE 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 his or her class roster during the second week of each semester. Any student deemed as a non-attender will be dropped from the class by the office of the University Registrar. Students who believe they were reported in error as non-attenders 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](mailto: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.

It is the policy of the university to excuse, without penalty, absences due to religious observations and to allow student to make up missed work. Course instructors should be notified in advance in the case of any anticipated absence.

Students should review the course syllabus for course-specific policies related to attendance.

## 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.

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## BLEND FLEX

The BlendFlex model is an innovative course delivery method that offers Face-to-Face, Online, and Hybrid student experiences running simultaneously. NSU BlendFlex attendance options include attending: on campus in a traditional classroom setting, from a remote location

(regional center, home, work) using videoconferencing type technologies including Zoom as well as the LMS Canvas.

This mode of course delivery provides flexible learning environments during the “COVID-19 era”. Unlike face-to-face classes, BlendFlex courses are recorded, so students can review the course work regardless of the mode. This gives students exposure to different course modes accommodates a wider variety of learning styles, while maintaining a “safe” environment for students and instructors.

Learning in a BlendFlex course requires the students to be self-directed and more aware of specific learning strategies that work well for themselves. BlendFlex provides multiple ways of student participation. Students have shared goals and are connected in meaningful ways through activities, discussions, reflective discussions, and collaborations. BlendFlex generates unique learning activities that combine online and classroom students.

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#### 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, although most instructions will take place on campus or in-site classrooms. 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.

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#### 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.

#### AUDIT

Master’s degree candidates in some programs and special students may audit courses (non-credit) for one-half the normal tuition rate (plus fees). These students may withdraw from audited courses and receive full or partial tuition reimbursement according to the Withdrawal and Refund Policy listed in the handbook and bulletin. Candidates in the Ph.D. in Oceanography/Marine Biology may register to audit courses at no additional charge beyond their regular tuition.

Audit students are expected to attend classes and participate in the courses as regular students. If this is not the case, the students will be administratively dropped from the class roster. Audit students may take course exams and complete term papers at their option. An audit does not count towards degree or certificate requirements.

## 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 either conducted in the classroom or online. Evaluations are usually handed out or opened prior to the Exam Week. It is important to complete the course evaluations when you are sent the link for your courses. Administration uses student feedback to evaluate the course, and the textbook.



## GRADING SYSTEM

The following grading system exists across all Doctoral, Master's, and Graduate Certificates at HCAS.

Grade	Quality Points
<b>A</b>	4.00
<b>A-</b>	3.75
<b>B+</b>	3.50
<b>B</b>	3.00
<b>B-</b>	2.75
<b>C+</b>	2.50
<b>C</b>	2.00
<b>C-</b>	1.75
<b>F</b>	0.00
<b>NPR</b>	0.00
<b>P</b>	0.0
<b>PR</b>	0.0
<b>TR</b>	0.0

With the exceptions listed below, all degree related courses use the letter grading system. All programs **may** use the grades: **P** (Pass), **I** (Incomplete), **W** (Withdrawn), **AU** (Audit), **NPR** (No Progress), and **TR** (Transfer) when appropriate. The grade of **PR** (Progress) may be used for programs with a thesis or dissertation in which the student continues to demonstrate progress towards the completion of said requirement.

## 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

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## GRADE REPORTS

Student grades are disseminated online via SharkLink at [sharklink.nova.edu](http://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.

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## 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, stipulating the work to be completed, the deadline by which the work will be completed, and the grade that the student

will earn if the work is not completed by the deadline, prior to the end of the course and agree upon its conditions via email.

If the student does not complete the coursework within the agreed upon time period, 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.

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## ACADEMIC STANDING

Policies outlined below apply to all graduate programs in the Halmos College of Arts and Sciences.

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](http://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), 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:

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### GOOD ACADEMIC STANDING

A student is in good academic standing unless he or she is not making sufficient progress toward degree completion and/or is placed on academic probation, academic suspension, or academic dismissal. **Students shall be deemed in good academic standing unless they have a cumulative GPA of less than 3.0, which is required for graduation. Students in the Ph.D. in Conflict Analysis and Resolutions Studies program shall be deemed in good academic standing unless they have a cumulative GPA of less than 3.50.**

### ACADEMIC PROBATION/DISMISSAL

Any student who fails to maintain a cumulative 3.0 GPA (3.50 for Ph.D. in Conflict Analysis and Resolution) will be placed on academic probation for two terms. Students must raise their GPA to at least a 3.0 or above in two subsequent terms. Students will not be permitted to take a term off between terms of academic probation.

Students in the Ph.D. in Conflict Analysis and Resolution, M.A. in Composition, Rhetoric, and Digital Media, M.S. in Conflict Analysis and Resolution, and the M.S. in National Security Affairs and International Relations will also be placed on academic probation if any of the following occurs:

- the student fails one course
- the student earns a C+, C, or C- in two courses
- the student has more than two active incomplete (I) grades

M.S. Biological Sciences Health Studies concentration students who are on academic probation must petition the Biological Sciences Master's Health Studies Concentration Admissions committee via the Department Chair prior to the start of the next semester for the option to allow said students to register for a limited course load and decreased credit hours. Note that this would extend the time for completion of the degree and concentration to more than 12 months.

If probation is not removed at the end of the two subsequent terms, the student will be dismissed from the program. Students on academic probation may not take a leave of absence.

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### PETITION FOR PERMISSION TO ENROLL AFTER ACADEMIC DISMISSAL

A student may petition for reinstatement after 12 months, explaining the reasons why their academic potential has changed, and re-admission should be considered. Reinstatement is not guaranteed and is only possible if it is probable that the student can raise their cumulative GPA to 3.0 (3.50 for Ph.D. in Conflict Analysis and Resolution) in two terms. Students who are approved to re-enroll after academic dismissal may register for classes for the next semester. These students return on academic probation.

## GRADUATION – DEGREES, DIPLOMAS, AND COMMENCEMENT

### APPLICATION FOR DEGREE

Students must complete an online degree application in order to be eligible for degree conferral. Students are eligible for graduation when they meet the requirements listed in the HCAS Graduate Program Catalog in effect when they entered the university, unless a prior request to follow a more recent catalog has been approved. Degrees are conferred once a month, by the university's Board of Trustees, upon the recommendation of the faculty, once students have met all the criteria for graduation. The conferral date reflects the last day of the month in which the academic department of the appropriate college approved the degree application. Once degrees have been conferred, transcripts and diplomas showing the awarded degree are sent to students by mail. Students with holds on their student account must satisfy any outstanding balances in order to receive their transcripts and diploma.

### DIPLOMAS

The diploma indicates the degree and major the student has earned. The academic transcript, the official record of work at NSU, indicates degree earned and major field of study.

### COMMENCEMENT

Commencement is a recognition and celebration of academic achievement and the lasting contributions that students have made to the university. Do not confuse the degree/diploma application with commencement and your regalia purchase. These are two separate processes.

Although often used interchangeably, the words Commencement and Graduation are not the same thing. It is important to understand that participating in a commencement ceremony does not mean that you have completed your degree and actually graduated.

Commencement is a formal ceremony for students who have been cleared to walk by their college or academic program.

Ceremony dates can be found [online \(www.nova.edu/commencement\)](http://www.nova.edu/commencement).

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### CANDIDATES

Commencement is a recognition and celebration of academic achievement and the lasting contributions that students have made to the university. Commencement is a formal ceremony for candidates who have been cleared to walk by their school or program.

## ATTENDANCE AND ELIGIBILITY

Candidates who have achieved degree conferral since last year's commencement exercises and prior to this year's ceremony dates, are automatically invited to participate this year (as long as they were not invited to participate in a prior year).

Otherwise, each program/school determines its "participation requirements." When in doubt, check with your college or visit its commencement website for clarification on the requirements that must be met in order to be invited.

## GRADUATE CERTIFICATE CONFERRAL

Students completing the graduate certificate are not eligible to attend commencement. Students who complete the certificate need to submit their information to the program office. Certificates are conferred once a month, by the university's Board of Trustees once students have met all the criteria for conferral. The conferral date reflects the last day of the month in which the academic department of the appropriate college approved the degree application. Once the certificates have been conferred, transcripts and diplomas showing the awarded certificate are sent to students by mail. Students with holds on their student account must satisfy any outstanding balances in order to receive their transcripts and diploma.

## GRADUATION REQUIREMENTS

**Conferrals for the Ph.D. in Conflict Analysis and Resolution require a minimum GPA of 3.50; all other HCAS degrees and certificates require a minimum GPA of 3.0.**

## PH.D. MINIMUM GRADUATION REQUIREMENTS

The following items must be successfully completed to achieve the Ph.D. Degree:

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### PH.D. DEGREE IN CONFLICT ANALYSIS AND RESOLUTION

- Earn a minimum of 76 credit hours
- Pass all course work with 3.5 cumulative GPA or above
- No grade lower than a "C-" is permitted; only one "C" grade (C+, C, C-) is permitted.
- Successfully defend dissertation
- Complete the final version of the dissertation and submit it to the NSU Library and ProQuest
- Apply for and receive degree conferral
- Complete all requirements above within the stated time limit of the program

#### PH.D. DEGREE IN OCEANOGRAPHY/MARINE BIOLOGY

- A minimum of 90 credits beyond the baccalaureate. At least 42 credits must consist of upper-level course work. At least 24 credits must consist of dissertation research.
- Successfully defend the dissertation proposal in an oral presentation to faculty.
- Successfully complete a qualifying examination with the candidate's committee.
- Successfully complete comprehensive examinations upon completion of formal coursework.
- Successfully defend the dissertation to the committee and other faculty members.
- Submit the final dissertation copy to the William H. Richardson Library, located on the Oceanographic Campus.

#### MASTER'S DEGREE MINIMUM GRADUATION REQUIREMENTS

The following items must be successfully completed to achieve the master's degree at HCAS.

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#### M.A. DEGREE IN COMPOSITION, RHETORIC, AND DIGITAL MEDIA

- Earn 30 credits in core courses, thesis, and electives
  - Pass all course work with a cumulative GPA of 3.00 or higher
  - No grade lower than a "C-" is permitted; only one "C" grade (C+, C, C-) is permitted.
  - Successfully complete thesis requirements
  - Complete all requirements above within the stated time limit of the program
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#### M.P.S. DEGREE IN ENVIRONMENTAL SCIENCES

- A minimum of 30 credits beyond the baccalaureate
  - Pass all course work with a cumulative GPA of 3.00 or higher
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#### M.S. DEGREES IN BIOLOGICAL SCIENCES (CAPSTONE/THESIS CONCENTRATION) AND MARINE SCIENCE:

- A minimum of 36 credits beyond the baccalaureate
- A successful completion of a pass/fail test on their program learning outcomes.
- A successful completion of attending a minimum of 8 0-credit/0-cost seminars.
- Successfully defend the capstone/thesis to the committee and other faculty members.
- Submit the final capstone/thesis copy to the William H. Richardson Library, located on the Oceanographic Campus.

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### M.S. DEGREE IN BIOLOGICAL SCIENCES (HEALTH STUDIES CONCENTRATION)

- A minimum of 30 credits beyond baccalaureate
- Successfully pass a comprehensive examination

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### M.S. DEGREE IN CONFLICT ANALYSIS AND RESOLUTION

- Earn 36 credits in core courses, practicum, capstone, and electives, including optional thesis
- Pass all course work with a cumulative GPA of 3.00 or higher
- No grade lower than a "C-" is permitted; only one "C" grade (C+, C, C-) is permitted
- Must have no disciplinary actions pending or disciplinary tasks to complete
- Successfully complete capstone
- Complete all requirements above within the stated time limit of the program

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### M.S. DEGREE IN NATIONAL SECURITY AFFAIRS AND INTERNATIONAL RELATIONS

- Earn 36 credits in core course and electives, including optional thesis
- Pass the comprehensive exam or successfully complete the thesis option
- Pass all course work with a cumulative GPA of 3.00 or higher
- No grade lower than a "C-" is permitted; only one "C" grade (C+, C, C-) is permitted.
- Complete all requirements above within the stated time limit of the program

### GRADUATE CERTIFICATE MINIMUM GRADUATION REQUIREMENTS

- Successfully complete the 15 credits required by the certificate (12 credits for Computational Molecular Biology)
- No grade lower than C and cumulative GPA of 3.0 and higher

### BLENDFLEX, ONLINE COURSE ACCESS, AND SHARKLINK

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

Procedures, policies and online support tools can be found at [cnso.nova.edu/online-education](https://cnso.nova.edu/online-education).

## SHARKLINK

SharkLink is NSU's online information portal. With a single username and password, it provides students access to their NSU email account, online courses and discussion groups, university announcements and calendar reminders, and student records. SharkLink also enables students to register online, view course availability, and check their grades. 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 [sharklink.nova.edu](https://sharklink.nova.edu).

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## 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 at SharkLearn ([sharklearn.nova.edu](https://sharklearn.nova.edu)).

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## ONLINE VIDEO CONFERENCING

The university uses a secure version of ZOOM which is only accessible to NSU users ([nova.zoom.us/meeting](https://nova.zoom.us/meeting)) Zoom is a user-friendly, multifaceted video conferencing tool that offers both web-based and desktop accessibility. Students will "join" their courses online with a link provided by their instructors for interactive presentations, discussions, and collaboration. Through Zoom, instructors and students share a virtual space complete with white boards, annotation tools, and breakout rooms for moderated discussions.

## NSU EMAIL

All official NSU business, such as information on accounts, financial aid, class emails, etc., is done through students' NSU email accounts. Students can access NSU email by logging into [sharkmail.nova.edu](mailto:sharkmail.nova.edu). Students' SharkLink ID serves as their NSU email username.

## PROBLEM RESOLUTION PROCEDURES

### TYPES OF GRIEVANCES

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#### 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, religion/creed, sex (including sexual orientation), disability, age, or military/veteran status. 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 are subject to the University Disciplinary process, including potential suspension or expulsion for students, and suspension or termination for employees.

**For inquires or complaints regarding perceived discrimination based on the gender or sex, please contact:**

Laura Bennett  
Title IX Coordinator  
(954) 262-7858  
[laura.bennett@nova.edu](mailto: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](http://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 that affects their ability to participate in an NSU educational program or activity.

## 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. Grade/academic grievances will not be permitted to proceed any further unless evidence of discrimination or a violation of rights can be demonstrated. If the matter is not resolved within 30 days after contact is made and the student wishes to continue the appeal process, an appeal committee will review both written and oral arguments in the case. The committee will consist of at least one administrative officer of the program, at least one faculty member who teaches in the program, and others as deemed necessary by the program administrator(s). The Dean is the final arbitrator.

Grade/academic grievances must be initiated in a timely fashion, no later than 30 days following the occurrence of the grievance issue. The student will forfeit all rights under the grievance procedure if each step is not followed within the prescribed time limit.

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#### GRADE APPEAL/GRIEVANCE PROCEDURE

Students who have reason to believe that there has been an error in assigning a grade may formally protest and invoke the Grade Appeal Procedure. The grade appeal or other grievance procedure for students is itemized below and should be followed in all instances, making sure that each step is completed before going on to the next step. If resolution is reached at the end of any given step, it is not necessary to continue.

Students must initiate the appeals process no later than 30 days after the decision to be appealed is made. In case of a grade appeal, the appeals process must be initiated no later than 30 days after the grade is posted. As students follow the process steps and make contact with the appropriate faculty and administrators, they are encouraged to use email as a means of confirmation. Please copy the appropriate department assistant to enhance follow-up.

## STEPS FOR SUBMITTING GRADE/GRIEVANCES

Steps	Procedure
<b>Step 1</b>	The professor should be contacted to discuss the grade disparity. The problem should be resolved at this level if at all possible. The student must make an appeal in writing to the professor noting specific objection to the grade received or the problem encountered. If the matter is not resolved within 30 days after contact is made and the student wishes to continue the appeal process, s/he should proceed to step #2
<b>Step 2</b>	The student must make an appeal in writing to discuss the matter with the appropriate Program Director/Chair of the Department. Grade/academic grievances will not be permitted to proceed any further unless evidence of discrimination or a violation of rights can be demonstrated. If the matter is not resolved within 30 days after contact is made and the student wishes to continue the appeal process, s/he should proceed to step #3
<b>Step 3</b>	An appeal committee will review both written and oral arguments in the case. The committee will consist of at least one administrative officer of the program, at least one faculty member who teaches in the program, and others as deemed necessary by the program administrator(s). The student and professor will be informed of the committee's decision. If the matter is not resolved within 30 days after contact is made and the student wishes to continue the appeal process, s/he should proceed to step #4
<b>Step 4</b>	Submit the grievance in writing to the Dean of HCAS. The Dean is the final arbitrator.

## 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 30 days after the end of the semester in which the grievance issue took place. The student will 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 must initiate the appeals process no later than 30 days after the decision to be appealed is made. Students who are not sure of the appropriate university employee to contact about an administrative issue should communicate with their academic advisor.

## 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](http://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](http://nova.edu/resources/nsuidentity.html).

While students may register for and attend classes with a provisional admission status, financial aid funds cannot be disbursed until all admission requirements have been met. According to NSU's payment policy, by registering for classes, the student accepts financial responsibility for payment, which is due at the time of registration. If a student has a balance 30 days after the start of the semester, a hold and a \$100 late fee will be placed on the account. The hold stops all student services, including but not limited to, access to grades, transcripts, diploma, and future registrations. It will remain on the student account until the balance has been paid in full.

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 tools for guidance (see "Online Degree Evaluation Tools" section 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.

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.

## HOLDS

The following holds will prevent students from registering:

**NSU employee hold**—NSU employees must submit a Student Transaction Form (STF) to register. An online STF is available on the registrar’s website; paper STF’s 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.

## STUDENT CONTACT AND PERSONAL INFORMATION

Students must keep their contact information current in [SharkLink \(sharklink.nova.edu/\)](https://sharklink.nova.edu/), including preferred and permanent mailing addresses and phone numbers, to ensure that they will be able to receive important information sent by mail, such as tax forms from the office of the University Bursar or notices from the office of Student Financial Assistance. The office of the University Bursar also requires a valid mailing address to issue a financial aid refund. Students may update their address anytime by clicking on the green WebSTAR icon in the [SharkLink](https://sharklink.nova.edu/) application slider bar to access their personal information.

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 Form available at [nova.edu/registrar/forms/data\\_change.pdf](https://nova.edu/registrar/forms/data_change.pdf) along with supporting legal documentation. For details on acceptable documentation for each change, visit the Registrar’s website at [nova.edu/registrar/services.html](https://nova.edu/registrar/services.html).

## ONLINE DEGREE EVALUATION TOOLS

NSU’s online degree evaluation tool, Degree Works, allows students to compare their completed coursework against the degree/certificate requirements published in the Graduate Program Catalog for the year in which they matriculated. These useful reference tools help students track their progress toward degree/certificate completion and are available through SharkLink. Degree Works is available for new incoming graduate students. Continuing graduate students will continue to use CAPP.

Degree Works and CAPP help students keep track of their completed coursework by applying it to each specific requirement (e.g., core and elective requirements).

Detailed instructions on how to view a CAPP Online Degree Evaluation are available at [nova.edu/capp](http://nova.edu/capp). For information on Degree Works, visit the registrar's website at [nova.edu/registrar](http://nova.edu/registrar).

## 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 non-degree-applicable courses if the student meets the enrollment requirements for each respective Title IV program with degree-applicable courses. For instance, in order to be eligible for federal loans, a student must be enrolled at least half time. Half time for HCAS graduate programs is defined as 3-credits of coursework. Students enrolled in 3-credits of thesis or capstone research are considered full-time students.

For more information about degree-applicable coursework, please visit:

<https://www.nova.edu/registrar/degreeworks.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 academic advisor for help adjusting schedules and choosing alternative classes that meet degree program requirements.

Students may appeal to register for closed classes under exceptional circumstances. Student appeals must be made in writing by the student's academic advisor to the chair of the department in which the course is offered. **Appeals should not be directed to course instructors.** Department chairs 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. If a student appeal is granted, the department chair will authorize the student's academic advisor 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 time period, the authorization is removed, and the student's space in the closed class may be released to another student.

## 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 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.

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 of this catalog for deadlines.

For the Ph.D. in Oceanography/Marine Biology, the M.S. in Biological Sciences, the M.S. in Marine Science, and the Graduate Certificate in Computational Molecular Biology, the withdrawal period starts with the fourth week of each semester and ends three weeks prior to the end of the semester.

For the Ph.D. in Conflict Analysis and Resolution; the M.A. in Composition, Rhetoric, and Digital Media; the M.S. in Conflict Analysis and Resolution; the M.S. in National Security Affairs and International Relations; the Graduate Certificate in Advanced Conflict Resolution Practice,



the Graduate Certificate in National Security Affairs, the Graduate Certificate in Peace Studies, and the Graduate Certificate in Qualitative Studies, the fourth week of each semester is a drop period and a percentage of the student's tuition will be reversed as applicable. For the above listed programs, the withdrawal period starts with the fifth 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 academic advisor and must submit a Student Transaction Form for the withdrawal to be processed.

### DROPPING CLASSES

Students who intend to drop all their classes for an upcoming semester may not process the full drop through SharkLink ([sharklink.nova.edu/](http://sharklink.nova.edu/)). Students must complete a Student Transaction Form and submit it to their academic advisor 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" section of this catalog for specific dates. Withdrawn courses will remain on student transcripts with a notation of W but will not affect the student's GPA. For information about the drop period, see "Dropping and Adding Classes" section of this catalog. Before withdrawing from classes, students are advised to consult with their academic advisor to discuss academic standing implications. Financial aid recipients are strongly encouraged to also speak with a financial aid counselor to avoid unwelcome that the change in enrollment status may affect their immigration status and eligibility for student visas.

Students may initiate a withdrawal from a course after the first three weeks from the start of the course. Students may withdraw from a course with no financial refund or credit until the third week before the class ends. For example, students may withdraw until the end of the fifth week of a term for an 8-week course or until the end of the 13th week of a semester for a 16-week course. For exact dates, refer to "Academic Calendars" section of this catalog.

There is no financial refund if a student withdraws from a course. Total credits attempted are not reduced by course withdrawals. Withdrawals may affect a student's financial aid eligibility and Satisfactory Academic Progress (SAP; see section on Satisfactory Academic Progress); therefore, students should check with a financial aid counselor before making adjustments to their schedule. Not attending classes does not constitute official withdrawal. A student who

stops attending classes will receive grades based on course requirements and work completed.

Withdrawals cannot be processed via SharkLink. Students who plan to withdraw from a course must notify their academic advisor. Withdrawal forms must be received and processed by academic departments prior to withdrawal deadlines.

## 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.

Unregistered students lose their online library privileges, including database searches and interlibrary loan. Students not registered for 6 months will automatically lose their email account. A leave of absence can impact student loan disbursement and repayment. See [www.nova.edu/financialaid/](http://www.nova.edu/financialaid/).

### LEAVES OF ABSENCE

A leave of absence may be granted in all HCAS programs. Students who require a leave of absence for less than one year may return and continue their programs without reapplying to the university. If students have not registered for coursework for more than one year, they must reapply for admission, and their major program's required curriculum will be reevaluated according to the requirements listed in the most current graduate program catalog.

A leave of absence for one or more terms may be granted under special circumstances if a student must interrupt thesis research or capstone review studies. The leave request must be submitted in writing and approved in writing. See academic calendars for deadlines to request a leave of absence. It is granted at the discretion of the Department Chair. Re-entry into the master's program after a leave of absence should be requested in writing and is not guaranteed.

During the leave of absence, it is clearly understood that during a leave no NSU resources are to be used. The student is neither working on a research or review project nor is in communication with their advisor on academic subjects.

## MILITARY LEAVES OF ABSENCE

Students in the military whether active, reserve, or national guard desiring to take a leave of absence because of military deployment or changes in orders may request a leave of absence for the duration of the time indicated in their orders. To request a military leave of absence, students must contact and supply their academic advisor with a copy of the orders and complete a Student Action Request (SAR) form.

## 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](http://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 of Halmos College of Arts and Sciences.

## 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. 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. If academic misconduct is detected, the faculty member communicates with the student and takes appropriate grade actions within the scope of the course. Faculty members report all violations of academic honesty to their departmental chairs.

Depending on the severity or reoccurrence of the academic misconduct, academic leadership can impose institutional sanctions. Deans, associate deans, or department chairs, at their discretion, may immediately suspend students pending a hearing on charges of violations. Sanctions may include academic misconduct warning, academic misconduct suspension, or academic misconduct dismissal, including notation on the student's academic transcript. Students found responsible for violations of academic integrity have the option of appealing the sanctions.

## ACADEMIC STANDARDS

Excerpt from the NSU Student Handbook ([nova.edu/student-handbook](http://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.

## **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.

## **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

Faculty members are responsible for assessing classroom conduct including academic misconduct. Faculty members are required to report any incident of misconduct to their department chair and the college's office of the Dean. These reports are reviewed for institutional sanction, which is distinct from a grading consequence administered by the faculty member.

A student may appeal an academic misconduct sanction of suspension or dismissal. This appeal will only address the sanction and not whether academic misconduct took place. If a student wishes to address an academic misconduct report, he/she should follow the "Grade/Academic Grievances" section of this catalog.

## TUITION AND FEES

### TUITION RATES BY PROGRAM

PROGRAM	ESTIMATED EXPENSE
<b>Ph.D. Conflict Analysis and Resolution</b>	\$1,173 per credit hour
<b>Ph.D. Oceanography/Marine Biology</b>	\$13,479 per term (\$40,437/year)
<b>M.A. Composition, Rhetoric, and Digital Media</b>	\$822 per credit hour
<b>M.P.S. in Environmental Sciences</b>	\$1,444 per credit hour
<b>M.S. Biological Sciences</b>	\$1,444 per credit hour
<b>M.S. Conflict Analysis and Resolution</b>	\$822 per credit
<b>M.S. Marine Science</b>	\$1,444 per credit hour
<b>M.S. National Security Affairs and International Relations</b>	\$822 per credit hour
<b>Graduate Certificate in Advanced Conflict Resolution Practice</b>	\$822 per credit hour
<b>Graduate Certificate in Computational Molecular Biology</b>	\$1,444 per credit hour
<b>Graduate Certificate in National Security Affairs and International Relations</b>	\$822 per credit hour
<b>Graduate Certificate in Peace Studies</b>	\$822 per credit hour
<b>Graduate Certificate in Qualitative Research</b>	\$822 per credit hour

**Veteran's Discount:** For humanities and social sciences program, a 20% tuition discount is awarded to veterans, upon verification.

Graduate course laboratory fees are on a class by class basis. These are posted in NSU's [Course Wizard \(coursewizard.nova.edu/search\)](http://coursewizard.nova.edu/search) by term.

## STUDENT SERVICES FEE POLICY

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. 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.

Graduate course laboratory fees are on a class by class basis. These are posted in NSU’s [Course Wizard \(coursewizard.nova.edu/search\)](http://coursewizard.nova.edu/search) by term.

## UNIVERSITY FEES

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

Fee Name	Amount
<b>Registration Fee (per semester)</b>	\$30.00
<b>Student Health Insurance Fee (12-month coverage period)</b>	<i>coverage May 1, 2020–April 30, 2021: \$2,146.00 coverage May 1, 2020–July 31, 2021: \$2,687.00</i>
<b><i>All NSU students are required to maintain health insurance. Students who already have comparable coverage, may waive out of the NSU plan. Fees are assessed per semester.</i></b>	
<b>Student Services Fee (per semester)</b>	1-3 credits: \$250.00 4 or more credits: \$500.00
<b>Late Payment Fee</b> <b><i>Assessed for any account with an outstanding balance at 30 days into the semester</i></b>	\$100.00
<b>Application for Degree Fee (final semester only)</b>	\$100.00
<b>official Transcript Fee</b>	\$10.00

## EXPLANATION OF TUITION RATES

Tuition and fee charges are automatically calculated when students register for classes, and 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](http://nova.edu/bursar).

## ENROLLMENT REQUIREMENTS

### PH.D. ENROLLMENT

Ph.D. students pay full tuition while in active status; that is, while taking courses, finalizing the proposal, performing research, and writing the dissertation. Once Ph.D. activity has begun, registration is sequential each term. Full tuition must be paid each term. Failure to register for a particular term is not permitted without prior written approval by the Department Chair and may signal the student's resignation from the degree. Minimum registration is 3-credits, except for students in the Ph.D. in Conflict Analysis and Resolution program who are enrolled in the dissertation course; for these students, minimum registration is one credit.

### MASTER'S ENROLLMENT

#### BIOLOGY CONCENTRATION (CAPSTONE/THESIS) AND MARINE SCIENCE

The M.S. in Marine Science (all concentrations) and the M.S. in Biological Science (Capstone/Thesis concentration) are not lock-step programs. Students in those two programs may go at their own pace, with a minimum of 3-credits per term. Students may not take more than 9 credits per semester. Students may request to take 12 credits in a semester, under special circumstances. Students are cautioned that any courses within a term can affect financial aid and student employment.

#### HEALTH STUDIES CONCENTRATION

The M.S. in Biological Sciences Health Studies concentration is a lock-step program beginning in the summer term. Students must complete the curriculum in the order set out in the curriculum plan.

#### OTHER MASTER'S PROGRAMS AND GRADUATE CERTIFICATE PROGRAMS

Students in all other master's and graduate certificate programs should consult their program director for guidelines on minimum registration requirements.



## FULL TIME STATUS

The following are requirements for full time student status at HCAS.

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### PH.D.

Ph.D. in Conflict Analysis and Resolution:

- Six (6) credits per semester
- One (1) credit per semester for students who are enrolled in the doctoral seminar only or the dissertation course only

Ph.D. in Oceanography/Marine Biology:

- One doctoral level class or enrollment in dissertation/thesis or qualifying exam.

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### MASTER'S

- 6 credit hours minimum (3 credit hours minimum during capstone/thesis, culminating project, or qualifying exams)

## 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. However, 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 semesters have been paid in full. Holds must be cleared before the end of the drop/add period in order for a student to register.

## 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 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, SharkLink, or WebSTAR. 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. Credit card authorization forms can be downloaded from the Bursar's website at [nova.edu/bursar/forms/cc\\_authorization.pdf](http://nova.edu/bursar/forms/cc_authorization.pdf) and faxed to (954) 262-2473. Students may also mail a payment to the office of the University Bursar or make payments in person at the One-Stop Shops on the NSU Fort Lauderdale/Davie Campus. For more details, visit [nova.edu/bursar/payment/pay\\_my\\_bill.html](http://nova.edu/bursar/payment/pay_my_bill.html).

## DECLINED PAYMENT POLICY

NSU assesses a \$25 declined payment fee for each declined payment, including payments made by check or credit card.

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

## NSU PAYMENT PLANS

NSU students (with the exception of international students) who wish to defer payment of their tuition, fees, and other institutional charges, due at the time of registration, may sign up for an NSU payment plan. For detailed information including payment plan application deadlines, visit [nova.edu/bursar/payment/payment\\_plans.html](http://nova.edu/bursar/payment/payment_plans.html).

## 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 eligibility from the respective payer with the amount and enrollment period for which funds are to be applied when charges are due at the time of registration.
- pay any amount due not covered in the billed party documentation.

## TUITION REIMBURSEMENT

Some employers/sponsors/guarantors make payments directly to the student. Students must complete the following upon registration:

- Pay charges in full for the semester/term to be reimbursed.
- Send an email to [bursar@nova.edu](mailto:bursar@nova.edu) from their SharkLink (NSU) email account to request a receipt of paid charges.

## CONSEQUENCES OF 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 his or her 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, registering for classes, and accessing the university's recreational facility (NSU RecPlex) until all outstanding balances are paid in full.

## REFUND POLICIES

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### REFUND OF ADMISSIONS DEPOSITS

A \$100 deposit is paid upon admissions to all HCAS graduate programs. This is non-refundable.

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### 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. All fees will be refunded to student accounts prior to the first day of classes for a semester. Non-attendance does not constitute an official drop. Students must formally drop courses in order 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) in order 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 add/drop 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

#### 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 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/chairs for consideration.

#### 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 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](http://nova.edu/bursar/refunds/financial_aid_refunds.html)

#### 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 & Employment) or Chapter 33 (Post 9/11 GI Bill®) because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of funding from the Department of Veterans Affairs (VA). NSU will not:

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

#### 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 Veterans Benefits Administrator office at (954) 262-7236, toll

free 800-541-6682, ext. 27236, through Friday, between the hours of 8:30 a.m. and 5:00 p.m., or visit the office in the Horvitz Administration Building on the Fort Lauderdale/Davie campus. Detailed information is also available on the veterans education benefits web page at [nova.edu/financialaid/veterans/](http://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 [benefits.va.gov/gibill/](http://benefits.va.gov/gibill/).

#### 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 Building or online at [sharklink.nova.edu/](http://sharklink.nova.edu/) for a \$10 fee.

### ACADEMIC RESOURCES AND STUDENT SERVICES

#### ACADEMIC ADVISING

Academic advisors provide students with confidential academic, social, and developmental advising to ensure they receive the individual attention they need to succeed. Students are required to contact an academic advisor prior to registering for their first semester.

Students should maintain regular contact with their academic advisors throughout their academic careers at NSU. Students are encouraged to consult with an academic advisor if they believe their rights as students are being, or have been, violated. Students are also encouraged to discuss aspects of their education with faculty members, and program administrators.

#### CAREER DEVELOPMENT

The Career Development office 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 one-stop-shop.

## EMPLOYER RELATIONS

The Employer Relations team provides an array of opportunities that enhances a students' 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

For more information, contact the office of Career Development at (954) 262-7201 or [career@nova.edu](mailto:career@nova.edu) or visit [nova.edu/career](http://nova.edu/career).

## DISABILITY SERVICES

The office of Student Disability Services provides reasonable accommodations for qualified students with documented disabilities enrolled at NSU, regardless of location or instructional delivery format. The office of Student Disability Services and its designated representatives are available to advise students regarding eligibility for classroom and testing accommodations and other disability related services. The process for obtaining a reasonable accommodation(s) is an interactive one that begins with the student's disclosure of disability and a request for a reasonable accommodation(s). The student has the responsibility to provide Nova Southeastern University with proper documentation of disability from a qualified physician or clinician who diagnoses disabilities and sets forth the recommended accommodation(s). Student requests for accommodation(s) will be considered on an individual basis. Each student with a disability should contact the office of Student Disability Services prior to the commencement of classes to discuss his or her needs.

To obtain more information from the office of Student Disability Services, please call (954) 262-7185, email [disabilityservices@nova.edu](mailto:disabilityservices@nova.edu), or visit our website at [nova.edu/disabilityservices](http://nova.edu/disabilityservices).

## STUDENT COUNSELING

### CENTER FOR STUDENT COUNSELING AND WELLBEING

Services provided at the center include: treatment for anxiety, panic and depression; anger management; financial stress; social struggles; chronic illnesses; abuse; suicidal thoughts; break-ups and divorce; assault; and many other areas affecting a student's quality of life. In addition to the office hours listed below, a crisis hotline is available 24 hours a day, seven days a week to give support and counseling by phone. More information is available on their [website](#).

#### LOCATION AND HOURS OF OPERATION

##### **Location**

3440 S. University Drive, Davie, FL 33328

##### **Phone Numbers**

office: 954-424-6911 or 954-262-7050

Fax: 954-424-6915

**Hotline:** 954-424-6911 or 954-262-7050 (available 24 hours, 7 days a week)

##### **Hours**

Thursday: 8:30 a.m. - 6:00 p.m.

Tuesday, Wednesday: 8:30 a.m. - 8:00 p.m.

Friday: 8:30 a.m. - 5:00 p.m.

## SUICIDE AND VIOLENCE PREVENTION

The Suicide and Violence Prevention staff are devoted to creating a safety net at NSU, helping to prevent suicide and violence. The most effective ways to prevent suicide and violence are to know the warning signs, take them seriously, and help the individual access the appropriate resources. The only real risk is in doing nothing. More information is available at their [website](#).

## STUDENT HEALTH INSURANCE REQUIREMENT

To protect the health and well-being of the NSU community, NSU requires all students to maintain health insurance coverage. Therefore, when a student registers for classes, they will automatically be enrolled in the NSU Student Health Insurance Plan, and your student account will be charged accordingly.

The NSU Student Health Insurance Department will send continuous emails to your @mysu.nova.edu account to notify you of the charge and provide you with waiver information. For more information, please go to [www.nova.edu/bursar/health-insurance](http://www.nova.edu/bursar/health-insurance).



## WAIVING YOUR NSU STUDENT HEALTH INSURANCE

If you currently have health insurance that meets the waiver criteria, you may opt out of the NSU Student Health Insurance Plan by your [program's waiver deadline](#).

**A waiver is valid for one academic year, not calendar year, and is only available online.**

## ENROLLMENT AND STUDENT SERVICES

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

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## MEANS OF COMMUNICATION WITH STUDENTS

ESS' official means of communicating with students is via SharkLink and NSU email. Students are encouraged to access SharkLink at [sharklink.nova.edu](http://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 (CAPP)
- obtain enrollment verification
- change their primary and mailing addresses and phone numbers
- apply for student employment jobs
- sign the Student Enrollment Agreement (SEA)

## OFFICE OF STUDENT FINANCIAL ASSISTANCE

The NSU office of Student Financial Assistance (OSFA) is dedicated to helping students make educated financial choices while attending college. The OSFA administers federal, state, and institutional aid programs such as grants, scholarships, federal work-study funds, and loans. in

order to be eligible for these programs, students must complete the Free Application for federal Student Aid (FAFSA) at [fafsa.gov](https://fafsa.gov). The NSU Federal School Code is 001509. For detailed financial aid information, visit [nova.edu/financialaid](https://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. For more information, visit [nova.edu/registrar](https://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. NSU Student Health Insurance is also housed within this office. For more information, visit [nova.edu/bursar](https://nova.edu/bursar).

### FINANCIAL ASSISTANCE

#### FINANCIAL AID CHECKLIST

1. **Complete the FAFSA.** Students should complete the Free Application for Federal Student Aid (FAFSA) at [fafsa.gov](https://fafsa.gov) annually. It becomes available each October 1 for aid in the following award year. The earlier students apply, the better chance they have of being considered for maximum available funds.
2. **Identify and apply for scholarships.** Institutional and external scholarship opportunities are available to assist students in meeting their educational goals. The best resource for up-to-date information is the NSU scholarship website located at [nova.edu/financialaid/scholarships](https://nova.edu/financialaid/scholarships). Students will find information on how to apply, as well as resources to help them identify scholarships. Students should commit to continuously identifying and applying for scholarships. This type of financial aid does not have to be repaid.
3. **Plan for housing and meal expenses.** The budget includes a housing and meal component. Students should ensure that they budget for these expenses.
4. **Check your financial aid account regularly.** Students should log in to SharkLink at [sharklink.nova.edu](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, reduce, or decline loan and federal work-study award(s).** The financial aid award notice provides students with detailed instructions on how to accept, reduce, or decline their financial aid award. Loan awards are not disbursed, and students are not able to apply for student employment jobs in JobX until this step has been completed.
6. **Complete Master Promissory Note and Entrance Counseling.** Students interested in receiving Federal Direct Loans are required to complete a Direct Loan Master Promissory Note (MPN) and entrance counseling at [studentloans.gov](http://studentloans.gov).
7. **Register for classes (early).** Students are to use NSU's online degree-evaluation systems CAPP and Degree Works to keep track of completed and outstanding degree requirements when registering for courses. For more information, see the Online Degree Evaluation Tools section. In order for students to receive any federal financial aid (grants, scholarships, Federal Work-Study, and loans), they must register for a minimum number of credits that are required for degree/certificate completion (degree-applicable) as published in the catalog from the year the student matriculated. Enrollment requirements for federal and state grants vary. Students awarded federal direct loans must be enrolled at least half time in degree-applicable courses.

## 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)

The Nova Southeastern University Student Employment and Job Location Development programs provide jobs to students regardless of financial need. FWS and FWEP are need-based and require the completion of the FAFSA. Students awarded FWS may participate in the America Reads/America Counts Programs through which students serve as reading or math tutors to elementary school children. 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/](http://nova.edu/financialaid/employment/). New and exciting on- and off-campus jobs are available throughout the year.

## SCHOLARSHIPS

Each year, HCAS has a limited number of scholarships available to graduate students. Prospective students should review the HCAS scholarship website: [hcas.nova.edu/scholarships](https://hcas.nova.edu/scholarships)

## LOANS

Graduate students may be eligible to receive aid from the following sources. Please carefully read the process and requirements for each below.

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### FEDERAL LOAN PROGRAMS

- [Federal Direct Unsubsidized Loan](#)
- [GRAD Plus](#)

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### ADDITIONAL SOURCES

- [Alternative/Private Loans](#)
- [NSU Payment Plan](#)

## 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). SAP requirements are published at [nova.edu/financialaid/eligibility/sap-standards.html](https://nova.edu/financialaid/eligibility/sap-standards.html).

Students who fail to meet SAP during the 2020-2021 academic year will not be eligible for federal financial aid.

## 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](https://nova.edu/student-handbook).

## OFFICE OF INTERNATIONAL AFFAIRS (OIA)

The office of International Affairs (OIA) serves as a base for the university's international initiatives, international student services, education abroad, and international risk management travel registration procedures. The OIA also provides ongoing assistance and support for all members of the university community engaged in campus internationalization, global partnerships and exchanges and other globalization efforts.

- The office of International Students and Scholars (OISS) provides immigration, orientation, counseling, and overall assistance to all new and continuing international students, visiting scholars, and faculty on and off campus.
- The office of Education Abroad (OEA) provides comprehensive assistance to all students (domestic and international) 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.

The OIA is committed to welcoming international students, scholars, and their families while facilitating their transition to life at Nova Southeastern University. For further information, contact OIA at (954) 262-7240 or visit the website at [nova.edu/internationalaffairs](http://nova.edu/internationalaffairs).

## ORIENTATION

A mandatory orientation session is held every fall for incoming in-house students and may be held at other times for groups of incoming students to inform them about the facilities and Ph.D., M.A., M.P.S., and M.S. program requirements. It is recommended that students not starting in the fall meet with the Assistant Director of Graduate Admissions during their first term. If a student cannot attend the orientation in person, they will be required to view the orientation information posted on NSU's Canvas. The program office must be alerted if a student cannot attend the orientation in person.

## TECHNICAL HELP

The Help Desk is dedicated to serving the NSU community from enrollment to graduation and beyond. Help Desk services include, but are not limited to, computer and browser configuration for NSU online resources; SharkLink account support; academic specified program installations; email configuration; basic network troubleshooting and configuration, and mobile device support. For technical help, call (954) 262-4357; 800-541-6682 ext. 24357; or email [help@nova.edu](mailto:help@nova.edu).

## VETERANS' RESOURCE CENTER

The Mission of the Nova Southeastern University Veterans Resource Center (VRC) is to link veterans with university and community resources. In addition, the VRC provides a welcoming environment for student veterans to study, connect and relax. The VRC is located on the second floor of the Rosenthal Student Center in Room #218. The room is open from 7:00 am to 10:00 pm., seven days a week.

For more information about NSU's Veterans Resource Center, call (954) 262-FLAG (3524) or email [vinc@nova.edu](mailto:vinc@nova.edu), or connect with us at [www.facebook.com/NSUVets/](http://www.facebook.com/NSUVets/) or [www.instagram.com/nsuvets/](http://www.instagram.com/nsuvets/).

## WRITE FROM THE START WRITING AND COMMUNICATION CENTER

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); oral presentations.

For more information or to make an appointment, students can visit the WCC website at [nova.edu/wcc](http://nova.edu/wcc) or call (954) 262-4644.

academic departments

## DEPARTMENT OF BIOLOGICAL SCIENCES

The goal of the Halmos College of Arts and Sciences' Master of Science in Biological Sciences Degree Program is to provide graduates with credible, holistic, and timely scientific skills, and knowledge with regards to key biological, ecological, and health issues.

On campus graduate classes are held in both morning and evening format and typically meet one to two times per week, with some meeting three times per week (MWF format) in the Health Studies Concentration. Exceptions are field courses which may entail several days of intensive study or weekend field trips.

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A SUCCESSFUL RECIPIENT OF THE M.S. DEGREE IS EXPECTED TO DEMONSTRATE:

- Effective communication skills,
- A full understanding of the scientific method,
- Advanced knowledge of biological, ecological, and health concepts as they relate to the environment or organism.
- In-depth knowledge of a specific aspect of their major

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M.S. DEGREE TIME REQUIREMENTS

The maximum time limit for the completion of the M.S. programs is nine years. M.S. students must petition the program office in writing for an extension of the time limit, which may be granted only under extenuating circumstances.

M.S. IN BIOLOGICAL SCIENCES

The M.S. in Biological Sciences provides a varied curriculum necessary for the diverse interests of today's students. This rigorous program is designed to provide a foundation that can be applied toward entry into a Ph.D. program, professional school or as an entry point for professional careers in biology and the healthcare field.

Students in the M.S. in Biological Sciences will benefit from small class sizes, courses taught by faculty that are experts in their field, and a sound academic foundation resulting in increased analytical skills.

The M.S. in Biological Sciences offers two paths of study: a health studies concentration (12-month; 3 semester program) and a biology concentration (capstone/thesis) (24-month; 5 semester program).

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M.S. IN BIOLOGICAL SCIENCES (HEALTH STUDIES CONCENTRATION) INFORMATION

All Health Studies Concentration students are assigned a faculty advisor at the start of the program. To successfully complete this concentration, the student must pass all courses as well as a standardized-styled comprehensive exam at the end of the Winter semester. There will be two opportunities to take the exam before graduation.

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HEALTH STUDIES CONCENTRATION

This concentration is a 12-month (3 semester), 30-credit program designed to better prepare graduates of undergraduate science programs for entrance into health-related professional schools. Courses for this concentration begin in summer of each year. It offers the opportunity for students to enhance their academic records, to improve graduate entrance test scores, and to obtain a graduate degree.

The concentration is geared toward the student who has completed an undergraduate science degree and is desirous of working towards a graduate degree in Health Studies. The student will obtain a Master of Science degree at the end of the program that will prepare them for future careers in any health-care profession, other graduate science programs or employment. They will be exposed to rigorous course work that is indicative of graduate health programs.

A comprehensive examination is a requirement for graduation and is given at the conclusion of all successfully completed course work and is scheduled for the week after the winter semester final exam week. To be eligible to take this exam, a student must have a minimum GPA of 3.0 with no more than 9 credits of "C grades". A passing grade must be achieved, and a second opportunity will be provided two weeks after the first attempt. The student may only attempt this exam twice.

To successfully complete the concentration, the student must pass all courses, maintain a GPA of 3.0, as well as pass a standardized-style comprehensive exam at the end of the winter semester. Students will choose the test prep course appropriate to their career goals as Kaplan offers test preparation for various standardized tests e.g., MCAT, DAT, and PCAT.

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#### HEALTH STUDIES CONCENTRATION LEARNING OUTCOMES

- Demonstrate an in-depth knowledge of science as it relates to the normal and abnormal processes of the human body.
- Demonstrate knowledge of current advances in medical research and the relationship to clinical practice.
- Demonstrate ability in problem solving and analytical thinking.
- Demonstrate both effective oral and written skills necessary to a professional setting.

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#### CAPSTONE/THESIS CONCENTRATION

The M.S. Biological Sciences capstone/thesis concentration is designed to enhance the education of students for jobs and careers in all fields of biology, including Ph.D. programs and professional medical programs. Reflecting the hands on and critical thinking skills that are required for careers in biology, our thesis and capstone programs place increased emphasis on research. In both the thesis and capstone paths, students will have ample course credit time dedicated to performing research in various capacities. This ensures that students can develop critical thinking skills focused on applications, while tackling significant questions in biology. Both the thesis and capstone path of this Biological Sciences concentration culminate in the creation of a novel and significant piece of writing, ensuring that graduates can effectively communicate their scientific findings to the community at large. All entering M.S.



students are accepted into the capstone path. Additional research proposal development is required to enter the thesis path. A minimum of 36 credits is required to complete this concentration.

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### CAPSTONE/THESIS CONCENTRATION LEARNING OUTCOMES

- Students will be highly knowledgeable in a broad area of interest within the field of Biology. The area of knowledge will differ according to individual interest.
- Students will be highly knowledgeable in a specific topic of biology (e.g. ecology, taxonomy, zoology, physiology, reproduction, and growth).
- Students will demonstrate proficient communication skills in a) writing, and b) oral presentation.
- Students will have a superior understanding of the scientific method. The student will be able to formulate hypotheses, generate research questions and be able to apply the scientific method toward specific research goals and projects.

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### REQUIREMENTS FOR REPORT OF PROGRESS

The report of progress is a summary of all the research work completed in the current term. The form can be found online at [cnso.nova.edu/forms/report-of-progress.pdf](https://cnso.nova.edu/forms/report-of-progress.pdf).

*Only for M.S. students currently registered for following courses need to submit the report:*

- Directed Independent Study
- Capstone
- Thesis
- Report of Progress is due at the end of term. Defending students do not need to submit the report.
- The form must be submitted to the student's major professor for signature and comments. The report must include the following:
  - Student's name and date
  - A brief narrative of synopsis of the work completed since the last report (for example, details of experiments conducted, and literature reviewed)
  - Target date for thesis/capstone completion
  - Estimate of time spent on thesis/capstone work for the term
  - A list of problems experienced (if any)
  - Major Professor's comments
  - Major Professor's signature
- **Failure to turn in a report of progress is an automatic F for the term.**

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### CAPSTONE STRUCTURE

The capstone should (at minimum) contain the following sections:

<b>Capstone Style</b>
<b>Title page</b>
<b>Table of Contents (detailed outline, using outline headings in text, same format)</b>
<b>Introduction</b>
<b>Statement of Purpose or Objectives</b>
<b>Methods</b>
<b>Results or Review</b>
<b>Summary and Conclusions</b>
<b>References</b>

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#### THESIS STRUCTURE

The thesis should (at minimum) contain the following sections:

<b>Thesis Style</b>
<b>Title page</b>
<b>Approval page</b>
<b>Abstract</b>
<b>Acknowledgments</b>
<b>Preface (optional)</b>
<b>Table of Contents - (detailed; this serves as the outline and section headers as well)</b>

The body of the thesis must contain:

<b>Thesis Body Requirements</b>
<b>Introduction</b>
<b>Statement of Purpose or Objectives</b>
<b>Methods and Materials</b>
<b>Results</b>
<b>Discussion Summary and Conclusions</b>
<b>References</b>
<b>Appendices (if applicable)</b>

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## COPYRIGHTS

The directions for each track and the Ph.D. programs are found under their specific curriculum. As part of the online submission process, students will be required to upload the paper into NSU's Institutional Repository, [NSUWorks](#). Please review the copyright statements contained therein before submission. While entering text into the appropriate fields, the student must take note that the email address provided will be the only form of contact for your paper in the event that someone needs to ask for your permission to use or view it. Please use a permanent email address. Embargoes will only be approved for works that are being published in a journal or if a grant stipulates an embargo.

## GRADUATE CERTIFICATE IN COMPUTATIONAL MOLECULAR BIOLOGY

The Department of Biological Sciences offers a Graduate Certificate program in Computational Molecular Biology. It is awarded upon successful completion (defined as a course grade of C or better) of four courses at the graduate level. Courses do not have to be taken within any one term, or consecutively, but the Certificate must be completed within 5 years of admission. Successful completion of the Graduate Certificate will award the equivalent of 12 graduate credits.

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**GRADUATE CERTIFICATE IN COMPUTATIONAL MOLECULAR BIOLOGY LEARNING OUTCOMES:**

- Provide training in advanced programming and molecular sequence data
- Allow for entry level positions in the genomics field
- Preparation and credit for upper level degrees

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**TIME LIMIT FOR GRADUATE CERTIFICATES**

The maximum time limit for completed of the graduate certificate is five years. Certificate students must petition the program office in writing for an extension of the time limit, which may be granted only under extenuating circumstances. There is no minimum time limit for completion of the certificate.

The following items are required for numerous programs. Information specific to an individual program is found later in this document.

**M.S. IN BIOLOGICAL SCIENCES CURRICULUM**

The M.S. in Biological Sciences consists of two concentrations. Students are either admitted to the health studies concentration or the biology (capstone/thesis) concentration. The health studies concentration requires 10 courses for a total of 30 credits. The capstone/thesis concentration requires a minimum of 36-credits. All students entering the capstone/thesis concentration start on the capstone track and may join the thesis track if all requirements are met.

There are four core courses common to both tracks.

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**CORE COURSES FOR ALL CONCENTRATIONS**

The common core courses are as follows:

<b>Course Number</b>	<b>Course Name</b>	<b>Credit Hours</b>
<b>BCOR 5000</b>	Graduate Seminar	3
<b>BCOR 5350</b>	Principles of Epidemiology	3
<b>BCOR 5150</b> <i>or</i> <b>BCOR 5585</b>	Immunobiology  Genomics	3  3

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 REQUIRED ELECTIVE COURSES FOR CAPSTONE/THESIS CONCENTRATION

The biology (capstone/thesis) concentration requires an additional two courses:

Course Number	Course Name	Credit Hours
<b>BCOR 5570</b>	Biostatistics	3
<b>BCOR 5580</b>	Scientific Method and Experimental Design	3

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 HEALTH STUDIES CONCENTRATION CURRICULUM

This is a 12 month, 30-credit program of study which only begins with the summer semester and includes the fall and winter semesters. The following is the breakdown of the number of courses required for this track:

Type of Course	Health Studies
<b>Core Courses</b>	3
<b>Required Electives</b>	7
<b>Total Number of Courses</b>	<b>10</b>

A standardized Test Prep course will be available during the summer for students wishing to avail themselves of this before taking their standardized examinations. The course will be provided free of charge to students registered for the Summer and Fall semesters.

Each student will be assigned a faculty mentor upon registration.

**To successfully complete this concentration, the student must pass all courses as well as a standardized-styled comprehensive exam at the end of the Winter semester. There will be two opportunities to take the exam before graduation.**

The following is a sample of the 12-month lockstep curriculum for the Health Studies Concentration:

Summer Term		
Course Number	Course Name	Credit Hours
<b>BCOR 5000</b>	Graduate Seminar	3
<b>BMHS 5105</b>	Physical Diagnostic Skills	3
Fall Term		
<b>BMHS 5200</b>	Pathophysiology	3
<b>BMHS 5300</b>	Pharmacodynamics	3
<b>BMHS 5400</b>	Advanced Regional Anatomy/Lab	3
<b>BMHS 5500</b>	Advanced Biochemistry	3
Winter Term		
<b>BMHS 5250</b>	Integrated Systems in Health Studies	3
<b>BCOR 5150</b>	Immunobiology	3
<b>BMHS 5250</b>	Systems Neuroscience	3
<b>BCOR 5350</b>	Principles of Epidemiology	3

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#### M.S. BIOLOGICAL SCIENCES CAPSTONE/THESIS CONCENTRATION CURRICULUM

The M.S. Biological Sciences capstone/thesis concentration is a 36-credit program to prepare students for advanced study in the biological sciences or in careers. While both require a written paper (capstone or thesis), the thesis requires original data and analysis, thus additional thesis research credits are required.

The following is the breakdown of the number of courses required for each path of study in the M.S. Biological Sciences Capstone/Thesis Concentration. Each course is worth 3-credits.

Type of Course	Capstone	Thesis
Core Courses	3	3
Required Electives	2	2
Free Electives	4	2
Capstone/Thesis	3	5
<b>Total Number of Courses</b>	12	12

#### GRADUATE CERTIFICATE IN COMPUTATIONAL MOLECULAR BIOLOGY CURRICULUM

The graduate certificate in computations molecular biology is awarded upon successful completion of the following four classes (12-credits). Taught in tandem with the College of Engineering and Computing. Course grades received that are lower than C will not count towards the certificate.

Course Number*	Course Name	Credit Hours
<b>BCOR 5585</b>	Genomics	3
<b>BMME 8050</b>	Foundations of Programming*	3
<b>BMME 8051</b>	Database Management & Applications*	3
<b>BMME 8053</b>	Introductions to Bioinformatics	3

\*Courses taught by College of Engineering and Computing

## 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.

### M.A. IN COMPOSITION, RHETORIC, AND DIGITAL MEDIA

The M.A. in Composition, Rhetoric, and Digital Media provides students with a foundation for conducting and presenting research, applying rhetorical theories, teaching writing, and producing digital media. Through specialized coursework and experiential learning in the history and theory of composition, rhetoric, and digital media, students develop expertise researching and practicing writing in a variety of professional genres. The CRDM program prepares students for careers in writing, publishing, and teaching, and doctoral study in Composition and Rhetoric and related disciplines.

### LEARNING OUTCOMES

The successful M.A. in Composition, Rhetoric, and Digital Media graduate is expected to:

- Demonstrate advanced knowledge of what effective writing is in a variety of rhetorical contexts.
- Evaluate writing curricula and pedagogical practices.
- Design successful digital media using rhetorically appropriate strategies.
- Produce and present original research based on the theories and methods applicable to composition, rhetoric, and digital media.

### CURRICULUM

#### Major Requirements (30 credits)

#### *Core Courses (12 credits)*

Course Number	Course Name	Credit Hours
WRIT 5010	Research Methods	3
WRIT 5120	Theories of Composition	3
WRIT 5340	Studies in Multimodality and Digital Media	3
WRIT 5650	Rhetorical Criticism	3



**Elective Courses (12 credits)**

Select 12 credits from the following courses:

Course Number	Course Name	Credit Hours
WRIT 5140	Writing Center Praxis	3
WRIT 5150	Teaching Writing	3
WRIT 5160	Teaching Writing Online	3
WRIT 5250	Social Media Writing and Strategy	3
WRIT 5320	Advanced Writing with Technologies	3
WRIT 5400	Technical Writing	3
WRIT 5620	Rhetorical Traditions in Writing Studies	3
WRIT 5750	Transmedia Theory and Production	3
WRIT 5800	Editing, Layout, and Design	3
WRIT 5850	Teaching and Tutoring Second Language Writing	3
WRIT 5900	Special Topics	3
WRIT 5950	Media Internship	3

**Thesis (6 credits)**

Course Number	Course Name	Credit Hours
WRIT 6000	Master's Thesis (repeatable)	3

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#### THESIS REQUIREMENTS AND GUIDELINES

The thesis represents the culmination of the student's work in a master's degree program at the College of Arts, Humanities, and Social Sciences. Completing the thesis demonstrates that the student can integrate discipline-specific information and respond to feedback. The student must register for 18 credits of graduate coursework before taking master's thesis courses. The student must complete 6 credits of thesis coursework (at 3 credits per semester) to meet degree requirements.

If a student has not successfully defended the thesis after completing 6 credits of thesis coursework, the student must remain enrolled in a 3-credit thesis course for each subsequent semester (summer is not required), including the semester of defense. Students may complete a maximum of 12 thesis credits.

The thesis may take one of the following forms:

**Research Thesis:** Student designs, conducts, and reports findings from qualitative, quantitative, or mixed methods research projects.

**Theoretical Thesis:** Student examines a well-focused question or problem through an informed context that is critical, theoretical, and/or historical.

**Digital Media Thesis:** Student designs a piece of digital media, such as a website or app.

**Technical Thesis:** Student produces a substantial manual, guidebook, scholarly or professional Web site, white paper, report, or grant proposal.

Thesis details should be finalized with the thesis adviser. The thesis process should include the following three phases.

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### *PHASE ONE: SELECTING A COMMITTEE AND WRITING A PROPOSAL*

#### *ADVISING COMMITTEE*

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For guidance throughout the research and writing process, students first select a thesis adviser. The thesis adviser must be a full-time NSU faculty member in the student's discipline. Ideally, the thesis adviser will have expertise that is relevant to the student's area of study. In consultation with the adviser, students then select an additional faculty member to be a part of the thesis committee.

The thesis adviser meets regularly with the student to set goals, review drafts, and ensure progress. Committee members give feedback on the proposal and the final draft, as well as evaluate the Thesis Defense.

#### *WRITING A THESIS PROPOSAL AND SUBMITTING AN INSTITUTIONAL REVIEW BOARD (IRB) APPLICATION*

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After selecting a committee, the student must write a short proposal describing the theoretical background, proposed methods, and timeline for the thesis project and submit it to the committee for approval. Under consultation with the committee, the proposal is reviewed to ensure feasibility, clear focus, and potential for development. When the proposal has been approved by the committee members, the student and committee members sign the Thesis Proposal Approval Form (can be obtained from the thesis adviser), and the committee authorizes the student to complete the IRB application form (if applicable). Students should initiate the thesis IRB application process as early as possible, as the process can be time consuming. The necessary requirements and forms are available at [www.nova.edu/irb/manual/forms.html](http://www.nova.edu/irb/manual/forms.html).

Once completed, the student submits the Thesis Proposal Approval Form and the IRB application (if applicable) to the Director of Graduate Studies for review and approval.

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### *PHASE TWO: RESEARCH, DATA COLLECTION, AND WRITING THE THESIS*

Thesis research and data collection should occur according to the approved timeline and IRB specifications (when applicable).

The student should meet with his/her thesis adviser regularly during all phases of the project (especially during the writing phase) and demonstrate consistent progress in the development of the thesis. During the writing process, the student should seek feedback from the adviser and committee member(s). Revision is considered complete when additional changes would result in minimal improvement of the document.

Prior to the defense, the student submits final copies of the project to each committee member and the Director of Graduate Studies.

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### *PHASE THREE: THESIS DEFENSE*

After the student has submitted final copies of the thesis, the thesis adviser will schedule a Thesis Defense. The student and the thesis adviser should discuss appropriate presentation of the project prior to the defense. The defense will be before the graduate faculty and an audience of other students and invited guests. During the event, the student summarizes the project, presents the major findings, and addresses questions from the thesis committee. The student's presentation of the project and answers to these questions will be considered as part of the assessment of the thesis project. After the committee finishes asking questions, audience members will have the opportunity to ask questions of the student.

After the Thesis Defense, the committee members will assess all parts of the project and decide whether or not to recommend approval of the thesis. The committee may require that the student complete further work or revisions following the defense. If approval is recommended, the committee will complete the signature page. Finally, the student will submit one copy of the final thesis to the department to be bound and become part of the university's thesis archive. This copy must adhere to the Thesis Format and Style Guidelines in this catalog.

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### *THESIS FORMAT AND STYLE GUIDELINES*

Students must adhere to the following Thesis Format and Style Guidelines.

After successful completion of the Thesis Defense, each student will complete the following steps.

1. Make all final revisions and prepare one final manuscript according to the following guidelines.
  - The manuscript should be double-spaced in Times New Roman, 12-point font.
  - The left margin should be 1.5".
  - All other margins (top, right, and bottom) should be 1".

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- Page numbers should be placed in a header: top right, ½" from the top, numeral only.
  - Front matter should be prepared.
2. Submit an electronic copy of the manuscript, including front matter, in one document to the thesis adviser. The adviser will review the formatting and alert the student to any necessary changes.
  3. Once the manuscript has been approved by the adviser, the student will:
    - Submit one final electronic copy that will become part of the department's digital archive.
    - Work with the department to include the manuscript in ProQuest and NSUWorks.

If the student would like to have a bound copy, he/she must submit an additional manuscript, including front matter and original signatures, and a check for the total amount. Interested students should ask the department for current pricing information. All manuscripts should be submitted at the same time.

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### ORIENTATION INFORMATION

Upon acceptance, students will be provided with important orientation information via e-mail. Phone and in-person meetings are utilized as needed.

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### ACADEMIC ADVISEMENT

Students are encouraged to consult with the department for academic advisement.

## 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, 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 peacebuilding skills and techniques.

### DOCTOR OF PHILOSOPHY IN CONFLICT ANALYSIS AND RESOLUTION (PH.D.)

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#### PROGRAM DESCRIPTION

The Ph.D. program in Conflict Analysis and Resolution trains students in the skills and techniques of practice, interdisciplinary research, policy and program development, historical critique, cultural analysis, and theoretical foundations of the field. The mission of the doctoral program is to advance the study and practice of conflict analysis and resolution by mentoring and developing practitioners and scholars trained in theory, practice, research, teaching, and informed leadership in the field. Students pursue an in-depth study in the field of conflict resolution while drawing from a variety of theoretical perspectives and the knowledge of an experienced, interdisciplinary faculty.

The 76-credit hour degree program is designed to prepare graduate students for careers as advanced practitioners, college and university educators, researchers, theoreticians, consultants, program evaluators, and organization administrators. The Ph.D. program is offered in both residential and distance learning formats. These flexible formats allow mid-career working adults and those unable to attend the residential program, to study conflict resolution in a creative, rigorous, and structured fashion. The distance learning Ph.D. program is one of the few offered nationally in the fields of peacemaking and conflict resolution. Students enrolled in the distance learning program participate in Residential Institutes on the main campus at least once per year, as well as in online courses.

## 2020-2021 HCAS Graduate Catalog

The Ph.D. program focuses on improving skills for reflective practice, understanding, and mastering qualitative and quantitative research knowledge and analysis, developing professional leadership skills, and producing publications of quality and substance.

in addition to core courses, students may pursue concentrations in the following areas (though a concentration is not required):

- Interpersonal Conflict
- Community-based Conflict
- Conflict in Organizations
- Global Conflict

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### Permission to take more than 9 credits:

If a student has a GPA of 3.5 or higher, is in good academic standing, and has no incompletes, a DCRS student may request to register for a fourth course within a term (Excluding 1 credit Doc Seminar- automatic approval).

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### STUDENT ADVISING

A student who wishes to seek advising regarding course selection or degree plan should consult with the program administrators.

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### PEER MENTORS

Each first-year student upon enrollment in the program may request a peer mentor. The purpose of the Peer Mentoring Program at DCRS is to assist the students with their graduate studies transition. Peer mentors provide support and guidance to fellow DCRS students in navigating their degree by offering advice about managing coursework and accessing resources that expand academic and professional development. Peer mentoring sessions occur in a group format at the RIs and one-on-one, either in person, telephonically, online or by email.

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### DEGREE PLANS

Students are required to take courses in 3 core competency areas: conflict resolution theory, research methods, and conflict resolution practice. in the core competency of conflict resolution theory, students are required to take CARD 5000 The Foundations of Conflict Resolution, as well as 3 of the following 4 courses: CARD 7040 Theories of Conflict Resolution I, CARD 7050 Theories of Conflict Resolution II, CARD 6120 Culture and Conflict, and CARD 7250 Public Policy. in the core competency of research methods, students are required to take

CARD 7090 Quantitative Research I, CARD 7100 Quantitative Research II, CARD 7110 Qualitative Research Methods I, and CARD 7120 Qualitative Research Methods II. in the core competency area of conflict resolution practice, students are required to take CARD 5040 Human Factors, as well as 3 of the following 5 courses: CARD 5100 Mediation Theory and Practice, CARD 5140 Negotiation Theory and Practice, CARD 6140 Facilitation Theory and Practice, CARD 7020 Systems Design, and CARD 7500 Teaching and Training. in addition, students are required to take 2 of the following practicum courses: CARD 6130 Practicum I, CARD 6624 Advanced Practicum, CARD 6625 Global Practicum, or CARD 7510 Teaching and Training Practicum. in addition, students are required to take 7 elective courses.

Courses are offered according to a set schedule (see below). Students are responsible for ensuring that they have fulfilled their individualized degree plans, which will be verified by the department before they are given the opportunity to take their Qualifying Exam. in their last term of coursework, students are also required to take CARD 7001 Doctoral Seminar, which provides preparation for taking the Qualifying Exam. Upon successful completion of the Qualifying Exam, students will be registered for 3 dissertation credits per term, starting with CARD 7901, the Dissertation Preparation course and continuing with CARD 7900 Dissertation courses. After 12 credits have been completed, students will register for 1 credit of dissertation per term until the degree is conferred.

## COURSE SCHEDULE

Below is a sample of a degree plan who begins their studies in Fall trimester. Degree plans will be modified based on a student's enrollment date and pace of study.

Year	Fall (August)	Winter (January)	Summer (May)
<b>Year 1</b>	<b>CARD 5000:</b> Foundations and Development of Conflict Resolution  <b>CARD 5040:</b> Human Factors  <b>CARD 7110:</b> Qualitative Research I	<b>CARD 5100:</b> Mediation Theory and Practice  <b>CARD 7040:</b> Theories of Conflict and Conflict Resolution I  <b>CARD 7120:</b> Qualitative Research II	<b>CARD 6140:</b> Facilitation Theory and Practice <b>(on-campus program)</b> Or Elective <b>(online program)</b> <b>CARD 7250:</b> Public Policy Or <b>CARD 7050:</b> Theories of Conflict and Conflict Resolution II <b>CARD 66__:</b> Elective
<b>Year 2</b>	<b>CARD 6120:</b> Culture and Conflict <b>CARD 66__:</b> Elective <b>CARD 7090:</b> Quantitative Research I  <b>Preliminary Review</b>	<b>CARD 5140:</b> Negotiation Theory and Practice <b>CARD 66__:</b> Elective <b>CARD 7100:</b> Quantitative Research II	<b>CARD 7020:</b> Systems Design or Elective <b>CARD 66__:</b> Practicum I or Global Practicum <b>CARD 66__:</b> Elective
<b>Year 3</b>	<b>CARD 6140:</b> Facilitation Theory and Practice or <b>CARD 7500:</b> Teaching and Training <b>(online program)</b> Or Elective <b>(on-campus program)</b> <b>CARD 66__:</b> Elective <b>CARD 7500:</b> Teaching and Training	<b>CARD 7001:</b> Doctoral Seminar (1 credit) <b>CARD 7510:</b> Teaching and Training Practicum	Qualifying Examination (Registration by Program Manager) <b>CARD 7901:</b> Dissertation Preparation (3 credits)**

\*\*After eligible students are registered for the Qualifying Exam by the Program Manager, students may then register themselves for CARD 7901.

Year	Fall (August)	Winter (January)	Summer (May)
<b>Year 4</b>	<b>CARD 7900:</b> Dissertation  (3 credits)	<b>CARD 7900:</b> Dissertation  (3 credits)	<b>CARD 7900:</b> Dissertation  (3 credits)
<b>Year 5</b>	<b>CARD 7900:</b> Dissertation (1 Credit) <i>If required</i>		<b>Graduation and Celebration</b>



Please Note: After a total of 12 dissertation credits are completed, if necessary, students will register for 1 credit of dissertation per term until they complete and successfully defend their dissertation, turn in their final document, and simultaneously register their dissertation with the department, the library and ProQuest, UMI. Such registration after final defense shall, if needed, only be for one additional term subject to such exceptions as are provided for by law. If the student fails to complete the requirements within the additional term, they shall automatically be withdrawn from the program.

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## PRACTICUM

To complete the Ph.D. in Conflict Analysis and Resolution, students must complete two courses from the following four options: CARD 6130 Practicum I, CARD 6624 Advanced Practicum, CARD 6625 Global Practicum, or CARD 7510 Teaching and Training Practicum. Students are encouraged to consult with the Academic Program Coordinator in order to determine which options would best fit their career goals.

Practicum placements have been established in an array of settings, such as schools, prisons, court systems, parks, human services agencies, community organizations and corporations. Additionally, students are encouraged to explore and initiate a Practicum setting specific to their own individual interests. The student finds an appropriate site, and the Academic Program Coordinator will assist the student in calling the site and negotiating for a placement if necessary.

The Academic Program Coordinator can be consulted for detailed information during each term and at Residential Institute. Students preparing for practicum are encouraged to attend one or more sessions either in person or through telephonic appointments with the Academic Program Coordinator for assistance with practicum placements.

Students should visit <https://cahss.nova.edu/departments/crs/resources> for the Practicum Handbook and related forms.

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## EXAMINATIONS AND EVALUATIONS

There are three program evaluations that students must pass in the course of their doctoral studies. Each is described briefly below, and more information is provided at <https://cahss.nova.edu/departments/crs/resources>.

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### I. WRITING ASSESSMENT AND REQUIREMENT

Doctoral students will undergo a writing assessment during the first fall term in the program. If students are found to be in need of skill building, the student will be required to pass a

graduate level writing course (such as CARD 6620 Academic Writing or a comparable class). The course must be completed before the student's preliminary review. This course will count as an elective.

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## II. PRELIMINARY REVIEW

The preliminary review takes place after an accumulation of at least 18-24 credits. The focus of the preliminary review is to determine whether the student should continue in the doctoral program. In advance of the preliminary review, the student must complete the required activities included on the DCRS PhD Passport, which is provided at the start of the student's first term. Prior to the preliminary review interview, the student will submit specified materials for review, including but not limited to sample term papers, a CV, and a reflection form.

The preliminary review meeting is an approximately 30-minute discussion between the student and a DCRS administrator. Successes and challenges will be discussed. These discussions will include a review of grades and any other relevant behavioral or performance-based issues reported by faculty, students, or the administrative staff. Students should come prepared to discuss what they have learned, how they are applying it in their work, dissertation preparation or relevant practice areas.

Students with a "C" in any class during the first year will remain on preliminary review status and may be required to take additional classes such as writing or ESL, obtain a tutor, or take other remedial action. They must also work with the faculty to demonstrate evidence of progressive improvement during each successive term. Students with serious academic issues such as academic probation based on grades, poor writing, poor attendance, or other serious issues may be academically dismissed from the doctoral program as a result of this preliminary review.

Students who have shown disruptive, hostile, dangerous or other questionable behavior during the first year will be confidentially counseled by their advisor, a department administrator, the Associate Dean of Student Affairs, additional faculty as appropriate, and any other person deemed to be relevant to the discussion. This process may be initiated at any time, as needed. It need not wait until the preliminary review process. Such behavior may result in dismissal from the program.

Following the preliminary review meeting, the student will receive one of the following outcomes:

- a) Pass review, effective immediately.
- b) Pass review, with recommendations for changes.

- c) Please Note: in order to obtain one of these recommendations, all grades must be B or higher, with no grades of incomplete. Courses with a grade C may have to be retaken.
- d) Repeat Preliminary Review, with continued enrollment contingent on the student satisfying one or more specified criteria in the course of a specified amount of time.
- e) Dismissal from doctoral program.

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### III. QUALIFYING EXAM

The qualifying examination is a written examination given after students have completed all the required course work, and before beginning dissertation hours. Successful completion of the qualifying examination is required to move to advanced standing and begin dissertation research. Doctoral Seminar, a one-credit course, is offered to help students prepare for the exam and should be taken in the student's final term of coursework. In addition, some students find it helpful to form study groups. Students are encouraged to begin to prepare for the exam well in advance.

Qualifying exams are given three times per academic year, once per term. The exam is available on-line and takes place over three weekdays. Students may take the examination on NSU's campus or anywhere else of their choosing. Students will be able to access the exam at a specific time on the morning of the first day, and their answers will be due 72 hours later. Students may use whatever materials they choose but are expected to work alone. They are expected to write the exam answers in their own words and to use appropriate citations when applicable. Exam answers will be submitted to Turnitin.com to check for proper citation. The exam consists of a single question; the answer will integrate theory, research, and practice aspects of conflict analysis and resolution.

Teams of faculty members grade the exam answers. Students are assigned an examination number. Thus, faculty members do not know whose answers they are reviewing. Students' answers are evaluated on the substantive content, logical and coherent style, and relevant use of class and other academic material. Students who receive a failing grade by the team of faculty graders may take the examination again, up to a maximum of three times. However, students will be required to prepare and wait until the next examination is offered. Following failure of the exam, faculty may require that a student retake a particular class, prepare a special written assignment, or other remedial tasks before the exam can be taken for the second time. After three consecutive failures, the student will be dismissed from the doctoral program. A failure to submit after accessing the exam will be counted as an exam fail. Please visit the DCRS Students Resources page: <https://cahss.nova.edu/departments/crs/resources> to view practice questions for the qualifying examination.

After students are registered for the qualifying exam by the Program Manager, they should register themselves for CARD 7901: Dissertation Preparation. Upon passing the qualifying exam, students are considered to be at the dissertation status.

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## DISSERTATION

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### DISSERTATION CHAIRS AND COMMITTEES

A dissertation committee for all doctoral students will be composed of at least three members, one of whom will serve as the dissertation chair. The dissertation chair must be a full-time DCRS faculty member. At least one other committee member must be a full-time CAHSS faculty member. A student may have one or more outside members on the committee if methodological or a substantive topical issue make such membership advisable and is approved by the dissertation chair. All members who are not DCRS faculty must have an earned doctorate degree and must provide copies of their credentials to the department. Dissertation committee members may not be from among the student's family members or personal friends, nor have graduated from CAHSS within the past three academic years.

Prior to the end of CARD 7901, students must select their dissertation chair and complete the appropriate form, which is available online on the DCRS Students Resources page.

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### REGISTERING FOR DISSERTATION

Students are required to complete 12 credits of dissertation. Dissertation students register for three credits per term, beginning with CARD 7901, the Dissertation Preparation course and continuing with CARD 7900 Dissertation courses. If a student is still in progress after 12 credits, the student registers for 1 credit per term until they complete and successfully defend their dissertation, turn in their final document to the department, and register their dissertation simultaneously with the library and ProQuest, UMI. Such registration after final defense shall if needed, only be for one additional term subject to such exceptions as are provided for by law. If the student fails to complete the requirements within the additional term, the student will be automatically withdrawn from the program. If a student receives a NP (No Progress) grade while registered for Dissertation, that term will not count toward the required 12 credits of dissertation. If, for some reason, the student cannot continue working on their dissertation, they must apply in writing for a Leave of Absence. If they request a leave for longer than a term, it may not be possible, upon their return, to continue with their original dissertation chair.

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## DISSERTATION PROPOSAL

The dissertation proposal will be defended by the doctoral candidate before his/her full dissertation committee. All committee members must agree that the proposal is ready for defense before the defense can be scheduled. Proposal defenses may be performed using any appropriate and relevant technology, depending on the location of committee members, and the student. The student is permitted to defend his/her proposal in person, or via telephone or video conferencing. Please see the Dissertation Proposal Guidelines and related forms on the DCRS Students Resources page: <https://cahss.nova.edu/departments/crs/resources>.

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## FINAL DISSERTATION

Final dissertation defenses may take place during each of the three academic terms. The final day a student may hold the final dissertation defense within each term is the Friday two calendar weeks before the last day of the term. In order to take part in the June commencement ceremony, a student must have their final dissertation defense notice sent out by May 1.

After the student has passed the final defense and completed all required revisions to the satisfaction of the dissertation chair, the student must submit the document to the Program Director for a format review. Upon passing the format review, the student will be provided with information regarding how to submit the dissertation to the library and ProQuest. Prior to degree conferral, the student must submit one pdf file of the final dissertation, which must include the signed approval page. Students should refer to the Dissertation Guidelines on the DCRS Students Resources page: <https://cahss.nova.edu/departments/crs/resources> for detailed information.

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## SUMMARY

The Ph.D. in Conflict Analysis and Resolution can be completed with the maximum time frame of 7 years. If a student has not graduated once she/he has reached the 7-year mark, the student must apply for an extension and receive approval from the Program Director. Approval from the Program Director must be obtained for each subsequent extension until the 10-year mark has been reached subject to such exceptions as are provided for by law. Once a student has passed the 10-year mark, she/he will be automatically dismissed from the program. Once students begin their dissertation, they are considered full-time when registered for at least three credit hours per term. After taking 12 credit hours of dissertation, students may enroll in one dissertation credit hour per term and still be considered full time in the program. Students must continually be enrolled to remain active in the program. If a student cannot take classes due to unforeseen circumstances, she/he must apply for a Leave of Absence before the end of the semester in which they are in status. Students can request a

Leave of Absence for no more than three terms. Obtaining a Leave of Absence does not extend the time a student has to complete the program.

A student who has not registered for more than 3 consecutive terms is considered withdrawn from the program and must reapply to request readmission to the program. If approved for readmission, the student must be continually registered to remain in good standing in the program. The total time in the program is not extended by the absence without leave.

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## GRADUATION REQUIREMENTS/ DEGREE COMPLETION

Students must comply with the following requirements in order to graduate with their Ph.D. in Conflict Analysis and Resolution:

- Earn a minimum of 76 credit hours
- Pass all course work with 3.5. cumulative GPA or above
- No grade lower than a “C-” is permitted; only one “C” grade (C+, C, C-) is permitted.
- Successfully defend dissertation
- Complete the final version of the dissertation and submit it to the Alvin Sherman Library and ProQuest
- Apply for and receive degree conferral
- Complete all requirements above within the stated time limit of the program

## M.S. IN CONFLICT ANALYSIS AND RESOLUTION

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### PROGRAM DESCRIPTION

The M.S. in Conflict Analysis and Resolution is designed to train reflective professionals in the practice, design, and evaluation of a variety of conflict resolution applications. The M.S. program focuses on pragmatic approaches to solving problems inherent in human social relations. Students are exposed to a wide array of techniques and strategies to help people achieve improve relations and resolve conflicts that arise in many personal, professional, organizational, and social environments. The M.S. program consists of a 12 course (36 credits) sequence that includes conflict resolution theory, practice skills, field placement, research design, and program evaluation.

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### PROGRAM FORMATS

The M.S. program is offered in both residential and distance learning formats. These flexible formats allow mid-career working adults and those unable to attend the on-campus program, to study conflict resolution in a creative, rigorous, and structured fashion.

Students may enroll full or part time, taking three to nine credit hours per term. Students who attend full-time can expect to complete the program in 15 months. Part-time students will complete the program in 2 years. Maximum enrollment time is five (5) years. Summer attendance is mandatory.

Students taking online classes are required to attend two Residential Institutes (RI) per academic year. Each RI is 5 days. Currently the RIs are held in February and September or October. Please visit <https://cahss.nova.edu/ri/index.html> for current information.

## STUDENT ADVISING

A student who wishes to seek advising regarding course selection or his/her degree plan should consult with the program administrators.

## DEGREE PLANS

Below is a sample of a degree plan for a student who begins their studies in the Fall term. Degree plans will be modified based on a student's enrollment date and pace of study. (See departmental webpage for additional degree plans). Capstone and Practicum are taken in the final term.

### **Degree Plan: 36 credits hours (For students who entered the program Fall 2016 and on)**

Year	Fall (August)	Winter (January)	Summer (May)
<b>Year 1</b>	<p><b>CARM 5040:</b> Communication Dynamics in Dispute Resolution: The Human Factor</p> <p><b>CARM 6120:</b> Culture and Conflict: Cross-cultural Perspectives</p> <p><b>CARM 6140:</b> Facilitation Theory and Practice (<b>on campus</b>)</p>	<p><b>CARM 5000:</b> Foundations and Development of Conflict Resolution and Peace Studies</p> <p><b>CARM 5140:</b> Negotiation Theory and Practice</p> <p><b>CARM 5200:</b> Research Design and Program Evaluation</p>	<p><b>CARM 6150:</b> Professional Practice and Ethics</p> <p><b>CARM 66__:</b> Elective</p> <p><b>CARM 66__:</b> Elective</p>
<b>Year 2</b>	<p><b>CARM 5100:</b> Mediation Theory and Practice</p> <p><b>CARM 6130:</b> Practicum I: Supervised Field Experience</p> <p><b>CARM 6450:</b> M.S. Capstone</p>		<b>Graduation and Celebration</b>

## PROGRAM SPECIFICS

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### PRACTICUM

The practicum experience is designed to provide students with an experiential opportunity to utilize conflict resolution methodology and theory within a diversity of professional settings. Students will have the opportunity to apply theoretical concepts within a practical framework.

To complete the M.S. in Conflict Analysis and Resolution, students must complete Practicum I, including the accrual of at least 65 hours of practicum. Students may elect to complete Practicum II as an elective. Students are responsible for documenting practicum hours and must have these hours verified and signed by an on-site supervisor.

Practicum provides a community placement for the student to develop and refine practitioner skills. Using the Practicum experience, students have the opportunity to apply theoretical concepts within a practical framework under the supervision of an on-site supervisor.

Please consult the Academic Program Coordinator and Practicum Professor for detailed information. During each term and at every Residential Institute, one or more Practicum Advising sessions are scheduled. Students who have not yet registered for practicum courses are encouraged to attend one or more sessions. Students may also seek individual in-person or telephonic appointments with the Academic Program Coordinator for assistance with practicum placements.

For the Practicum Handbook and forms please visit the DCRS Student Resources website: <https://cahss.nova.edu/departments/crs/resources/index.html>

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### WRITING ASSESSMENT AND REQUIREMENT

Master's students will undergo a writing assessment during the first fall term in the program. If students are found to be in need of skill building, the student will be required to pass a graduate level writing course (such as CARM 6620 Academic Writing or a comparable class). This course will count as an elective.

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### MASTER'S THESIS OPTION

A student may write a research thesis. The thesis is 6 credits and counts as two electives. Instead of the electives offered in the fall and winter terms of the second year, thesis students register for master's thesis. Entrance into the thesis track is not automatic; students must meet eligibility requirements. Please contact the department for further details.



## GRADUATE CERTIFICATE IN ADVANCED CONFLICT RESOLUTION PRACTICE

The Graduate Certificate in Advanced Conflict Resolution Practice offers students the fundamentals of applied conflict resolution and advanced training in the conflict resolution skill set. It is intended to meet the needs of those individuals who seek more expertise in conflict resolution and are mainly interested in becoming practitioners in the field. It may also be appropriate for professionals who have already earned a graduate degree in their professional area, but who would benefit from academic study of applications of conflict analysis and resolution in their current profession.

The Graduate Certificate consists of five courses (15 credits), which include conflict resolution theory and practice skills. Students who decide to continue their studies in conflict resolution may apply 12 of these credit hours toward the M.S. or the Ph.D. program in Conflict Analysis and Resolution, if accepted to the program.

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

Students may enroll full or part time, taking three to nine credit hours per term. Students who attend full-time can expect to complete the program in 2 terms. Part-time students will complete the program in 3 terms. Maximum enrollment time is two (2) years.

## DEGREE PLANS

Below is a sample of a degree plan for a student who begins their studies in the Fall term. Degree plans will be modified based on a student's enrollment date and pace of study.

**Degree Plan: 15 credits hours**

	Fall (August)	Winter (January)	Summer (May)
<b>Year 1</b>	CARM 5040: Human Factors  CARM 6140: Facilitation Theory and Practice	CARM 5100: Mediation Theory and Practice  CARM 5140: Negotiation	CARM 6000: Organizational Conflict: Theory and Practice  <b>Graduation and Celebration</b>

## GRADUATE CERTIFICATE IN PEACE STUDIES

The Graduate Certificate Program in Peace Studies offers interdisciplinary graduate studies for life-long learners who want to become familiar and skilled in the discourse of peace studies. This program offers an opportunity to gain a broad understanding of various aspects of peace building and conflict resolution skills. Areas of study include the history and theory of international and domestic conflict; the political, economic, cultural, and social roots of such conflict; the causes and conduct of warfare; violence prevention; and global institutions for the resolution of conflict.

The Graduate Certificate Program in Peace Studies seeks to: 1) apply an interdisciplinary approach to understanding the field of peace building and peace studies; 2) provide an opportunity for students to engage in significant study and practice within the field; and 3) prepare students for professional positions in the fields of peacemaking and peace studies. The Peace Studies program focuses on a broad range community and global issues including social oppression, economic exploitation, peace keeping, peacemaking, peace building, peace education, civil rights, conflict resolution, violence prevention and intervention, social justice, social change and community advocacy, to name a few. The programs in Peace Studies serve as an academic catalyst for applied research, theoretical development, and the use of culturally informed methods for transforming oppressive situations. Students are trained to identify, assess, and create interventions that respond to the desire for justice and peace.

The Graduate Certificate in Peace Studies is appropriate for those who seek graduate training in peace studies as well as those who have already earned a degree in their professional field but would benefit from academic training in the applications of peace studies to their current professions. The Graduate Certificate program collaborates closely with our sister programs in Conflict Analysis and Resolution and Family Therapy.

The Graduate Certificate is a 15-credit program. Students can tailor the Graduate Certificate to their interests. The program is offered in both residential and distance learning formats. These flexible formats allow mid-career working adults and those unable to attend the on-campus program, to study in a creative, rigorous, and structured fashion. Students enrolled in the online program participate in Residential Institutes on the main campus twice per year, as well as online Web-based courses.

Students may enroll full or part time, taking three to nine credit hours per term. Students who attend full-time can expect to complete the program in 2 terms. Part-time students will complete the program in 3 terms.–Maximum enrollment time is two (2) years.

**DEGREE PLAN: 15 CREDITS HOURS**

Below is a sample of a degree plan for a student who begins their studies in the Fall term. Degree plans will be modified based on a student’s enrollment date and pace of study. To complete the requirements for the Graduate Certificate in Peace Studies, students must take 6 credits of electives (2 courses) approved by the department as Peace Studies curriculum.

**GRADUATE CERTIFICATE IN PEACE STUDIES DEGREE PLAN**

	<b>Fall (August)</b>	<b>Winter (January)</b>	<b>Summer (May)</b>
<b>Year 1</b>	CARM 5000: Foundations and Development of Conflict Resolution  CARM 6663: Introduction to Peace Studies  CARM 6170: Violence Prevention and Intervention	Elective #1  Elective #2	<b>Graduation and Celebration</b>

**GRADUATE CERTIFICATE IN QUALITATIVE RESEARCH**

The Graduate Certificate in Qualitative Research (QRGP) is offered through the Department of Conflict Resolution studies (DCRS). It consists of six three-credit hour online courses (18 credit hours) designed to prepare academics, professional research consultants, and graduate students to understand a variety of qualitative research approaches and to conduct qualitative research studies. Our certificate students will (a) gain insight into the philosophical and theoretical foundations of qualitative research; (b) distinguish and critique qualitative research approaches and products; and (c) apply best practices in qualitative research to design, propose, conduct, and compose qualitative research of their own.

Students may take three to six credit hours per term. Students can expect to complete the QRGP in one to two years depending on their pace of study.

DEGREE PLANS

A sample degree plan for a student who begins their studies in the fall term and enrolls in 2 courses per term can be found on the website at:

<https://cahss.nova.edu/departments/ms/graduate/qualitativeresearch/curriculum.html>

Degree plans will be modified based on a student’s enrollment date and pace of study.

Fall (August)	Winter (January)	Summer (May)
QRGP 6300: Foundations of Qualitative Research	QRGP 6301: Qualitative Data Collection	QRGP 6305: Qualitative Research Design
QRGP 6302: Qualitative Data Analysis I	QRGP 6303: Qualitative Data Analysis II	Elective

ABOUT OUR DUAL DEGREE PROGRAM

M.S. IN CONFLICT ANALYSIS AND RESOLUTION/J.D.

OR

PH.D. IN CONFLICT ANALYSIS AND RESOLUTION/J.D.

The Department of Conflict Resolution Studies will accept credits from the J.D. program offered through the Shepard Broad Law Center at NSU and apply them towards the M.S. or Ph.D. in Conflict Analysis and Resolution. The M.S. in Conflict Analysis and Resolution will accept 9 credits from the law program, and the Ph.D. program will accept 6 credits. Students must complete both programs in order to obtain the dual credits. For students in M.S. /J.D. and Ph.D. /J.D. programs only, the transfer of credit will apply toward elective courses.

Students must seek admission independently to both the Department of Conflict Analysis Resolution housed in Halmos College of Arts and Sciences and the Shepard Broad Law Center.

## DEPARTMENT OF HUMANITIES AND POLITICS

The Department of Humanities and Politics in the Halmos College of Arts and Sciences aims to help students develop a better understanding of their world through courses and degrees in academic disciplines focused on domestic and global affairs. Courses explore areas of study such as history, philosophy, legal studies, international studies, 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.

### M.S. IN NATIONAL SECURITY AFFAIRS AND INTERNATIONAL RELATIONS

M.S. in National Security Affairs and International Relations (NSAIR) in the Department of Humanities and Politics is designed to provide students with theoretical, research, and applied skills in the emerging academic field of national security affairs. Students in this program will build a core understanding of critical issues informing the field of national security today, including the assessment and analysis of the threat of terrorism in the U.S. and beyond, and the analysis of intelligence collection. Students will also develop a deep understanding of the international context in which U.S. national security issues are shaped.

The program consists of a core of 7 courses (21 credits). Pedagogically, the program core focuses on building the critical analytical skills graduates need to succeed professionally and academically in the field of national security affairs. The ability to critically analyze intelligence information and global security issues, interpret historical and contemporary issues informing the field, and perform textual analyses, defines the program core's most important learning outcomes.

Following completion of the program core, students must complete 15 credits of coursework from the list of available electives. The majority of the elective offerings were developed specifically for the national security and international relations program, with a small number drawn from closely related fields. The elective list contains both courses that emphasize domestic security and courses that have a broader international focus, resulting in sufficient breadth of subject matter to allow students to tailor their choices around particular academic or professional interests.

Students interested in Cybersecurity can choose to take a specific concentration in this area. Students who choose this option must complete 9 credits from the Cybersecurity concentration and 6 credits from the elective list. Before choosing this option, students must secure permission from the Department of Humanities and Politics. After a consultation, it will be determined whether the student can enter the Cybersecurity concentration or if additional

foundation courses will be required in order to enter and successfully complete the concentration.

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#### PROGRAM LEARNING OUTCOMES

- Evaluate the domestic and international implications of U.S. national security policy
- Analyze critical historical and contemporary issues in U.S. national security
- Apply theoretical approaches to understanding U.S foreign policy, international relations, global institutions, and the practices of foreign powers

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#### CURRICULUM

##### Core (21 hours)

Course Number	Course Name
NSAM 5001	Current Issues in National Security
NSAM 5003	National Intelligence Collection and Analysis: Theory and Practice
NSAM 5004	Border Protection and Military Issues
NSAM 5005	Research and Evaluation in National Security Affairs
NSAM 5010	US Foreign Policy and National Security
NSAM 5014	Ethical Issues in National Security
NSAM 5015	International Relations: Theory & Practice

##### Electives (15 hours)

Course Number	Course Name
NSAM 5002	Terrorists and Terrorism: Theory and Practice
NSAM 5016	Civil Liberties and National Security
NSAM 5020	International Law and Institutions
NSAM 5030	American Government and Domestic Security
NSAM 5040	Cyber Conflict and Statecraft
DEM 5090	Weapons of Mass Threat and Communicable Diseases
MHS 5314	Bioterrorism and Weapons of Mass Destruction
NSAM 5502	Directed Readings in National Security Affairs
NSAM 5650	Economic Statecraft in National Security Affairs
NSAM 6130	Practicum/Internship
NSAM 6690	Special Topics in National Security Affairs and International Relations
NSAM 6700	Directed Thesis in National Security Affairs and International Relations (6 credits)

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### OPTIONAL CYBERSECURITY CONCENTRATION

Students who choose to take this option must complete 9 credits from this list in addition to 6 credits from the elective list.

Course Number	Course Name
ISEC 615	Fundamentals of Cybersecurity
ISEC 620	Applied Cryptography
ISEC 640	Database Security
ISEC 650	Computer and Network Forensics
ISEC 660	Advanced Network Security
ISEC 690	Information Security Project

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### PROGRAM FORMATS

The NSAIR program aims at convenience and accommodation by utilizing the online and campus-based course delivery formats. We know many of our students are already engaged in work in the field of national security and this may preclude them from participating in residential classes. Therefore, the program is designed in two modalities: online or hybrid format. Students applying to the hybrid M.S. in National Security Affairs and International Relations must register for a minimum of 3 credits of campus-based coursework each fall and winter.

NSAIR students are not required to attend Residential Institutes (RI) on the Fort Lauderdale campus. However, they are encouraged to attend and participate in the event. Currently the RIs are held in February and late September/October. Please visit [cahss.nova.edu/ri/index.html](http://cahss.nova.edu/ri/index.html) for current information.

Students may enroll full or part time, taking six to nine credit hours per term. Students who enroll in nine credits per term may complete the program in four terms. Part-time students can complete the program in 2 years. Unless requesting a Leave of Absence, all students must register for three terms per year.

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### DEGREE PLANS AND STUDENT ADVISING

in the NSAIR program it is essential for a student to seek advice regarding course selection and their degree plan. They are expected to keep in periodic contact with the department chair or director of graduate programs, as well as the staff of the department. Students in the NSAIR program work closely with the department in designing appropriate individual degree plans for the successful completion of the program. Degree plans are designed and modified based on a student's enrollment date, pace of study and the scheduling of specific courses. Most courses are offered on a regular rotation, although some elective offerings may be more intermittent.

Therefore, it is essential that students work closely with the department in the design and maintenance of their individual degree plans.

Students who anticipate receiving veteran's benefits should consult with the NSU Veteran Benefit Administrator. Information may be found at:

<http://www.nova.edu/financialaid/veterans/index.html>.

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## PRACTICUM/INTERNSHIP

Practicum/Internship is not required in the NSAIR program but may be selected as an elective. The Department is available for assistance and advising regarding practicum/internship. It is taken as a class and students select a field site or professional setting to work in during the same term as the class. It is recommended students interested in exploring this option consult with the department chair or director of graduate programs early in their course of study.

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## EXAMINATIONS, EVALUATIONS, AND THESIS OPTION

in addition to successfully completing all course work, students must EITHER a) pass a comprehensive examination to be administered by the National Security Affairs and International Relations Program; or b) complete a 6 credit, directed thesis option.

When a student has completed all coursework, has maintained a minimum of 3.0 GPA with no "incomplete" grades, and is a "student in good standing" with no disciplinary actions pending or disciplinary tasks to complete, the student will be eligible to take the comprehensive examination. Alternatively, when a student has completed all other coursework in the program, has maintained a minimum of 3.0 GPA with no "incomplete" grades, and is a "student in good standing" with no disciplinary actions pending or disciplinary tasks to complete, the student will be eligible to begin the directed thesis option.

The comprehensive exam is an assessment of the student's ability to integrate the knowledge and skills gained through course work and is designed to test the student's written ability to critically analyze and apply course-based knowledge to a range of issues. The comprehensive exam will be administered in two parts. Part one will focus on historical and theoretical knowledge acquired through course work, while part two will test student's ability to apply knowledge and skills acquired through course work to hypothetical security situations. The comprehensive exam will be scored like all major assignments in the program, using a rubric and assessing students' competencies in regard to program outcomes. Students must receive a grade of 70% or higher to pass the comprehensive exam. The comprehensive exam is a graduation requirement. Students who score below 70% on this requirement must retake the comprehensive exam. The comprehensive exam can be taken a maximum of three times.



Students who cannot pass it in three attempts will not graduate. The comprehensive exam is offered three times a year: in January, May, and August/September. Faculty members are assigned to review the answers. Students are assigned an examination number. Thus, faculty members do not know whose answers they are reviewing. In order to fail a question, two faculty reviewers must award a failing grade.

The directed thesis serves as a capstone on the student's experience in the National Security Affairs and International Relations program. As such preparation for this course began on day one of the student's course of study in the program. The theories, research methods and analytical skills, and substantive knowledge acquired by the student through the master's curriculum provide the foundation upon which this thesis project is built. Working under the direction of a designated faculty member in the program students will be responsible for developing and planning an innovative project, crafting a viable thesis, engaging in research using appropriate primary and secondary resource material, and executing a polished work of analysis that contributes to knowledge in the field. In addition to submitting a written thesis, students are required to offer an oral defense of their project. Subject to departmental approval, students may choose to undertake the directed thesis as two, three credit options spread out over two consecutive terms, or as a single six credit option taken in one term.

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## GRADUATION REQUIREMENTS

In order to be eligible for conferral of degree, NSAIR students must have completed all coursework and either passed the comprehensive examination or successfully completed the thesis option. In addition, they must have at least a 3.0 GPA with no "incomplete" grades and must be a "student in good standing" with no disciplinary actions pending or disciplinary tasks to complete. NSAIR students may participate in the June graduation ceremonies if they have completed all coursework and taken their comprehensive examination or completed their directed thesis even if they have not yet received their grade for the exam or the thesis. Students must complete all coursework and pass the comprehensive exam or successfully complete a 6-credit thesis within 5 years of starting the program.

## GRADUATE CERTIFICATE IN NATIONAL SECURITY AFFAIRS AND INTERNATIONAL RELATIONS

The certificate program is designed for professionals in the field seeking career advancement, those who aspire to enter the field, individuals in related professions, and those retired from the military and government seeking consulting and other positions. Examples of potential students include personnel in the military, federal, state, and local governments, law enforcement, corporations, and academia, as well as recent college graduates. For students

with a graduate degree or pursuing a graduate degree in another field, this would be a valuable complement to their existing program.

The program focuses on building the critical analytical skills graduates need to succeed professionally in the field of national security affairs. The ability to critically analyze intelligence information, historical and contemporary issues informing the field, and to perform textual analyses, defines the program core's most important learning outcomes.

The Graduate Certificate in National Security Affairs and International Relations is a 15-credit hour program. Students will complete any five of the six core courses in the M.S. in National Security Affairs and International Relations. Students who are in good standing in the NSAIR certificate program may speak with the department about the MS program.

The program is designed to be completed entirely online; however, there are few of the courses that maybe offered in the residential format and students may select those sections as appropriate.

#### **Cores (Choose 4 courses – 12 credits)**

<b>Course Number</b>	<b>Course Name</b>	<b>Credit Hours</b>
NSAM 5001	Current Issues in National Security	3
NSAM 5003	National Intelligence Collection	3
NSAM 5004	Border Protection & Military Issues	3
NSAM 5010	U.S. Foreign Policy and National Security	3
NSAM 5014	Ethical Issues in National Security	3
NSAM 5015	International Relations: Theory & Practice	3

#### **Electives (Choose 1 course – 3 credits)**

<b>Course Number</b>	<b>Course Name</b>	<b>Credit Hour</b>
NSAM 5002	Terrorists and Terrorism: Theory and Practice	3
NSAM 5015	Civil Liberties and National Security	3
NSAM 5020	International Law and Institutions	3
NSAM 5030	American Government and Domestic Security	3
NSAM 5040	Cyber Conflict and Statecraft	3
DEM 5090	Weapons of Mass Threat and Communicable Diseases	3
MHS 5314	Bioterrorism and Weapons of Mass Destruction	3
NSAM 5502	Directed Readings in National Security Affairs	3
NSAM 5650	Economic Statecraft in National Security Affairs	3
NSAM 6130	Practicum/Internship	3
NSAM 6690	Special Topics in National Security Affairs and International Relations	3
NSAM 6700	Directed Thesis in National Security	3

## DEPARTMENT OF MARINE AND ENVIRONMENTAL SCIENCES

### PH.D. IN OCEANOGRAPHY/MARINE BIOLOGY

The Ph.D. degree consists of upper-level course work and original research on a selected topic of importance in the ocean sciences. Courses consist of required general core courses (which can be transferred in from qualified M.S. courses) elective courses, as well as tutorial studies with the major professor. This Ph.D. program is informally divided into physical oceanography and marine biology.

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#### A SUCCESSFUL RECIPIENT OF THE PH.D. IS EXPECTED TO:

- Understand basic marine biological, chemical, geological, and physical processes to a level sufficient to communicate and collaborate with experts in those sub-disciplines; and to be able to apply this knowledge to issues in research and resource management
- Apply the scientific method to define, investigate, and evaluate hypotheses in at least one of these sub-disciplines
- Conduct (as guided by, and to the satisfaction of, the doctoral committee and HCAS faculty) advanced, original, and independent research that adds to the body of oceanographic knowledge in one or more of the sub-discipline areas
- Communicate scientific results and conclusions clearly and logically in a written dissertation and in scientific presentations and publications

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#### PH.D. COURSE AND TIME REQUIREMENTS

The Ph.D. degree requires a minimum of 90 credits beyond the baccalaureate. At least 42 credits must consist of upper-level course work. At least 24 credits must consist of dissertation research. The student may not register for research credits until after successfully defending the dissertation proposal. After faculty acceptance of the dissertation proposal, the student must register for a minimum of three research credits per term until completion of the degree.

As part of the core curriculum, Ph.D. students must also complete a 0-credit/0-cost seminar series to graduate and are required to attend a minimum of eight seminars. Students can also fulfill this requirement online using Canvas and SharkMedia if they are unable to attend in person.

Students are expected to complete degrees within 5 years of full-time study, and within 9 years in the case of part-time students. A minimum of 3 years enrollment in the Ph.D. program is required.

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## SEMINAR REQUIREMENT – DEPARTMENT OF MARINE & ENVIRONMENTAL SCIENCES

As part of the curriculum for the Department of Marine and Environmental Sciences, students in the Ph.D. and M.S. in Marine Science programs are required to attend a minimum of eight seminars for this 0-credit/0-cost seminar series before they graduate. Research and defense seminars count towards this number. Students can also fulfill this requirement online using Canvas and SharkMedia if they are unable to attend in person.

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## REPORT OF PROGRESS – CAPSTONE/THESIS/DISSERTATION

The report of progress is required from each student registered for thesis, capstone, DIS, or dissertation credits by the end of each term of registration before a grade is issued. The completed report is turned into the Program office by the student's advisor. *Not submitting the Report of Progress prior to the end of term will result in failing the thesis, capstone, or Directed Independent Study (DIS) credits for that term.*

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## REQUIREMENTS FOR REPORT OF PROGRESS

The report of progress is a summary of all the research work completed in the current term. The form can be found online at [cnso.nova.edu/forms/report-of-progress.pdf](https://cnso.nova.edu/forms/report-of-progress.pdf).

- Only for students currently registered for following courses need to submit the report:
  - Ph.D. Candidates
    - Directed Study
    - Dissertation
- Report of Progress is due at the end of term. Defending students do not need to submit the report.
- The form must be submitted to the student's major professor for signature and comments. The report must include the following:
  - Student's name and date
  - A brief narrative of synopsis of the work completed since the last report (for example, details of experiments conducted, and literature reviewed)
  - Target date for thesis/capstone completion
  - Estimate of time spent on thesis/capstone work for the term
  - A list of problems experienced (if any)
  - Major Professor's comments
  - Major Professor's signature
- **Failure to turn in a report of progress is an automatic F for the term.**

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## DISSERTATION/CAPSTONE/THESIS FINAL PAPER STRUCTURE

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### DISSERTATION STRUCTURE

The dissertation structure is up to the Ph.D. candidate's committee. However, it must contain the following:

<b>Dissertation Style</b>
<b>Title page</b>
<b>Table of Contents (detailed outline, using outline headings in text, same format)</b>
<b>References</b>

### MASTER OF PROFESSIONAL SCIENCE IN ENVIRONMENTAL SCIENCES (M.P.S.)

The M.P.S. in Environmental Sciences is a 30-credit program which provides beside a solid background in environmental science as well as practical and managerial skills that are required to solve problems and advance in the professional field surrounding environmental issues. The M.P.S. is designed to provide professionals with a solid graduate level education, delivered in an attractive and time-efficient manner. The curriculum consists of related subject matter courses and does not require a thesis or capstone paper.

The M.P.S. consists of a core of courses that provide highly relevant baseline knowledge of the marine and environmental sciences. Specialty courses are provided that are relevant to the core fields. This degree provides the graduate with the practical skills to formulate, abstract, analyze and solve problems typically encountered by marine and environmental scientists, educators, government officials, engineers, and other professionals. A graduate will be prepared to enter the marketplace and be able to pursue a career in science, education, industry, or business.

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### CONCENTRATIONS

The M.P.S. consists of four concentrations: marine biology, coastal zone management, environmental science, and computational molecular biology. Students may choose one concentration.

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### MARINE BIOLOGY

The concentration in Marine Biology provides excellent education focusing on marine biology, including quality teaching, training in practical and professionally relevant skills, training and legal and business skills, and exposure different subfields of marine biology and the neighboring sciences. The degree provides students with a practical education in marine biology that will increase their employment opportunities.

## LEARNING OUTCOMES

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- Effective and professional communication skills in verbal and writing form as demonstrated in presentations throughout the curriculum.
- Demonstrated understanding of the scientific method and techniques for experimental design and data analysis specific to the marine sciences.
- Demonstrated general knowledge in ecological, geological, chemical, and biological concepts as they relate to the marine environment.
- Demonstrated general knowledge of the natural and human-driven problems currently, and anticipated to, impact the environment.
- Demonstrated practical, hands-on skills for use in a laboratory or general technical biology setting.

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## ENVIRONMENTAL SCIENCE

The concentration in Environmental Science provides an excellent education focusing on issues in the broad environmental sciences. These include quality teaching, with training in both practical and applicable skills (such as pertain to understanding the environment), legal, and business skills in several different subfields of environmental science. The degree provides students with a practical education in environmental science that will increase their employment opportunities.

## LEARNING OUTCOMES

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- Effective and professional communication skills in verbal and writing form as demonstrated in presentations throughout the curriculum.
- Demonstrated understanding of the scientific method and techniques for experimental design and data analysis specific to environmental science and its application.
- Demonstrated general knowledge in ecological, geological, chemical, and biological concepts as they relate to the either marine, fresh-water, or terrestrial environment.
- Demonstrated general knowledge of the natural and human-driven problems currently, and anticipated to, impact the environment.
- Demonstrated practical, hands-on skills for use in a laboratory or general technical environmental science setting

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## COASTAL ZONE MANAGEMENT

The concentration in Coastal Zone Management provides an excellent education, including quality teaching, with training in both practical and applicable skills for coastal zone managers. Potential areas of focus include understanding the environment and its legal and business

aspects. Students will be exposed to a variety of practical and professionally relevant aspects of resource management and the degree will increase their employment opportunities.

#### LEARNING OUTCOMES

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- Effective and professional communication skills in verbal and writing form as demonstrated in presentations throughout the curriculum.
- Demonstrated understanding legal, managerial, and technical aspects as related to the coastal environment.
- Demonstrated general knowledge in ecological, geological, chemical, and biological concepts as they relate to the management of coastal marine and estuarine environments.
- Demonstrated general knowledge of the natural and human-driven problems currently, and anticipated to, impact the environment.

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#### COMPUTATIONAL MOLECULAR BIOLOGY

Computational molecular biology brings together computational, statistical, experimental, and technological methods in order to further scientific discovery and develop new analytical tools for molecular biology. This concentration allows students to interpret complex genomic data, manage large caches of genetic sequences, create database management & applications, and develop bioinformatics and data analysis. It is intended that this concentration will students' entry into the genomics industry and workforce. It provides a solid foundation to both genomics and computer science fields, introduce bioinformatics theory, resources, and databases.

#### LEARNING OUTCOMES

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- A scientifically based, credible, holistic, and timely introduction and knowledge of key ecological and socio-environmental issues related to the oceans and coastal zone.
- A forum for sharing national and international perspectives, information and case studies concerning the coastal and marine environment.

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#### CHANGE OF ACADEMIC DEGREE

M.P.S. students who have successfully completed  $\frac{3}{4}$  of M.P.S. coursework (core courses plus three electives) may request to be changed to an M.S. Since the admission requirements are stricter for M.S. programs than for M.P.S., M.P.S. students who wish to be admitted into M.S. Programs will have to demonstrate their academic readiness. To obtain an MS they will have to complete (and pay the respective tuition for) the full MSMS curriculum, as well as be accepted into a professor's laboratory to write a capstone/thesis. The evaluation of the student

applications for an upgrade will depend on the student's grades in the M.P.S. curriculum (GPA >3.0) and a letter from a faculty member accepting to advise the student. Students enrolled in the MSMS may also request to move to the M.P.S. No limits will be imposed on this movement and no minimum limits of completed coursework are required.

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## COURSE REQUIREMENTS

Successful graduation in the MPS requires a minimum of 30 credits. This includes five 3-credit core classes, and a minimum of three 3-credit concentration courses, and up to two 3-credit electives. There is no thesis or capstone required, but a rigorous "writing and calculating throughout the curriculum" policy will be applied.

Course Descriptions may be found within the attached catalog.

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## CORE COURSES

Course Number	Course Name	Credit Hours
MPSE 5010	Biostatistics	3
MPSE 5020	Ecosystems Processes	3
MPSE 5030	Geological Processes	3
MPSE 5040	Environmental Chemistry	3
MPSE 5060	Scientific Communications	3

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## MARINE BIOLOGY CONCENTRATION COURSE REQUIREMENTS

This concentration requires a minimum of 3 3-credit courses out of the following courses as well as 2 3-credit electives from any program electives.

Course Number	Course Name	Credit Hours
MSMS 6001	Marine Physiology	3
MSMS 6002	Coral Reef Ecology	3
MSMS 6003	Deep Sea Biology	3
MSMS 6004	Marine Fisheries	3
MSMS 6005	Invertebrate Zoology	3
MSMS 6006	Taxonomy of Marine Invertebrates	3
MSMS 6007	Marine Mammalogy	3
MSMS 6008	Biology of Sharks & Rays	3
MSMS 6010	Marine Apex Predators	3
MSMS 6011	Marine Avian Ecology	3
MSMS 6012	Corals from the Inside Out	3
MSMS 6014	Marine Larval Ecology	3
MSMS 6016	Ichthyology	3
MSMS 6017	Tropical Fish Biology	3
MSMS 6021	Histology & Ultrastructure	3
MSMS 6022	Methods in Marine Community Ecology	3



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**COASTAL ZONE MANAGEMENT CONCENTRATION COURSE REQUIREMENTS**

This concentration requires a minimum of 3 3-credit courses out of the following courses as well as 2 3-credit electives from any program electives.

Course Number	Course Name	Credit Hours
MSMS 6101	Coastal Policy	3
MSMS 6102	Ocean and Coastal Law	3
MSMS 6103	Invasive Species	3

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**COMPUTATIONAL MOLECULAR BIOLOGY CONCENTRATION COURSE REQUIREMENTS**

This concentration requires a minimum of 4 3-credit courses in concentration plus 1 3-credit elective in any MSMS course.

Course Number*	Course Name	Credit Hours
BCOR 5585	Genomics	3
BMME 8050	Foundations of Programming*	3
BMME 8051	Database Management & Applications*	3
BMME 8053	Introductions to Bioinformatics	3

\*Courses taught by College of Engineering and Computing

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**ENVIRONMENTAL SCIENCE CONCENTRATION COURSE REQUIREMENTS**

This concentration requires a minimum of 3 3-credit courses out of the following courses as well as 2 3-credit electives from any program electives.

Course Number	Course Name	Credit Hours
MSMS 6201	GIS & Environmental Remote Sensing	3
MSMS 6203	Climate Change	3
MSMS 6204	Anthropogenic Impacts in Marine Environments	3
MSMS 6208	Aquaculture	3
MSMS 6209	Biodiversity	3
MSMS 6210	Scientific Method & Experimental Design	3
MSMS 6211	Genomics	3
MSMS 6212	Stable Isotopes in Marine Ecology	3
MSMS 6206	Population Ecology	3
MSMS 6103	Invasive Species	3
MSMS 6213	Coral Reef Biochemistry	3

## M.S. IN MARINE SCIENCE

The goal of the Halmos College of Arts and Sciences' Master of Science in Marine Science is to provide graduates with credible, holistic, and timely scientific skills, and knowledge with regards to key environmental, ecological and socio-environmental issues.

On campus graduate classes are held in both morning and evening format and typically meet one to two times per week, with some meeting three times per week (MWF format) in the Health Studies Concentration. Exceptions are field courses which may entail several days of intensive study or weekend field trips.

The M.S. in Marine Science degree requires a minimum of 36 credits. A student in the Department of Marine and Environmental Sciences (DoMES) will be exposed to a wide variety of special topics with experienced and highly skilled faculty members in our high-end facilities that allow the conduct of advanced research in the area of interest. DoMES provides a balance between field, laboratory, classroom, and online experiences that allow convenient customizing of the curriculum. There are three concentrations: Marine Biology, Marine Environmental Sciences and Coastal Zone Management. Joint concentrations in the M.S. degree in Marine Science can be obtained by taking an additional three concentration-specific elective courses in the second area.

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### A SUCCESSFUL RECIPIENT OF THE M.S. DEGREE IS EXPECTED TO DEMONSTRATE:

- Effective communication skills,
- A full understanding of the scientific method,
- Advanced knowledge of ecological, geological, chemical, and biological concepts as they relate to the environment or study system (organism).
- Advanced knowledge of the natural and human-driven problems currently, and anticipated to, impact the marine environment.
- in-depth knowledge of a specific aspect of their major

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### M.S. DEGREE TIME REQUIREMENTS

The maximum time limit for the completion of the M.S. programs is nine years. M.S. students must petition the program office in writing for an extension of the time limit, which may be granted only under extenuating circumstances.

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### MARINE BIOLOGY CONCENTRATION

This course of study is designed to equip students with a substantial understanding of the nature and ecology of marine life and a solid grounding in the other overlapping areas of marine science. Program flexibility provides preparation for further graduate study, secondary

education career enhancement, or employment in technical research institutions, government agencies, or environmental consulting firms. Applicants should hold a bachelor's degree in biology, oceanography, or a closely related field, including science education.

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### MARINE BIOLOGY LEARNING OUTCOMES

Expected outcomes of the Marine Biology concentration are:

- Effective communication skills
- A full understanding of the scientific method
- Competency in scientific concepts as they relate to marine biota
- Competency in research methods (quantitative, lab, field) as related to marine science
- An understanding of the taxonomy, natural history, and ecology of marine organisms
- in-depth knowledge of a specific aspect of marine biology

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### COASTAL ZONE MANAGEMENT CONCENTRATION

This course of study focuses on contemporary problems and conflicts arising from increased use of coastal areas and emphasizes the evaluation of alternative policy management solutions. It is intended for employees of government and industry seeking career enhancement, as well as for recent college graduates seeking careers in planning and management with government agencies, industries, and other activities depending on or affecting the coastal zone or its resources. The program can also be of value for enhancement of careers in education.

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### COASTAL ZONE MANAGEMENT LEARNING OUTCOMES

Expected outcomes of the Coastal Zone Management concentration are:

- Effective communication skills
- A full understanding of the scientific method
- Competency in ecological, geological, chemical, and biological concepts, as they relate to resource management in the coastal zone
- An understanding of coastal zone processes
- Familiarity with current management problems and approaches to their solution
- in-depth knowledge of a specific aspect of coastal zone management

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### MARINE ENVIRONMENTAL SCIENCES CONCENTRATION

Graduates can find employment in environmentally oriented agencies/organizations and the program is of value for prospective or actual employees of government, industry, or academia

seeking to advance careers in marine-related areas. Applicants are required to have a B.S. degree in the natural sciences.

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### MARINE ENVIRONMENTAL SCIENCES LEARNING OUTCOMES

Expected outcomes of the Marine Environmental Sciences concentration are:

- Effective communication skills
- A full understanding of the scientific method
- A generalized knowledge in scientific concepts as they relate to the marine environment
- Competency in research methods (quantitative, lab, field) as related to marine science
- A generalized knowledge of the natural and human-driven problems currently impacting, and anticipated to impact, the marine environment
- in-depth knowledge of a specific aspect of marine environmental sciences

The following items are required for numerous programs. Information specific to an individual program is found later in this document.

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### SEMINAR REQUIREMENT – DEPARTMENT OF MARINE & ENVIRONMENTAL SCIENCES

As part of the curriculum for the Department of Marine and Environmental Sciences, students in the Ph.D. and M.S. in Marine Science programs are required to attend a minimum of eight seminars for this 0-credit/0-cost seminar series before they graduate. Research and defense seminars count towards this number. Students can also fulfill this requirement online using Canvas and SharkMedia if they are unable to attend in person.

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### REPORT OF PROGRESS – CAPSTONE/THESIS

The report of progress is required from each student registered for thesis, capstone, DIS, or dissertation credits by the end of each term of registration before a grade is issued. The completed report is turned into the Program office by the student's advisor. *Not submitting the Report of Progress prior to the end of term will result in failing the thesis, capstone, or Directed Independent Study (DIS) credits for that term.*

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### REQUIREMENTS FOR REPORT OF PROGRESS

The report of progress is a summary of all the research work completed in the current term. The form can be found online at [cnso.nova.edu/forms/report-of-progress.pdf](https://cnso.nova.edu/forms/report-of-progress.pdf).

*Only for students currently registered for following courses need to submit the report:*

- Directed Independent Study
  - Capstone
  - Thesis
- Report of Progress is due at the end of term. Defending students do not need to submit the report.
  - The form must be submitted to the student's major professor for signature and comments. The report must include the following:
    - Student's name and date
    - A brief narrative of synopsis of the work completed since the last report (for example, details of experiments conducted, and literature reviewed)
    - Target date for thesis/capstone completion
    - Estimate of time spent on thesis/capstone work for the term
    - A list of problems experienced (if any)
    - Major Professor's comments
    - Major Professor's signature
  - **Failure to turn in a report of progress is an automatic F for the term.**

## DISSERTATION/CAPSTONE/THESIS FINAL PAPER STRUCTURE

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### DISSERTATION STRUCTURE

The dissertation structure is up to the Ph.D. candidate's committee. However, it must contain the following:

#### **Dissertation Style**

#### **Title page**

#### **Table of Contents (detailed outline, using outline headings in text, same format)**

#### **References**

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### CAPSTONE STRUCTURE

The capstone should (at minimum) contain the following sections:

#### **Capstone Style**

**Title page**

**Table of Contents (detailed outline, using outline headings in text, same format)**

**Introduction**

**Statement of Purpose or Objectives**

**Methods**

**Results or Review**

**Summary and Conclusions**

**References**

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## THESIS STRUCTURE

The thesis should (at minimum) contain the following sections:

### Thesis Style

**Title page**

**Approval page**

**Abstract**

**Acknowledgments**

**Preface (optional)**

**Table of Contents - (detailed; this serves as the outline and section headers as well)**

The body of the thesis must contain:

### Thesis Body Requirements

**Introduction**

## Statement of Purpose or Objectives

### Methods and Materials

### Results

### Discussion Summary and Conclusions

### References

### Appendices (if applicable)

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## COPYRIGHTS

The directions for each track and the Ph.D. programs are found under their specific curriculum. As part of the online submission process, students will be required to upload the paper into NSU's Institutional Repository, [NSUWorks](#). Please review the copyright statements contained therein before submission. While entering text into the appropriate fields, the student must take note that the email address provided will be the only form of contact for your paper in the event that someone needs to ask for your permission to use or view it. Please use a permanent email address. Embargoes will only be approved for works that are being published in a journal or if a grant stipulates an embargo.

## PH.D. IN OCEANOGRAPHY/MARINE BIOLOGY CURRICULUM

The Ph.D. degree consists of upper-level course work and original research on a selected topic of importance in the ocean sciences. Courses consist of required general core courses as well as tutorial studies with the major professor. With permission of the Department of Marine and Environmental Sciences chair, students may transfer in core classes. Courses

Ph.D. candidates must have at least 42-credits of upper level coursework. These can be tutorials with their major professors or from the roster of M.S. in Marine Science classes found in this catalog.

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## ACADEMIC COURSE APPROVALS

Ph.D. candidates may transfer up to 30 graduate course credits from prior graduate programs in the same discipline as their anticipated Ph.D. Transfer courses must be either reasonable duplicates of courses offered at NSU or clearly in an applicable Ph.D. field of interest. Transfer

acceptability will be decided by the Department Chair, the student's advisors, and the student's dissertation committee.

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## RESEARCH CREDITS

At least 24 credits of the Ph.D. must consist of Dissertation credits (OCGY-8000). The candidate may not register for dissertation credits until after successfully defending the research proposal. Prior to this defense, the student may register for Directed Study credits (OCGY-0799). After faculty acceptance of the research proposal the student must register for a minimum 3 Dissertation credits (OCGY-8000) per term until completion of the degree.

## PH.D. DISSERTATION INFORMATION

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### COMMITTEE

The candidate's Ph.D. Committee consists, at a minimum, of four people, at least three of whom must be Halmos College of Arts and Sciences (HCAS) faculty and one of who must be from outside the HCAS. The committee monitors all phases of the candidate's progress. The committee is formed prior to acceptance or within two terms of admission.

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### PROPOSAL DEFENSE

Before research relevant to the Ph.D. can begin, a candidate must produce a detailed research proposal written under guidance of the major professor and members of the supervising committee.

The dissertation proposal should consist of at least the following elements:

- title of the proposed dissertation
- statement of the problem and hypothesis to be tested
- statement of the significance of the work
- detailed description of the methodology with enough detail that the methodology can be understood without having to consult secondary sources
  - literature should be cited where applicable
  - proper experimental design is very important and will be subject to review and comment by the dissertation committee
- expected results of the research should be provided, and any required funding, facilities, and other equipment/resources should be listed
- references/bibliography



A candidate will defend the proposal in an oral presentation to faculty. A written version must be submitted at least one week beforehand and must be uploaded into NSUWorks for inspection by the faculty if desired. At the oral presentation defense, a candidate will be expected to demonstrate sufficient knowledge about the proposed research project, and to justify the chosen research topic. Presentation will be open only to NSU faculty and Halmos students; a closed session with the student will follow, restricted to the committee and interested faculty. If areas of deficiency are highlighted, a candidate will be notified and will have the opportunity to modify the proposal. The committee may require a second presentation.

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### PROPOSAL SUBMISSION DIRECTIONS

The following is the directions to upload the proposal into NSUWorks:

- Create a new account at [NSUWorks.nova.edu](https://nsuworks.nova.edu). The username and password can be unique from the myNSU Identity.
- Once the account is created, log out of the system. Then visit: [nsuworks.nova.edu/cgi/ir\\_submit.cgi?context=cnsoproposal](https://nsuworks.nova.edu/cgi/ir_submit.cgi?context=cnsoproposal)
- If a committee member is not a member of NSU, please be sure to include their email address with the proposal submission.
- Inform the program office of having successfully submitted the proposal.
  - Committee members will be sent automated emails to go in and approve the proposal.
  - Once the proposal is approved, the student will be notified that they are eligible to register for dissertation credits.

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### QUALIFYING EXAMINATION

Within 6 months to a year after admission, the candidate will complete a qualifying exam before their committee that will determine basic knowledge and deficits to be corrected by coursework. This test is used to tailor the student's curriculum. It is not graded and does not determine final candidacy. The qualifying examination may be taken directly after the proposal defense.

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### COMPREHENSIVE EXAMINATION

The examination consists of written and oral phases. The written exams, taken on completion of formal course work, are administered by the major professor and consist of questions submitted by each committee member. The candidate is allowed a day to answer each member's questions. The entire exam takes at least four days. The candidate is informed of the

results of the written examination within one week of completion. At that time, the committee determines if the answers to the written portion warrant further examination, in which case an oral exam is scheduled. The student normally takes the oral examination within two weeks of this notification.

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#### DISSERTATION DEFENSE

On completion of the dissertation to the major professor's satisfaction, it is formally submitted to the other committee members. It is the responsibility of the candidate to communicate a defense date with all committee members before a reservation request. Prior to the reservation request, the dissertation must be approved by all committee members and the department chair. **No defenses will be held in between semesters.**

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#### SUBMISSION CRITERIA

- The dissertation must be at least 90% complete.
- The paper must be uploaded at least two weeks prior to your desired defense date.
- Defense times are between 9:30am - 3:00pm.

---

#### DIRECTIONS FOR SUBMITTING PAPER FOR DEFENSE

- Log into [NSUWorks.nova.edu](https://NSUWorks.nova.edu) using the same account as for the proposal submission using this link: [nsuworks.nova.edu/cgi/ir\\_submit.cgi?context=cnsso\\_defense](https://nsuworks.nova.edu/cgi/ir_submit.cgi?context=cnsso_defense)
- If a committee member is not a member of NSU, please be sure to include their email address with the proposal submission.
- Inform the program office of having successfully submitted the defensible paper. Once approved, the candidate will be notified by email. This email will include the next steps in setting up the defense.
- The committee members will need to create an account in NSUWorks in order to approve the defense.

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#### FINAL SUBMISSION OF DISSERTATION

Information for final submission can be found through the Oceanographic Campus Library at [nsufl.libguides.com/oclsubmissionguide](https://nsufl.libguides.com/oclsubmissionguide).

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#### DISSERTATION BINDING REQUIREMENTS

*Printed copies are no longer required.*

- **SUBMISSION:** Submit final manuscript for review & approval online via the NSUWorks portal: [nsuworks.nova.edu/occ\\_stueta/](https://nsuworks.nova.edu/occ_stueta/)
- Please note: All Dissertation signature pages are submitted electronically by committee members in the NSUWorks online ETD submission system, which will create a digital signature page for your work.

Candidates must submit their final dissertation to [ProQuest](#). This service is free to students. Please speak to a librarian if you need assistance with this step.

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#### FORMATTING OF PAPER

Margins	<b>All margins = 1 inch</b>
Font	Times New Roman
Font Size	12 Point Font
Spacing	1.5 spaced, except for:
	<ul style="list-style-type: none"> <li>• Abstract should be single spaced.</li> </ul>
	<ul style="list-style-type: none"> <li>• Figure &amp; Table captions should be single spaced (The caption for a figure appears below the graphic; for a table, above).</li> </ul>
	<ul style="list-style-type: none"> <li>• References should be single spaced with a hard enter between each citation or a layout space between each one.</li> </ul>
Citation and Writing Style	<ul style="list-style-type: none"> <li>• Chicago Manual of Style</li> <li>• Another style may be chosen but is at the discretion of your committee.</li> </ul>

#### M.S. IN MARINE SCIENCE CURRICULUM

The M.S. in Marine Sciences allows three concentrations. As a joint option, students may combine two concentrations. The M.S. in Marine Science degree requires a minimum of 36 total credits, consisting of 18 credits of core/required courses, 12 credits of electives in the concentration, and a minimum of 6 capstone or thesis credits.

Course requirements are the same for thesis and capstone tracks. Students may switch from the capstone to the thesis track with support of an HCAS faculty member to advise a specific research project.

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**CORE COURSES FOR ALL CONCENTRATIONS**

The following are courses required for all M.S. Marine Science concentrations for a total of 18 credits:

<b>Course Number</b>	<b>Course Name</b>	<b>Credit Hours</b>
<b>MSMS 5010</b>	Biostatistics	3
<b>MSMS 5020</b>	Marine Ecosystems	3
<b>MSMS 5030</b>	Marine Geology	3
<b>MSMS 5040</b>	Marine Chemistry	3
<b>MSMS 5050</b>	Physical Oceanography	3
<b>MSMS 5060</b>	Scientific Communications	3

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**MARINE BIOLOGY CONCENTRATION CURRICULUM**

This concentration is designed to equip students with a substantial understanding of the nature and ecology of marine life and grounding in the other overlapping areas of marine science. Students must choose one course (3 credits) from courses in any of the three concentrations and three courses (9 credits) from the following courses to complete this concentration:

<b>Course Number</b>	<b>Course Name</b>	<b>Credit Hours</b>
<b>MSMS 6001</b>	Marine Physiology	3
<b>MSMS 6002</b>	Coral Reef Ecology	3
<b>MSMS 6003</b>	Deep Sea Biology	3
<b>MSMS 6004</b>	Marine Fisheries	3
<b>MSMS 6005</b>	Invertebrate Zoology	3

<b>MSMS 6006</b>	Taxonomy of Marine Invertebrates	3
<b>MSMS 6007</b>	Marine Mammalogy	3
<b>MSMS 6008</b>	Biology of Sharks & Rays	3
<b>MSMS 6010</b>	Marine Apex Predators	3
<b>MSMS 6011</b>	Marine Avian Ecology	3
<b>MSMS 6012</b>	Corals from the Inside Out	3
<b>MSMS 6014</b>	Marine Larval Ecology	3
<b>MSMS 6016</b>	Ichthyology	3
<b>MSMS 6017</b>	Tropical Fish Biology	3
<b>MSMS 6021</b>	Histology & Ultrastructure	3
<b>MSMS 6022</b>	Methods in Marine Community Ecology	3

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#### COASTAL ZONE MANAGEMENT CURRICULUM

This concentration focuses on contemporary problems and conflicts arising from increased use of coastal areas and emphasizes the evaluation of alternative policy management solutions. It

Students must choose one course (3 credits) from courses in any of the three concentrations and three courses (9 credits) from the following courses to complete this concentration:

<b>Course Number</b>	<b>Course Name</b>	<b>Credit Hours</b>
<b>MSMS 6101</b>	Coastal Policy	3
<b>MSMS 6102</b>	Ocean and Coastal Law	3
<b>MSMS 6103</b>	Invasive Species	3

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**MARINE ENVIRONMENTAL SCIENCES CURRICULUM**

The concentration focuses on marine environmental issues using both science and policy.

Students must choose one course (3 credits) from courses in any of the three concentrations and three courses (9 credits) from the following courses to complete this concentration:

<b>Course Number</b>	<b>Course Name</b>	<b>Credit Hours</b>
<b>MSMS 6201</b>	GIS & Environmental Remote Sensing	3
<b>MSMS 6203</b>	Climate Change	3
<b>MSMS 6204</b>	Anthropogenic Impacts in Marine Environments	3
<b>MSMS 6208</b>	Aquaculture	3
<b>MSMS 6209</b>	Biodiversity	3
<b>MSMS 6210</b>	Scientific Method & Experimental Design	3
<b>MSMS 6211</b>	Genomics	3
<b>MSMS 6212</b>	Stable Isotopes in Marine Ecology	3
<b>MSMS 6213</b>	Coral Reef Biochemistry	3

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**JOINT CONCENTRATION CURRICULUM**

If students are interested in completing the M.S. in Marine Science with a joint concentration, they will be required to take at least three additional, concentration-specific courses (9-credits) in conjunction with the three concentration-specific electives (9-credits) in their primary concentration plus the one open elective (3 credits). For both the capstone and the thesis degree tracks, once the proposal has been accepted, enrollment in the chosen track must continue until completion of the degree.

## M.S. CAPSTONE/THESIS INFORMATION

### PROPOSAL

Before a thesis or capstone can be accepted, a proposal must be submitted to the chosen committee. The major professor and committee member(s) will review the proposal draft. The student may meet and discuss issues with the professor and committee. The committee members make a final decision as to whether the proposal is defensible.

If the proposal is approved, the student can submit their final proposal online through NSUWorks CNSO Proposal Review. From there, the student's committee members must log in and approve of the student's proposal. After receiving approval from all committee members in NSUWorks, the Departmental chair will review the proposal for approval. When the chair approves of the proposal, an email will be automatically generated alerting the student that their proposal has been accepted by the program office.

**Students should not register for capstone/thesis credits until they receive full approval from the program office.** The proposal is a demonstration by the student and the involved faculty that the student is indeed ready to produce a capstone/thesis that will allow graduation according to the standards of HCAS. This forms the basis of an understanding that the faculty involved (including the department chair, who has final signing authority) will allow graduation if the student produces a document with agreed-upon quality and content.

To avoid unpleasant surprises and undue delays to a student's graduation, a proposal is only acceptable once it demonstrates, in all matters, that the student will indeed be able to produce the thesis/capstone and meet the high-quality criteria required by the department. Fairness to student and committee as well as maintenance of academic integrity are the utmost concern here.

A proposal will not be accepted if the style, presentation, and content are not to the quality as would be accepted in the capstone/thesis. This because it may give the student a wrong impression of what is acceptable as a capstone/thesis – leading ultimately to unnecessary delays at submission stage. Therefore, the proposal should be seen as a “mini-capstone/thesis” that is at the same stage the blueprint for the work that will be done in the capstone/thesis.

The program chair must approve the proposal at least two weeks prior to the start of each term. Proposal approval to begin research credits in the Winter semester are urged to submit their proposal before Winter closure to ensure timely review of their submitted work.

## PROPOSAL SUBMISSION DIRECTIONS

The following is the directions to upload the proposal into NSUWorks:

- Create a new account at [NSUWorks.nova.edu](https://NSUWorks.nova.edu). The username and password can be unique from the myNSU Identity.
- Once the account is created, log out of the system. Then visit: [nsuworks.nova.edu/cgi/ir\\_submit.cgi?context=cnso\\_proposal](https://nsuworks.nova.edu/cgi/ir_submit.cgi?context=cnso_proposal)
- If a committee member is not a member of NSU, please be sure to include their email address with the proposal submission.
- Inform the program office of having successfully submitted the proposal.
  - Committee members will be sent automated emails to go in and approve the proposal.
  - Once the proposal is approved, the student will be notified that they are eligible to register for capstone/thesis credits.

On completion of the capstone/thesis to the major professor's satisfaction, it is formally submitted to the other committee members. It is the responsibility of the candidate to communicate a defense date with all committee members before a reservation request. Prior to the reservation request, the dissertation must be approved by all committee members and the department chair. **No defenses will be held in between semesters.**

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## SUBMISSION CRITERIA

- The dissertation must be at least 90% complete.
- The paper must be uploaded at least two weeks prior to your desired defense date.
- Defense times are between 9:30am - 3:00pm.

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## DIRECTIONS FOR SUBMITTING PAPER FOR DEFENSE

- Log into [NSUWorks.nova.edu](https://NSUWorks.nova.edu) using the same account as for the proposal submission using this link: [nsuworks.nova.edu/cgi/ir\\_submit.cgi?context=cnso\\_defense](https://nsuworks.nova.edu/cgi/ir_submit.cgi?context=cnso_defense)
- If a committee member is not a member of NSU, please be sure to include their email address with the proposal submission.
- Inform the program office of having successfully submitted the defensible paper. Once approved, the candidate will be notified by email. This email will include the next steps in setting up the defense.
- The committee members will need to create an account in NSUWorks in order to approve the defense.



## M.S. CAPSTONE TRACK INFORMATION

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### DEFINITION OF A CAPSTONE

A capstone is a scientific manuscript, based upon a comprehensive literature search, review, and synthesis of the chosen topic. It is similar to a thesis, inasmuch as data need to be acquired and analyzed within the framework of a scholarly article with the exception that these data can be acquired from the literature. In certain cases, a study subject may not lend itself to quantification. In such a case, the argument for the chosen approach in the proposal must be as clear and convincing as any quantitative argument.

Carrying out a capstone is possible with agreement from a major professor, typically, capstone students find a major professor on their own by approaching faculty in the student's area of interest. Students will be assigned a capstone advisor if they have difficulty finding one. Prior to beginning a capstone and registering for capstone credits, the student must write a proposal which must be approved by the student's major professor, committee, and the Department Chair. The approval process takes place through submission in NSUworks.nova.edu.

Before starting a capstone, students should read some of the completed capstone projects in the library. After choosing a topic, students must check that the subject area is novel and has not been dealt with by a previous capstone. Once the capstone proposal has been approved, M.S. capstone students sequentially register for and complete a minimum of six capstone credits for Marine Science or nine capstone credits for Biological Sciences in each succeeding term until the capstone is complete and has been successfully defended. Sequential registration continues until the capstone is finished. If a student fails to register for any given term without written approval by the Chair, missed credits must be made up before graduation, usually during the next term of registration. It should be noted that while a minimum of six (Marine Science) or nine (Biological Sciences) capstone research credits is required; more than this may be necessary for the completion of M.S. research.

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### COMMITTEE COMPOSITION

Each M.S. student will have an advisory committee. To obtain the maximum benefit, it is to the student's advantage to form this committee early in their program.

The capstone committee will consist of at least two members, one of which must be a faculty member of the Halmos College Natural Sciences and Oceanography. The major professor and at least one other committee member must have the terminal degree in a field relevant to the capstone topic. Other members of the committee must ordinarily have the terminal degree.

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## FINAL SUBMISSION OF CAPSTONE

Information for final submission can be found through the Oceanographic Campus Library at [nsufl.libguides.com/oclsubmissionguide](http://nsufl.libguides.com/oclsubmissionguide).

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## CAPSTONE FINAL PAPER FORMATTING REQUIREMENTS

*Printed copies are no longer required.*

- **SUBMISSION:** Submit final manuscript for review & approval online via the NSUWorks portal: [nsuworks.nova.edu/occ\\_stuetd/](http://nsuworks.nova.edu/occ_stuetd/)
- Please note: All signature pages are submitted electronically by committee members in the NSUWorks online ETD submission system, which will create a digital signature page for your work. Candidates must submit their final thesis to [ProQuest](#). This service is free to students. Please speak to a librarian if you need assistance with this step.

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## PAPER FORMATTING

- Create a title page that follows the format shown in the template available on this page.
- Include keywords - place them after your abstract on the same page (if possible). Keywords should be important terms not included in your title.

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## FORMATTING OF PAPER

Margins	<b>All margins = 1 inch</b>
Font	Times New Roman
Font Size	12 Point Font
Spacing	1.5 spaced, except for:
	<ul style="list-style-type: none"><li>• Abstract should be single spaced.</li></ul>
	<ul style="list-style-type: none"><li>• Figure &amp; Table captions should be single spaced (The caption for a figure appears below the graphic; for a table, above).</li></ul>
	<ul style="list-style-type: none"><li>• References should be single spaced with a hard enter between each citation or a layout space between each one.</li></ul>
Length	<ul style="list-style-type: none"><li>• There are no set guidelines on length, but most capstone review papers are around 50 pages in length (excluding tables and figures).</li></ul>

Citation and Writing Style	<ul style="list-style-type: none"><li>• Chicago Manual of Style</li></ul>
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## M.S. THESIS TRACK INFORMATION

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### DEFINITION OF A THESIS

A thesis is an original contribution to knowledge resulting from the systematic study of a significant problem or issue. It requires the student to secure agreement from a faculty member, with adequate funding to carry out the proposed research, to be the student's major professor. **Students are not guaranteed a thesis advisor in the same way as they are guaranteed a capstone advisor.**

Prior to beginning thesis research and registering for thesis credits, the student must write a proposal, which must be approved by the student's major professor, committee, and the Departmental Chair. The approval process takes place through submission in NSUworks.nova.edu. Once the thesis proposal has been approved, M.S. thesis students sequentially register for and complete a minimum of six thesis credits for Marine Science or fifteen thesis credits for Biological Science in each succeeding term until the thesis is complete and has been successfully defended. Sequential registration continues until the thesis is finished. If a student fails to register for any given term without written approval by the Chair, missed credits must be made up before graduation, usually during the next term of registration. It should be noted that while a minimum of six (Marine Science) or fifteen (Biological Science) thesis research credits is required; more than this may be necessary for the completion of M.S. research.

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### COMMITTEE COMPOSITION

Each M.S. student will have an advisory committee. To obtain the maximum benefit, it is to the student's advantage to form this committee early in their program.

The thesis advisory committee will consist of a major professor from the HCAS faculty and at least two additional members, one of whom must be from another college of Nova Southeastern University or from outside the university. In rare cases, requiring approval by the Department Chair, the major professor may be an adjunct faculty member. The committee participates in topic selection and preparation of the proposal/outline and thesis. Close coordination between student and committee during this process is strongly advised. The major professor must have the terminal degree in a field relevant to the thesis research. Other members of the committee must ordinarily have the terminal degree.

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## FINAL SUBMISSION OF THESIS

Information for final submission can be found through the Oceanographic Campus Library at [nsufl.libguides.com/oclsubmissionguide](http://nsufl.libguides.com/oclsubmissionguide).

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## THESIS FINAL PAPER FORMATTING REQUIREMENTS

*Printed copies are no longer required.*

- **SUBMISSION:** Submit final manuscript for review & approval online via the NSUWorks portal: [nsuworks.nova.edu/occ\\_stuetd/](http://nsuworks.nova.edu/occ_stuetd/)
- Please note: All signature pages are submitted electronically by committee members in the NSUWorks online ETD submission system, which will create a digital signature page for your work. Candidates must submit their final thesis to [ProQuest](#). This service is free to students. Please speak to a librarian if you need assistance with this step.

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## PAPER FORMATTING

- Create a title page that follows the format shown in the template available on this page.
- Include keywords - place them after your abstract on the same page (if possible). Keywords should be important terms not included in your title.

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## FORMATTING OF PAPER

Margins	<b>All margins = 1 inch</b>
Font	Times New Roman
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Citation and Writing Style	<ul style="list-style-type: none"><li>• Chicago Manual of Style</li><li>• Another style may be chosen but is at the discretion of your committee.</li></ul>
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## COURSE DESCRIPTIONS

Current term course descriptions are located in [NSU's Course Wizard \(coursewizard.nova.edu/search\)](https://coursewizard.nova.edu/search)

### PH.D. COURSE DESCRIPTIONS

#### CONFLICT ANALYSIS AND RESOLUTION

Subject & Number	Course Title	Credits
<b>CARD 5000</b>	<b>Foundations and Development of Conflict Resolution &amp; Peace Studies</b>	<b>3</b>
<p>This course outlines the substantive themes, history, origins, contexts, and philosophical foundations of conflict resolution, healing, peacemaking, and problem solving. Students will examine levels of interventions and processes in the field of conflict resolution. offered all terms.</p>		
<b>CARD 5040</b>	<b>Communication Dynamics in Dispute Resolution: The Human Factor</b>	<b>3</b>
<p>This course presents communication theories relevant to conflict resolution as well as theories about understanding, analyzing, and managing conflict. The course focuses on the human and emotional aspects of conflict and includes the influence of gender and culture. This course is pragmatic as well as theoretical and presents communication and conflict resolution models in a practice-based approach. offered all terms.</p>		
<b>CARD 5100</b>	<b>Mediation Theory and Practice</b>	<b>3</b>
<p>This course examines theories, methods, and techniques of mediation. Students will have the opportunity to demonstrate their knowledge of mediation skills.</p> <p>Prerequisites: CARM or CARD 5040. offered fall and winter.</p>		
<b>CARD 5140</b>	<b>Negotiation Theory and Practice</b>	<b>3</b>
<p>This course examines conflict intervention from the perspective of the disputant/negotiator. The integration of theory and practice will emphasize the tactics, strategies, and operations</p>		

<p>of effective and ineffective bargaining/negotiating behavior. The course develops negotiator skills and knowledge, leading to collaborative-based actions and solutions.</p> <p>Prerequisites: CARM or CARD 5040. offered winter.</p>		
<b>CARD 5401</b>	<b>Editing I</b>	<b>3</b>
<p>This course engages students in the principles and practices that create and sustain hard copy and online journals. These may vary from a fully academic focus to literary materials, but all will create and deliver content that promotes contributions to their fields. Coursework will encompass all the steps that connect a publication with its intended audience. Coursework will vary depending on the current stage of a journal's development, including duties that enact the realistic responsibilities and opportunities that anyone can expect while serving on, or leading, a journal in a professional position. This course is useful for students who intend to pursue a professional role in journal editing and those who intend to contribute to respected journals or other regular publications with a high-quality standard.</p>		
<b>CARD 6120</b>	<b>Culture and Conflict: Cross Cultural Perspectives</b>	<b>3</b>
<p>This course examines the nature and meaning of conflict, conflict management techniques, and the assessment of conflict situations from a cross cultural perspective. Explores various models for training third parties to function effectively in handling disputes where cultural differences are a significant factor. Also addresses various theoretical and practical implications of indigenous conflict management techniques and beliefs found in different cultural settings. offered fall.</p>		
<b>CARD 6130</b>	<b>Practicum I: Supervised Field Experience</b>	<b>3</b>
<p>This course is a field research project that incorporates classroom knowledge and real-world settings. Students will demonstrate their ability to apply theory to practice and analyze situations utilizing knowledge from previous course work.</p> <p>Prerequisites: CARM 5000 or CARD 5000, and CARM 5040 or CARD 5040, and CARM 5020 or CARD 7040 AND 1 of the following CARM 5100, CARM 5140, CARM 6140, CARD 7020.</p> <p>offered all terms.</p>		

<b>CARD 6140</b>	<b>Facilitation Theory and Practice</b>	<b>3</b>
<p>This course develops students' skills in working with groups. It incorporates theories and models of group dynamics, facilitation, and group development, as well as workshop development and delivery. This course uses a practice-based approach, including role-plays and workshop presentations.</p> <p>Prerequisites: CARM or CARD 5040. offered fall and winter (online) and summer (on-campus)</p>		
<b>CARD 6170</b>	<b>Violence Prevention</b>	<b>3</b>
<p>This course examines various theories of human aggression and violence, exploring their underlying assumptions about human nature and the causes of violence. Also included is an introduction to a range of violence intervention and prevention approaches developed for use at the interpersonal, intergroup, and societal level. offered summer and fall.</p>		
<b>CARD 6600</b>	<b>Special Topics in Conflict Resolution</b>	<b>3</b>
<p>This course explores a variety of topics related to the field of conflict analysis and resolution, with the specific focus for each section determined by faculty on a case-by-case basis. The course provides for the exploration of topics of interest to faculty and students and/or timely topics, which are not covered by existing electives.</p>		
<b>CARD 6601</b>	<b>International Conflict Resolution</b>	<b>3</b>
<p>This course reviews international conflict resolution in many settings and includes informal mediation by private interveners and scholar practitioners; formal mediation by individual, regional, trans-national, and international organizations; and mediation within small and large states. offered occasionally.</p>		
<b>CARD 6602</b>	<b>Resolving Environmental and Public Disputes</b>	<b>3</b>
<p>This course focuses on the theoretical bases, practical applications, process orientations, and actual intervention into complex multiparty, multi issue public disputes. Focus is on social/environmental interactions and sources of political and economic conflict over human health environmental protection and natural resource scarcity. offered occasionally.</p>		



<b>CARD 6604</b>	<b>Gender and Conflict</b>	<b>3</b>
<p>This course examines gender roles in conflict and how conflict is experienced and perceived by men and women. Course material includes feminist theories, men's studies, religion, literature, history, anthropology, film, television, psychology, the justice system, and alternative dispute resolution. offered occasionally.</p>		
<b>CARD 6605</b>	<b>Institutional Assessment in Conflict Resolution Practice</b>	<b>3</b>
<p>This course will introduce students to the field of institutional assessment and planning, emphasizing the higher education environment and its unique challenges. Students will explore the functions of educational institutions across systems, develop an understanding of the concepts of institutional assessment and administrative issues in higher education, learn to use core technologies and methodologies for research applications, and build experience navigating the political and interpersonal dynamics that promote effective institutional assessment. offered occasionally.</p>		
<b>CARD 6606</b>	<b>Advanced Mediation Skills</b>	<b>3</b>
<p>This course will oblige students to examine conventional wisdom and the students' own beliefs to develop a more sophisticated understanding of the potentials and limits of mediation in a wide variety of contexts. The course will cover selected mediation issues and skills in more depth than possible in an introductory survey of mediation. Students will analyze issues such as convening mediations, eliciting and satisfying interests, maintaining impartiality, dealing with power imbalances, handling apparent impasses, identifying and handling various ethical problems, and writing agreements. Students will also discuss practical aspects of operating a practice such as getting clients, billing, developing good relationships with other professionals, and creating standard forms. Prerequisites: CARM or CARD 5100. offered occasionally.</p>		
<b>CARD 6607</b>	<b>Ethno-political and Community-Based Conflicts</b>	<b>3</b>
<p>This course introduces the major methods used by states, international organizations, and conflict resolution practitioners to eliminate, manage, and resolve ethnic and community-based conflicts. Case studies are used to explain conflict escalation and de-escalation, and mechanisms of conflict intervention. offered Yearly.</p>		

<b>CARD 6608</b>	<b>Nonviolent Social Movements</b>	<b>3</b>
<p>This course focuses on 20th-century nonviolent social movements such as the women's rights and suffragist movement; Gandhi's prolonged struggle against British colonialism; Martin Luther King, Jr., and the American Civil Rights movement; the American peace movement against the war in Vietnam; and the nonviolent movements that resulted in the end of communist rule in Eastern Europe. offered occasionally.</p>		
<b>CARD 6610</b>	<b>Family Violence: The Effects on Families, Communities and Workplaces</b>	<b>3</b>
<p>This course explores the overall effects of trauma and violence on individuals, families, communities, and the workplace. Issues of abuse, violence, and systemic responses are explored in relation to their effect on individual behavior, family dynamics, service provision, and community systems. Methods for identifying such issues in the context of family mediation and other types of conflict intervention are explored. offered occasionally.</p>		
<b>CARD 6611</b>	<b>Race and Ethnic Relations in America</b>	<b>3</b>
<p>This course examines the social constructionist approach toward the study of racial and ethnic conflict and conflict analysis in the U.S. It is designed to assist students in increasing their ability to analyze racial issues from a historical and contemporary perspective, and to explore the basic theoretical paradigms that have been used to conceptualize the idea of race and ethnicity from the 19th century to the present. The course will also explore the effects of contemporary policies in addressing racial and ethnic inequities, and strategies to combat racism. offered occasionally.</p>		
<b>CARD 6613</b>	<b>Arbitration Theory and Practice</b>	<b>3</b>
<p>The purpose of this course is to help understand the theory and processes of arbitration for a wide variety of cases. This course will cover the nature, enforceability and scope of arbitration clauses; other requirements to arbitrate; the powers of arbitrators; issues that typically arise in arbitration; the conduct of arbitration hearings; the remedies available in awards under federal and state law; and proceedings to confirm or to modify or vacate arbitration awards. offered occasionally.</p>		

<b>CARD 6614</b>	<b>Workshop Development</b>	<b>3</b>
<p>This course helps students to create a connection between the graduate program and professional life by learning how to create, develop, and present workshops and training in the field of conflict resolution. Students will learn concepts and principles necessary to create and design workshops for adults and for children. Students will actually develop and present workshops in class in order to gain experience, have a finished product, and get valuable feedback from participants. offered occasionally.</p>		
<b>CARD 6618</b>	<b>The Reflective Practitioner: Consulting, Conflict, and Change in Organizational Settings</b>	<b>3</b>
<p>A hands-on, clinically based course in which students will form consulting teams (like in consulting firms) and actually do consulting in the community. offered occasionally.</p>		
<b>CARD 6619</b>	<b>Strategic Community Planning and Partnerships</b>	<b>3</b>
<p>An overview of the community from a strategic perspective, identifying: social, economic, demographic and cultural trends and patterns within the community; areas of concern for law enforcement and government; ways to initiate and develop community-wide strategic planning for peaceful community relations and growth; building community partnerships between law enforcement, the criminal justice system and community agencies and groups; community justice; and the use of data, data collection and analysis in developing and implementing collaborative long and short term plans for community development, problem solving and funding initiatives. offered occasionally.</p>		
<b>CARD 6620</b>		<b>3</b>
<p>This writing course is a user-friendly seminar on how to write clear, unpretentious academic prose. Technical issues are covered that include sentence structure, punctuation, tenses, idea development and presented in a non-technical manner. The focus includes strategies for creating and editing manuscripts and for researching, organizing, and writing literature reviews.</p>		
<b>CARD 6621</b>	<b>Introduction to Human Rights</b>	<b>3</b>
<p>This course provides students with an introductory survey of political, philosophical, historical, economic, and legal considerations related to fundamental human rights concepts. Students</p>		

<p>will examine human rights issues in both domestic and international arenas. in particular, the course addresses the issues of the ideological and cultural origins of human rights theory; the sources of rights and rights violations; the impact of the nation-state system, governments and other institutions (such as corporations, churches and universities), and domestic and foreign policies particularly of the U.S.) on human rights law and enforcement. Finally, students examine the wide variety of political, civil, economic, social, and cultural rights warranting protection. offered Yearly.</p>		
<b>CARD 6624</b>	<b>Advanced Practicum</b>	<b>3</b>
<p>This practicum experience is a faculty-driven experience in which a faculty member will design a project in conjunction with another organization or university and students selected for the practicum will work on that project with the faculty member. The project may also entail a one to two-week mandatory field experience in which students and the faculty member will work on the project on location. Students will be responsible for their expenses. Students will apply for this practicum and must be selected. offered occasionally.</p>		
<b>CARD 6625</b>	<b>Global Practicum</b>	<b>3</b>
<p>The Global Field Studies Practicum Course in Conflict Resolution incorporates a field-immersion component as part of this practicum course. It is developed around principles of multidisciplinary conflict analysis, management, and resolution which promote scholarship of engagement in communities through research, education, and practice. This course provides a solid knowledge base by the application of conflict resolution concepts through experiential learning that lead to professional development. The field experience enhances students' cross-cultural skills, appreciation and understanding of diversity and global issues. During the course students are exposed to a diverse community of researchers, practitioners, policy makers, who share with students their experience and career journeys. The course provides for the enhancement of students' career development plans and requires the completion of all required practicum forms and paperwork. For their final project students are expected to work with a partner organization developing research, training, or consultancy projects where students apply theoretical concepts within a practical framework.</p>		
<b>CARD 6626</b>	<b>Conflict Resolution for the School and School System</b>	<b>3</b>
<p>This course is designed for anyone in a position to influence school policy, practice, and decision-making, from within or as a consultant. The course takes a systems approach to resolving conflicts within the school and school system, applying conflict analysis and conflict</p>		

<p>resolution models to conflict situations, using negotiation, mediation, and facilitation processes, developing a conflict resolution culture throughout the system, providing training for parents, teachers, students, and school board. The course also examines methods to manage conflict, including using conflict resolution practices in crisis situations, and mediating and negotiating with parents, teachers, administrators, and students. The course uses a case study method. offered Yearly.</p>		
<b>CARD 6627</b>	<b>Conflict Resolution and Peer Mediation for Students: Elementary, Middle and High School Levels</b>	<b>3</b>
<p>This course is designed to bring conflict resolution and peer mediation training to students at the classroom, school, or school system level with the objective of transforming student/classroom/school conflict resolution culture. Students will examine the elements of conflict resolution and peer mediation curricula, materials, and resources in the field, and current research. Students will also do original curriculum/peer mediation design by integrating state-of –the-art thinking in conflict resolution methods, theories, and research into the design, implementation, and institutionalization of conflict resolution and peer mediation programs. offered yearly.</p>		
<b>CARD 6630</b>	<b>Foundations of Genocide</b>	<b>3</b>
<p>This course is a survey of the causes, forms, and nature of genocide. The course addresses the complexities in differentiating human rights violations and crimes against humanity, from genocide and government sponsored mass murder. Theoretical and applied cases studies will facilitate student engagement. The course will serve as an introduction to the theories and applied practices utilized in analyzing acts of genocide. Issues addressed throughout the course will include: genocidal intent, eugenics and genocide, demographic purging, as well as mass and public extermination.</p>		
<b>CARD 6632</b>	<b>Civil Wars &amp; Their Resolutions</b>	<b>3</b>
<p>This course examines the various complexities of violent civil conflict. Using a general survey of the field, supplemented with numerous civil war case studies, students explore the various factors contributing to the outbreak of civil wars, the processes and consequences of such conflict, as well as the variety of methods available for resolution. offered occasionally.</p>		

<b>CARD 6633</b>	<b>International War and Resolution</b>	<b>3</b>
<p>This course focuses on various aspects of international war and peace. Topics of discussion include defining war, historical patterns of warfare, motivations to engage in such conflict, as well as efforts to deter or resolve international war. offered yearly.</p>		
<b>CARD 6634</b>	<b>Metropolitan Conflict</b>	<b>3</b>
<p>This course will explore historical and theoretical explanations for the different types of conflict prevalent in various metropolitan areas. A series of case studies, focusing on both cities within the United States and abroad, students will explore such topics as the role of ethnicity in conflict, structural inequalities of the system, urban/suburban relations, urbanization, and metropolitan growth and development. offered occasionally.</p>		
<b>CARD 6635</b>	<b>Advanced Facilitation: Facilitating Complex Group Problem Solving</b>	<b>3</b>
<p>This course focuses on facilitation in complex problem situations. The focus will be on intercultural settings. Various approaches to complex facilitation are introduced, with special attention to dealing with difficult parties and principles of Interactive Management (IM). This course will provide students with the skills necessary to perform a facilitation workshop with a computer-assisted program developed to resolve complex problems. Students will gain experience as participants in problem-solving sessions, which they will study and analyze. Class sessions will consist of role-plays, discussion and analysis, and presentation of information. Prerequisites: CARD 6140. offered occasionally.</p>		
<b>CARD 6638</b>	<b>Conflict and Crisis Management: Theory and Practice</b>	<b>3</b>
<p>This course is an overview of the theories of conflict and crisis management and the intervention models and protocols used. Conflict and crisis management will be explored among and between individuals and groups, organizations, communities, and governments around the globe. Topics will include the management of violent conflicts, such as kidnapping, hostage-barricade and terrorist acts, homeland security, and the response to natural disasters. There will be interactive exercises as well as a case study approach used. offered yearly.</p>		

<b>CARD 6639</b>	<b>Organizational Conflict Intervention</b>	<b>3</b>
This course will explore the diagnostic techniques and tools necessary to assess organizational conflict, and tools necessary for successful intervention. offered yearly.		
<b>CARD 6641</b>	<b>Conflict and Crisis Negotiation</b>	<b>3</b>
This course will provide an overview of law enforcement crisis negotiation and its application to crisis situations, such as domestic violence encounters on an individual level and hostage/barricade encounters on an organizational level. Lecture, expert demonstration, and interactive negotiation with role play will provide an experiential learning environment for understanding and applying active listening skills, empathy, rapport, influence, and behavioral change concepts to conflict and crisis situations. offered occasionally.		
<b>CARD 6643</b>	<b>Social Aspects of Terrorism</b>	<b>3</b>
in the last fifteen years we have seen a significant surge in acts of terrorism. Today, terrorism plays a significant role in international and domestic politics and affects each of us in varying degrees. This course is an advanced seminar dealing with terrorism. It is imperative that we understand terrorism, the history of terrorism, the types of terrorism, the terrorist, his motivations, and the causes and consequences of terrorism. This course examines a wide range of topics in order to provide you with a deeper understanding the phenomenon of terrorism. We will engage in a thoughtful and in-depth examination of the definitions, causes, and consequences of terrorism, as well as consider the different means to countering terrorism. We will evaluate the domestic and international causes and effects of terrorism, state-sponsored terrorism, and suicide terrorism. We will examine and evaluate how terrorists raise, store, spend, and transfer their financial resources. offered occasionally.		
<b>CARD 6644</b>	<b>Consulting with Leaders in Organizational Conflict: A Four Frame Approach</b>	<b>3</b>
Studies clearly show that successful leaders of twenty-first century organizations need to make sense of complex conflict situations before taking action. This course will combine theory and practice to equip students to assist organizational leaders in developing both diagnostic and behavioral sophistication by using multiple frames before taking action. Participants will engage in both classroom learning, on-line assistance, and leadership coaching with a client and organization of their own choosing. offered yearly.		

<b>CARD 6645</b>	<b>Indigenous Systems of Conflict Resolution</b>	<b>3</b>
<p>This course is designed to make contributions to the field by exploring the processes of conflict resolution and peacemaking as practiced by the indigenous communities around the world. Class members will engage in an in-depth exploration of techniques of peacemaking, as practiced in various parts of the world. offered yearly.</p>		
<b>CARD 6646</b>	<b>The Anthropology of Peace and Conflict</b>	<b>3</b>
<p>This course will explore the social dynamics of disputing and undertaking detailed examinations of specific cases. By examining diverse expressions of conflict and different means of controlling it, students will deepen their understanding of conflict analysis and broaden their perspectives on how disputes can be managed. Course topics will include the cooperative and aggressive components of human nature, the social construction of violence, genocide, and war, and the relationship between conflict resolution, social control, inequality, and justice. offered occasionally.</p>		
<b>CARD 6648</b>	<b>Researching Conflict</b>	<b>3</b>
<p>in this course, students and instructors will together conceptualize, design, and carry out a mixed methods research study on a topic connected to violence. The students and instructors will decide on a research problem to be studied. The goal of the elective is to help students deepen their understanding of quantitative and qualitative research and hone their research skills. The course will be a collaborative effort, building on the experience, knowledge, expertise, and interests of all of the participants. offered yearly.</p>		
<b>CARD 6649</b>	<b>Federalism &amp; Inter-government Conflict</b>	<b>3</b>
<p>This course describes and analyzes the guiding principles and the operational processes of "American Federalism", as well as its intended and unintended consequences. It seeks to provide students with a working understanding of the complex set of interactions occurring between all government units and levels (national/federal, States, Counties, municipalities, school districts and special districts, townships, etc.) in the USA; the various types of conflicts which necessarily result from these interactions; and the solutions that have been implemented in the past, or are currently suggested, in order to address and resolve these conflicts.</p>		



<b>CARD 6650</b>	<b>International Negotiation: Principles, Processes, and Issues</b>	<b>3</b>
<p>This course describes and analyzes the major principles, processes, and issues of international negotiation in the twentieth and twenty-first centuries. It seeks to provide students with the analytical tools and skills required to explain and predict the outcome of specific (bilateral or multilateral) negotiations through the study of various explanatory factors, including: stability and change in the structure of the existing “international system”; the individual characteristics of the nations-states parties (power/capabilities, interests, culture/values, negotiating styles, etc.); the strategic and tactical moves of those considered as “key player”; as well as the role of smaller states and non-state actors. offered yearly.</p>		
<b>CARD 6651</b>	<b>Theories of Ethnicity and Nationalism</b>	<b>3</b>
<p>This course is foundational for theoretical understandings of ethnicity and nationalism. Students will analyze general theories from key debates and critically examine various points of view in relation to defining boundaries, conflict, context, difference, identity, migration, minority/majority, race, and tribalism in regard to ethnicity, as well as community, fantasy, ideology, neo-Marxism, modernism, perennialism, political, primordialism, semiotic, sociocultural, socioeconomic, imagination, invention, and tradition in association with nationalism and nationalists, and the entwinement and interrelation between all of these prevalent notions and themes. Upon completion of the course students will better grasp ethnic belonging, ethno-nationalist conflict, and intra/inter-group disputes from the standpoint of applied theory, cultural relativity, and humanism. offered yearly.</p>		
<b>CARD 6652</b>	<b>History, Memory &amp; Conflict</b>	<b>3</b>
<p>Why do certain cycles of violence and revenge seem to be passed down from generation to generation? How do we in the present remember and interpret the traumas and conflicts our society endured in the past, and how might this lay the groundwork for the conflicts of today? By exploring the significance of history, memory, and cognition, this course provides the most recent theoretical debates on these issues and their significance for understanding why populations persist in a state of violence. Questions to be considered include: how does the past become relevant to the present, and how do we as peacebuilders respond to interrupt cycles of historical violence? Others are: how is the past re-invented, mythologized about, and re-imagined? How do the powerful manipulate collective memory to perpetuate cycles of violence? Why does memory have such an important role in the persistence of intractable hostilities and how does the learning of violence become transmitted from one generation to the next? Using cutting-edge theories and case studies from today’s headlines and</p>		

<p>incorporating tools of practice such as art and storytelling, this course will empower students to be a part of peace-building in the context of entrenched historical conflict.</p>		
<b>CARD 6653</b>	<b>Conflict in Conservation and Development</b>	<b>3</b>
<p>This course examines conflict in conservation and development. It covers theoretical frameworks and introduces participatory tools that will enable students to more effectively analyze and address situations of conflict in conservation and development initiatives. The course familiarizes students with concepts and methods from natural resource management, sustainable livelihood systems and collaborative learning approaches. offered occasionally.</p>		
<b>CARD 6654</b>	<b>Islam, Conflict, and Peacemaking</b>	<b>3</b>
<p>This course will provide a historical overview of Islam, including an introduction to belief systems, the different branches of the faith and schools of Islamic law with a special emphasis on Muslim doctrines related to conflict and peace. It will include the contemporary era and investigate Muslim engagements with modernity and discuss the varied responses and perspectives. There will some discussions of international relations, but the course will also emphasize micro level issues. Students will have the opportunity to develop research projects designed to extend their understanding of Islam and its potential as a resource for peace building. offered occasionally.</p>		
<b>CARD 6655</b>	<b>The Interdisciplinary Writer</b>	<b>3</b>
<p>This course is designed to assist graduate students in creating essays, thought papers, and other pieces of writing that reach an intended audience with clarity, skillful craft, and purpose. It includes reading and writing assignments for an academic setting focused on interdisciplinary perspectives. Students will be expected to participate in class discussions and improvisational writing exercises. Because this is a writing course, rather than just a course about writing, there will be a workshop component to the class. This means that all participants will bring in copies of their work to share to develop writing strengths and skills, improve editing abilities, and better understand how an author's writing and those of others a piece's purpose, it's organizational structure, level of craft execution, authorial voice, and engagement of the audience. offered occasionally.</p>		

<b>CARD 6656</b>	<b>Gender, Conflict and International Development</b>	<b>3</b>
<p>This course provides the student with essential understanding of the factors that shape the social, political, and economic roles of women and men in developing countries. The course covers the concepts of gender in conflict resolution and peace building by examining women and men's human rights and security, and the consideration of gender within developmental policies and provides an overview of concepts and gender analysis frameworks from a historical perspective. Students examine specific projects aimed at integrating women into community development. offered occasionally.</p>		
<b>CARD 6657</b>	<b>Conflict Coaching Theory and Practice</b>	<b>3</b>
<p>This course examines the growing use of conflict coaching as a conflict intervention process and introduces different models and related theoretical foundations. The integration of theory and practice will emphasize the various stages including identity framework, narrative, needs assessment, goal setting, and feedback, utilizing a relational and systems orientation. The course develops coaching skills, strategies, and knowledge, and uses a practice-based approach, including role-plays and case studies. offered yearly.</p>		
<b>CARD 6658</b>	<b>Transformational Narratives</b>	<b>3</b>
<p>Across cultures, people effectively communicate about their conflicts and issues through narratives. in any helping profession, it is effective to create useful change with a clear understanding of the strategies of transformational narratives. By understanding what creates change in stories, we can help people rewrite their own accounts in ways that redefine their possibilities. This course offers analyses of narratives from traditions of conflict resolution and other interdisciplinary perspectives, promoting the ability to reframe, refocus, and creatively intervene in stories of a personal and social nature to open useful possibilities for people who carry stories of unresolved struggle. offered occasionally.</p>		
<b>CARD 6659</b>	<b>Conflict Peace Building in Africa</b>	<b>3</b>
<p>This course examines conflict and peace building dynamics in the African continent. Its content includes a survey of contemporary macro-level conflicts in Africa and an examination of their historical and more immediate causes. Class participants will explore the causes and effects of such conflicts and investigate prospects for constructive transformation. Past and ongoing</p>		

resolution and peace building efforts will be discussed, and class members will propose a peace building strategy for a case of their choice.		
<b>CARD 6660</b>	<b>Conflict Management in Groups: Overt and Covert Dynamics</b>	<b>3</b>
<p>The purpose of this course is to provide participants with knowledge, skills, and attitudes to be effective in groups with an emphasis on analyzing and managing overt and covert conflict. The course also examines issues of communication, leadership, power, and authority in relation to group and interpersonal effectiveness. This course enables participants to cope with complex issues as they emerge in the natural life of small groups, large groups, and organizations. Learning about group life is gained through direct experience in a temporary learning organization created in the course. The course is designed as a living laboratory where members can experience and explore group life as it occurs. offered occasionally.</p>		
<b>CARD 6661</b>	<b>Middle Eastern Conflict</b>	<b>3</b>
<p>This graduate seminar explores the many different types of conflict found in the Middle East. It seeks to provide students with the analytical tools and skills required to explain the causes, understand the actors, and analyze and/or predict the outcomes of specific Middle Eastern conflicts. To meet these objectives, we will evaluate broad types of Middle Eastern conflict such as religious, ethnic, and cultural, militarized conflicts, civil wars, and occupations. We will also evaluate Middle Eastern conflict negotiation, the Middle East peace process, why negotiation and peace has failed, and what needs to be done so that Middle East peace could be achieved. Finally, we will look at the future of Middle Eastern conflicts. offered occasionally.</p>		
<b>CARD 6662</b>	<b>Political Violence</b>	<b>3</b>
<p>Political Violence is a graduate seminar that explores the many different types of political violence; specifically looking at revolutions, terrorism, and transitional-institutional political violence. This seminar examines a wide range of topics in order to provide the student with a deeper understanding of political violence. We will engage in a thoughtful and in-depth examination of the definitions, causes, and consequences of political violence, as well as consider the different means to countering political violence. offered occasionally.</p>		

<b>CARD 6663</b>	<b>Introduction to Peace Studies</b>	<b>3</b>
<p>This graduate seminar explores theories of peace and war, as well as the promotion of peace. This seminar provides students with an in-depth understanding of various depictions of peace, emphasizing the concepts of positive peace, social justice, and international development. Peace will be examined systemically, highlighting connections between the experience of peace at the personal, community, national, and international levels. Students will therefore also investigate the relationships that human nature and culture have with peace, war, and violence. In addition, the course will investigate how international bodies promote peace and mitigate the effects of war. Students will also examine the causes of war and just war theory. The field of peace studies will be outlined as well, including a brief history of the field.</p>		
<b>CARD 6664</b>	<b>Restorative and Transitional Justice</b>	<b>3</b>
<p>This graduate seminar explores the theory and practice of both restorative justice and transitional justice. This seminar provides students with an in-depth understanding of the theory upon which restorative justice and transitional justice practice rest. Various forms of practice, stemming from diverse practice settings, are also examined, including: victim-offender mediation, victim-offender dialogue in cases of severe violence, family group conferencing, peacemaking circles, and restorative justice practice in schools. The seminar offers students opportunities to role-play and practice restorative justice skills. Forms of transitional justice are also surveyed, particularly truth and reconciliation commissions and their work around the globe. offered occasionally.</p>		
<b>CARD 6665</b>	<b>Irish Social Conflict</b>	<b>3</b>
<p>This graduate seminar explores conflict at the societal level in Ireland. Two case studies will be used to investigate Irish conflict. First, the conflict over Northern Ireland will be examined. In this conflict, students will consider Ireland's historical conflict with Britain and how it led to the conflict between Irish Catholics and British Protestants in Northern Ireland. Then the current conflict dynamics and those of the recent past will be considered, culminating in the Good Friday Agreement and the relative state of peaceful co-existence that exists today. Different conflict resolution strategies employed in the conflict will also be examined (like the use of restorative justice). The course will also examine the intra-Irish social conflict between the settled Irish and the Irish travelers. The travelers had a historic role as tin smiths in Irish society but, as this livelihood was left behind, their nomadic lifestyle and different culture led to a broad, long-term societal conflict between themselves and the settled Irish. This seminar will explore this conflict and consider current conditions of travelers, some of the underlying</p>		

<p>drivers of the conflict (like culture and power differences), and some of the ways that travelers have attempted to protect their culture and lifestyle in Ireland (such as through the traveler's social movement). offered occasionally.</p>		
<b>CARD 6666</b>	<b>Social Advocacy/Patients Clients</b>	<b>3</b>
<p>This course examines strategies for developing advocacy toward marketing ideas, achieving buy in from others and shaping opinion. It includes strategies for developing advocacy on behalf of patients and clients in other settings as well as teaching individuals and other groups how to best advocate for themselves. The course will draw upon research in the fields of persuasion, power relations, and public advocacy. Topics covered will include: developing messages, context of communicating messages, emotional tenor of advocacy and creating a persuasive message. offered occasionally.</p>		
<b>CARD 6667</b>	<b>Transitional Justice</b>	<b>3</b>
<p>War and large-scale violence deeply scar individuals and societies. Peace does not come with the silencing of the guns and the danger of conflict resurgence is extremely high in the immediate aftermath of hostilities. Long term resolution of conflicts requires that the damage of past conflicts be addressed so as to enable societies to progress into peaceable, just futures. Transitional Justice has grown into a new subfield of study and it addresses some deeply challenging questions arising out of violence. How can societies torn apart by war, genocide, atrocities, and dictatorships emerge into a new and brighter future? Can people and citizens deeply scarred by violence learn to forgive, forget and/or co-exist? Or does true healing require punishment, vengeance, and retribution for crimes past? In this class we balance moral, legal, and psychotherapeutic theories against the realities of historical and contemporary examples. We will examine the solutions proposed so far including the International Criminal Court, Truth Commissions, Memorializations, Reparations etc. We will look at some specific exemplars such as South Africa, Bosnia-Herzegovina, Sri Lanka, Canada, Argentina, and others. offered occasionally.</p>		
<b>CARD 6668</b>	<b>Organizing Nonviolent Social Change</b>	<b>3</b>
<p>This is a practice course that aims to provide students with the skills necessary to make nonviolent social change happen. It grows out of experiences in legislative advocacy in Washington DC and community mobilization on conflict resolution and federal appropriations allocations for HIV Aids programming. Students will explore some of the practicalities of nonviolent social action and how to participate more effectively in initiatives.</p>		

<p>Cases of nonviolent struggle, principles of strategy, and the techniques and methods of nonviolent action will be covered. Some skills covered will be: How to frame messages for mobilization, how to raise funding (including taking advantage of internet use), how to work with the media etc. Students will be assigned skill-based exercises like creating posters (hard copy or electronic), writing talking points for legislative testimony etc. We will use strategies from Gene Sharp and Saul Alinsky (tutor to Hillary Clinton and President Obama). offered occasionally.</p>		
<b>CARD 6669</b>	<b>Peace Education</b>	<b>3</b>
<p>This course will introduce students to the central concepts, theories, current debates, and cutting-edge practices as regards peace education. Essential questions include what peace education is, experiential learning, how do faculty design curriculum around peace education, how faculty can address nonviolence in the classroom, best practices in assisting students to understand the role of power and inequalities in conflict, and how to facilitate student (and teacher) understanding of entrenched historical conflicts. offered occasionally.</p>		
<b>CARD 7001</b>	<b>Doctoral Seminar</b>	<b>1</b>
<p>This course is designed to provide support, information, resources, coaching and feedback to doctoral students in preparation for the qualifying examination. Primarily, the course focuses on preparation for the qualifying examination and assisting students in organizing their resources and time. Prerequisites: CARD 6130 and CARD 6160; CARD 7500 and CARD 7510; or CARD 6130 and CARD 7500. offered all terms.</p>		
<b>CARD 7020</b>	<b>Systems Design: History and Contemporary Practice</b>	<b>3</b>
<p>An examination of concepts of dispute resolution systems design. Includes the influence of organizational culture and prevailing social and cultural norms on the design and implementation of dispute resolution systems. Explores dispute resolution systems for neighborhoods, religious organizations, ethnic groups, business associations, and other settings that have relatively clear boundaries and shared norms. offered summer.</p>		
<b>CARD 7040</b>	<b>Theories of Conflict and Conflict Resolution I</b>	<b>3</b>
<p>This course examines macro and micro theories from social science disciplines about the nature of conflict and various approaches to conflict resolution. offered winter.</p>		

<b>CARD 7050</b>	<b>Theories of Conflict and Conflict Resolution II</b>	<b>3</b>
Continuation of CARM 5020 or CARD 7040. Prerequisite: CARD 7040. offered summer.		
<b>CARD 7090</b>	<b>Quantitative Research I: Methods and Tools</b>	<b>3</b>
Covers a range of quantitative research methods and designs including questionnaires, interviews and surveys, sampling, attitude and rating scales, tests of statistical significance, experiments, and the basics of descriptive statistics and univariate analysis. offered fall.		
<b>CARD 7100</b>	<b>Quantitative Research II: Analysis and Statistics</b>	<b>3</b>
This course explores various methods of analyzing and presenting quantitative research data. Includes common concepts and techniques for analyzing results of surveys and experimental research projects: computer statistical programs and an in-house database, bivariate and multivariate analysis, index and scale development, and more advanced techniques such as regression analysis. Prerequisite: CARD 7090. offered winter.		
<b>CARD 7110</b>	<b>Qualitative Research Methods I</b>	<b>3</b>
This course provides an introduction to the qualitative research traditions and the philosophical and ethical considerations in conducting this type of research. The course explores a range of qualitative data collection with a focus on ethnography and biography. These are two of the five major traditions to be explored in this two-course series. Techniques used to research conflict and conflict resolution, including in-depth interviews and participant-observation, data collection and analysis, as well as review of relevant research literature in the field. offered fall.		
<b>CARD 7120</b>	<b>Qualitative Research Methods II</b>	<b>3</b>
This course continues the exploration of qualitative research with a special focus on three of the five qualitative traditions, phenomenology, the case study, and grounded theory. Such traditions will also explore how to research conflict and conflict resolution. in addition, elements of the qualitative research proposal will be discussed and practiced such as formulating an abstract, research problems, research questions/ objectives, and methodological analysis. Prerequisite: CARD 7110. offered winter.		



<b>CARD 7250</b>	<b>Public Policy</b>	<b>3</b>
<p>Analysis of current policy issues in the field of conflict resolution with an emphasis on the design, implementation, evaluation, and analysis of legislation, including state and local policy initiatives in Florida, the United States, and abroad. offered summer.</p>		
<b>CARD 7500</b>	<b>Teaching and Training</b>	<b>3</b>
<p>An introduction to teaching and training. Reviews instructional models and teaching literature with emphasis on teaching the adult learner.</p> <p>Prerequisites: Prerequisites: CARD 5000 and CARD 5040 and CARD 7090 and CARD 7110 and CARD 7040, AND 2 of the following: CARD 5100, CARD 5140, CARD 6140, and CARD 7020. offered fall.</p>		
<b>CARD 7510</b>	<b>Teaching and Training Practicum</b>	<b>3</b>
<p>Provides an opportunity for supervised teaching and training experience in graduate, undergraduate, continuing education, video and curriculum development, seminar, online course delivery, and/or workshop instruction in conflict resolution or related field.</p> <p>Prerequisite: CARD 7500. offered winter.</p>		
<b>CARD 7900</b>	<b>Dissertation</b>	<b>1-6</b>
<p>Focuses on the development, writing, and defense of the dissertation. When approved, students register for at least three credits per term for a minimum of 12 credits.</p> <p>Prerequisites: Successful completion of all coursework, CARD 7901 and passing of the qualifying exam. The approval of the Program Director and Dissertation Committee is also required.</p>		
<b>CARD 7901</b>	<b>Dissertation Preparation</b>	<b>3</b>
<p>This course is designed to provide structure and guidance for students entering the dissertation stage of the doctoral program. Emphasis in the course will be on the steps necessary to prepare a draft dissertation proposal including research design, research tools, literature review, theoretical perspectives, and the design of research questions. Students in the class, in consultation with their dissertation chairs, will develop progress timelines and</p>		

will be apprised of all the related policies and procedures for dissertation study. The course will utilize a facilitative approach and will employ peer review.		
	<b>Independent Study in Conflict Analysis and Resolution</b>	<b>3</b>
An independent study is developed with a faculty of choice. This can be made available to students nearing the end of their course work and are experiencing extenuating circumstances. A request for independent study is to be made prior to the term in which it is to be taken as approval is needed from the department chair.		

## OCEANOGRAPHY/MARINE BIOLOGY

<b>Subject &amp; Number</b>	<b>Course Title</b>	<b>Credits</b>
<b>OCGY 0799</b>	<b>Ph.D. Directed Study</b>	<b>3</b>
Advanced tutorial instruction and/or directed independent study in specialized aspects of ocean science.		
<b>OCGY 8000</b>	<b>Ph.D. Dissertation</b>	<b>3-6</b>
Research and progress toward completion of the Ph.D. dissertation in specialized aspects of ocean science.		
<b>OCGY 8811</b>	<b>DIS: Data Analysis Methods in Physical Oceanography</b>	<b>3</b>
The course introduces the principles of data analysis in physical oceanography. Topics include the methods of data acquisition and recording, data processing and presentation, statistical methods and error handling, spatial analysis of data fields, and time series analysis methods.		
<b>OCGY 8812</b>	<b>DIS: Population Ecology</b>	<b>3</b>
Population Ecology reviews key concepts of theoretical ecology concerning population dynamics, as needed by marine biologists to understand the numerical behavior of animal and plant populations to provide a general-knowledge background. Since it is graduate-level, students are required to enhance frontal classroom teaching by the instructor through research papers and their presentation on specialized subjects directly related to the taught material. Course material reviews principals of the mathematical treatment of theoretical		

<p>ecological programs, the programming background to solve these problems and applied problems of population dynamics. Numerous case-studies are used to illustrate concepts such as stability, bifurcations, basins of attraction etc. Students will have a broad understanding of ecological dynamics and will be literate in present issues in the Life Sciences.</p> <p>Furthermore, since quantitative data analysis is a key skill required on the job-market, students will be introduced to the freeware statistical software R and will be exposed to the analysis of realistic geological datasets.</p>		
<b>OCGY 8813</b>	<b>DIS: Basic R Programming for Ecology</b>	<b>3</b>
<p>Basic R programming reviews key concepts and basic programming skills required for innovative use of theoretical ecology concerning population dynamics, as needed by marine biologists to understand the numerical behavior of animal and plant populations. Since it is graduate-level, students are required to enhance frontal classroom teaching by the instructor through research papers and their presentation on specialized subjects directly related to the taught material. Course material reviews principals of the computational treatment of theoretical ecological programs, as well as the mathematical background to solve these problems and applied problems of population dynamics. Numerous case-studies are used to illustrate concepts such as stability, bifurcations, basins of attraction etc. Students will have a broad understanding of ecological dynamics and will be literate in present issues in the Life Sciences.</p> <p>Furthermore, since quantitative data analysis is a key skill required on the job-market, students will be introduced to the freeware statistical software R and will be exposed to the analysis of realistic geological datasets.</p>		
<b>OCGY 8814</b>	<b>DIS: Data Analysis Methods in Physical Oceanography</b>	<b>3</b>
<p>This course provides a comprehensive account of how the atmosphere and the ocean interact, what physical laws govern this interaction, and what are the important mechanisms. An advanced feature of this course is that it develops its subject from the fundamental physical and thermodynamic principles.</p>		
<b>OCGY 8816</b>	<b>DIS: Concepts of Fluid Mechanics</b>	<b>3</b>
<p>The course introduces the principles of continuity, momentum, and energy applied to fluid motion. Topics include buoyancy, stability, and hydrostatics; ideal-fluid flow; laminar flow;</p>		

turbulent flow in boundary layer and pipes; dimensional analysis, and flow in pipes and channels; applications to physical oceanography.		
<b>OCGY 8817</b>	<b>DIS: Isotopes Ecology Biochemistry</b>	<b>3</b>
<p>The SPATIAL Short Course represents a bridge between theory and measurement and regional-to-continental scale research. It builds on the skills and knowledge base developed in Course 1 or equivalent stable isotope biogeochemistry coursework to introduce current research themes in large-scale ecology and environmental Earth science, theoretical and technical aspects of assembling and working with large, spatially distributed datasets, and analytical and computational tools available to support such work. The course emphasizes stable isotopes as a research tool, and their unique capacity to address many ecological problems, but also stresses the integration of isotopes with other data types and methods within a geospatial framework.</p>		

#### M.A. COMPOSITION, RHETORIC, AND DIGITAL MEDIA

<b>Subject &amp; Number</b>	<b>Course Title</b>	<b>Credits</b>
<b>WRIT 5000</b>	<b>Professional and Public Writing</b>	<b>3</b>
<p>This course offers an advanced study of professional writing strategies for public documents, including documentation and research, proposals and reports, argument and persuasion, layout and design, and writing and etiquette within electronic media.</p>		
<b>WRIT 5010</b>	<b>Research Methods</b>	<b>3</b>
<p>This course offers writers opportunities to practice various qualitative, quantitative, textual, and historical research methods.</p>		
<b>WRIT 5020</b>	<b>Poetry Writing Workshop</b>	<b>3</b>
<p>An advanced poetry writing workshop focusing on the art and craft of poetry within a collaborative, peer-review environment. Development of metaphorical structure and metrical language exploration of the universal in individual human experience will be particularly emphasized.</p>		

<b>WRIT 5030</b>	<b>Fiction Writing Workshop</b>	<b>3</b>
An advanced fiction writing workshop focusing on the art and craft of fiction within a collaborative, peer-review environment. Students will hone the techniques and tools of the fiction writer, such as a plot, narrative strategy, character, and motif.		
<b>WRIT 5040</b>	<b>Screenwriting Workshop</b>	<b>3</b>
This workshop style class will examine the narrative structure and mechanics of the screenplay, as well as its creation and history. Particular emphasis will be on idea generation, plot development, screenplay format, writing treatments, scene construction, dialogue, and character development.		
<b>WRIT 5050</b>	<b>Autobiography and Memoir Workshop</b>	<b>3</b>
This workshop style course focuses on the art and craft of autobiographical and memoir writing, by reading representative authors, understanding strategies used to represent the self in memory, and writing autobiographical/memoir pieces.		
<b>WRIT 5060</b>	<b>Writing Literary Nonfiction</b>	<b>3</b>
This course focuses on reading and developing writing strategies for true-life stories in the nonfiction tradition exemplified by such writers as Agee, McPhee, Didion, Krakauer, and Sedaris, with particular emphasis on understanding and experimenting with the boundaries on non-fiction prose.		
<b>WRIT 5100</b>	<b>Teaching Writing</b>	<b>3</b>
An introduction to teaching composition on the secondary and college under-graduate levels; methods of teaching composition based on modern theories of rhetoric, reading, language acquisition, and pedagogical strategies.		
<b>WRIT 5120</b>	<b>Theories of Composition</b>	<b>3</b>
This course provides the necessary foundation for students to be able to examine critical and rhetorical theories related to writing. Students will engage academic discourse to synthesize and analyze existing theoretical frameworks and apply them in their own writing. This course		

prepares students to write for academic contexts and to propose writing-related research. Course Frequency: Every Winter		
<b>WRIT 5140</b>	<b>Writing Center Praxis</b>	<b>3</b>
This course provides students with advanced theoretical and experiential grounding in peer conferencing. Students study writing center theory and practice, and they apply such strategies in conferences with writers. The course prepares students for administrative duties of writing center practitioners. Course Frequency: Even Year Winter		
<b>WRIT 5160</b>	<b>Teaching Writing Online</b>	<b>3</b>
This course focuses on the development of online writing instruction. Students learn to use a variety of online teaching technologies in order to produce effective writing curricula based on appropriate theories of composition. Course Frequency: Odd Year Winter		
<b>WRIT 5200</b>	<b>Grammar and History of the English Language</b>	<b>3</b>
A study of the structure and development of the English language from Old English to Modern English, including changes in word forms, meanings and sounds, syntax, and grammar.		
<b>WRIT 5250</b>	<b>Social Media Writing and Strategy</b>	<b>3</b>
This course offers students practical instruction in writing strategies for social media and other electronic media.		
<b>WRIT 5320</b>	<b>Advanced Writing with Technologies</b>	<b>3</b>
This course focuses on developing advanced writing techniques for mobile and web-based technologies. Students in this course will examine in-depth the theories and approaches to writing within such digital environments and networks while at the same time investigate technologies as rhetorical objects. This course will prepare students to answer a variety of design problems related to technological contexts. Course Frequency: Odd Year Fall		
<b>WRIT 5340</b>	<b>Studies in Multimodality and Digital Media</b>	<b>3</b>
This course explores the rhetorical relationships between multiple modes and media. It focuses on the acquisition of skills for editing and layout of multimodal publications, such as marketing		

materials, newsletters, online magazines, and websites. Students get hands-on experience applying these skills while working on student-led publications. Course Frequency: Every Winter		
<b>WRIT 5400</b>	<b>Technical Writing</b>	<b>3</b>
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.		
<b>WRIT 5550</b>	<b>Feature Writing</b>	<b>3</b>
This course offers students practical instruction in writing publishable features for print magazines and newspapers, as well as for electronic news and entertainment sources.		
<b>WRIT 5600</b>	<b>Science and Nature Writing</b>	<b>3</b>
This course focuses on the particular genre of science and nature writing. Students research, write, and understand marketing for articles on subjects such as astronomy, genetics, health, and the environment for newspapers, magazines, e-zines, and journals.		
<b>WRIT 5620</b>	<b>Rhetorical Traditions in Writing Studies</b>	<b>3</b>
This course focuses on the primary texts that have been the core of rhetoric in the history of writing studies as well as alternative rhetorics that challenge this canon. Students apply ancient rhetorical concepts to contemporary practice in writing studies. The course provides a theoretical foundation for advanced study of rhetorical principles. Course Frequency: Even Year Fall		
<b>WRIT 5650</b>	<b>Rhetorical Criticism</b>	<b>3</b>
This course focuses on applying various critical lenses to a variety of texts. Students reflect on the symbolism and power of language to promote civic participation and social change. The course provides students with a foundation for the analysis and interpretations of cultural artifacts. Course Frequency: Odd Year Summer		

<b>WRIT 5700</b>	<b>Travel Writing</b>	<b>3</b>
This course focuses on the particular genre of travel writing, focusing on the history and forms of the literary travel essay and writing about travel for the book and magazine market.		
<b>WRIT 5750</b>	<b>Transmedia Theory and Production</b>	<b>3</b>
This course offers an advanced study of transmedia theory and production, including design, delivery, and dissemination of compositional structures, and composer and consumer participatory behaviors across multiple media sites. Course Frequency: Even Year Fall		
<b>WRIT 5800</b>	<b>Editing, Layout, and Design</b>	<b>3</b>
This course focuses on the acquisition of skills for editing and layout of print and electronic publications, such as marketing materials, newsletters, magazines, and websites. These skills include copyediting, desktop publishing, project management, graphic design, typography, and layout using relevant software.		
<b>WRIT 5850</b>	<b>Teaching and Tutoring Second Language Writing</b>	<b>3</b>
This course focuses on the theory and practice of teaching and tutoring culturally and linguistically diverse composition students. Students will explore theories of second language acquisition, including the roles of culture and identity, as well as L2 pedagogy, including course design, response, treatment of error, and assessment. Course Frequency: Odd Year Winter		
<b>WRIT 5900</b>	<b>Special Topics</b>	<b>3</b>
This course will focus on advanced study of topics in composition, rhetoric, and digital media. Students will study topics such as discourse analysis, stylistics, writing program administration, TESOL, writing assessment, writing in the community, literacy studies. May be repeated for credit as topics vary. Course Frequency: Every Summer		
<b>WRIT 5950</b>	<b>Media Internship</b>	<b>3</b>
This course requires field or work experience in the student's area of study. Consult academic department for specific details and requirements. Repeatable up to six credits. Prerequisite: permission of Program Director.		



<b>WRIT 6000</b>	<b>Master's Thesis</b>	<b>3</b>
Research and writing for M.A. in CRDM thesis. Repeatable up to 12 credits. Prerequisite: permission of Department Chair.		

## M.S. IN BIOLOGICAL SCIENCES COURSE DESCRIPTIONS

### CORE COURSES

<b>Subject &amp; Number</b>	<b>Course Title</b>	<b>Credits</b>
<b>BCOR 5000</b>	<b>Graduate Seminar</b>	<b>3</b>
<p>Conveying and applying effective communication skills will be vital for success in academia, the health professions, scientific research, and education. Research seminars represent a useful venue to effectively present the most recent research results to colleagues, faculty, students, and the public. This course will provide students opportunities to present current research in the health and biological sciences fields of study for peers and faculty. Students will also gain exposure to scientific presentations by NSU faculty and other researchers. The latest techniques for presenting effective oral presentations, as well as evaluating and critiquing scientific seminars will be discussed.</p>		
<b>BCOR 5150</b>	<b>Immunobiology</b>	<b>3</b>
<p>The goal of this course is to introduce two topics: general immunological concepts and mechanisms of disease. The course will focus on molecular and cellular bases of immune phenomena including: development of the immune system, cellular and molecular mechanisms of immune recognition, host response to foreign agents including bacteria and viruses, nature of antigens and antibodies, antigen antibody interactions, immunity to pathogens, immune diseases, autoimmunity, and hypersensitivity.</p>		
<b>BCOR 5350</b>	<b>Principles of Epidemiology</b>	<b>3</b>
<p>This course will introduce the principles and methods used in epidemiologic investigation of infectious and noninfectious diseases. The course will illustrate how epidemiological studies can contribute to an understanding of the etiological factors, modes of transmission, and pathogenesis of diseases, as well as demonstrate the relationship between epidemiology and the development of policy. Examples used in the course will help illustrate epidemic; the</p>		

spread of infectious disease in school, home, and community; epidemiological aspects of a noninfectious disease; vaccination; the epidemiological approach to health services evaluation; rates of morbidity and mortality; and sensitivity and specificity of different methods.		
<b>BCOR 5585</b>	<b>Genomics</b>	<b>3</b>
<p>The primary goal of this course is to introduce and describe the latest advances in molecular biology, genomics, computational biotechnology, and their interrelationships to all biology and human society through classroom and computer exercises. We will review milestone discoveries, which led to the rise of genomics science, characteristics of the wide spectrum of different genomes (prokaryotic, eukaryotic and organellar), and innovative molecular techniques and tools (e.g. high throughput DNA sequencing, CRISPRs) used to study and manipulate genomes. We will study genomes including their architecture in different organisms and the gene products that underlie development and basic metabolism. Genomics will also be viewed in the context of “Big Data” sets, and its integration with computational methods. The impact of genomics on human health (personalized medicine, diagnostics, and new treatments to cure genetic diseases), ecology, ethical issues and problems will be discussed in depth.</p>		

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**REQUIRED ELECTIVE COURSES FOR CAPSTONE/THESIS CONCENTRATION**

<b>Subject &amp; Number</b>	<b>Course Title</b>	<b>Credits</b>
<b>BCOR 5570</b>	<b>Biostatistics</b>	<b>3</b>
<p>This graduate course will introduce the most commonly used statistical tests and procedures to analyze biological and ecological data. The main objective is to prepare the students to identify the most correct statistics to analyze biological data, perform the statistical analysis in R and correctly interpret the results. Lectures will consist of short theoretical presentations followed by a lab where students will do guided exercises in R. Students will be required to do readings prior to the class on the theoretical basis of the theme of the week and perform unguided exercises (homework) to cement knowledge.</p>		
<b>BCOR 5580</b>	<b>Scientific Method and Experimental Design</b>	<b>3</b>
<p>Scientific Method and Experimental Design This course provides a broad historical overview of biological sciences since Aristotle through Darwin with emphasis on both the experimental</p>		

design of seminal studies as well as the evolving philosophical approaches to the acquisition of knowledge from methodological naturalism to critical rationalism, Karl Popper and the hypothetico-deductive model for scientific method.

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#### HEALTH STUDIES CONCENTRATION COURSES

Subject & Number	Course Title	Credits
<b>BMHS 5105</b>	<b>Physical Diagnostic Skills</b>	<b>3</b>
<p>This lab-based course will introduce students to the clinical aspect of health studies. Its primary objective is to assist students in learning and developing the knowledge and practical skills essential in performing a medical history and physical examination. In doing so they will develop vital communication, reasoning, and problem-solving skills. The course is designed to be 'hands-on', offering students the opportunity to develop these practical skills with direct faculty observation and feedback.</p>		
<b>BMHS 5200</b>	<b>Pathophysiology</b>	<b>3</b>
<p>This course will focus on the pathological basis of disease and its effect on the physiological systems and homeostasis of the human body. It consists of the comprehensive study of basic pathological processes including inflammation, dysplasia, and neoplasia, along with specific acquired and congenital diseases of the various body systems. Additionally, students will gain an understanding of the diagnosis and prognosis of diseases.</p>		
<b>BMHS 5300</b>	<b>Pharmacodynamics</b>	<b>3</b>
<p>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 course will provide a detail explanation about receptor theory including types of receptors, agonists, antagonists, receptor modulation and intracellular signaling pathways. The students will also be introduced to selected drugs commonly used in the United States.</p>		

<b>BMHS 5400</b>	<b>Advanced Regional Anatomy/Lab</b>	<b>3</b>
<p>This course is designed to serve as a transition between systems-based undergraduate anatomy and regionally based medical professional anatomy. Anatomical organization will be presented in a regional format so that students can assimilate the bones, muscles, vasculature, innervations, and lymphatic pattern for each region of the body, similar to the pedagogical approach used in medical professional programs.</p>		
<b>BMHS 5450</b>	<b>Integrated Systems in Health Studies</b>	<b>3</b>
<p>This course will take a multidisciplinary approach in incorporating different subjects around major body systems, including the cardiovascular, renal, endocrine, and respiratory systems. This system-based integration will focus student learning on health issues within a body system and help with the comprehension of how different disciplines like anatomy, physiology, immunology, genetics, and biochemistry, contribute to the overall health of individuals</p>		
<b>BMHS 5500</b>	<b>Advanced Biochemistry</b>	<b>3</b>
<p>Structures and functions of the four major biological molecules (amino acids, lipids, carbohydrates, and nucleotides) and their metabolism will be discussed. Students will learn the structural-functional relationship of proteins, lipids, carbohydrate macromolecules. Fundamental biochemical processes related to metabolism including energetics, signal transduction, regulation and enzyme kinetics will be presented. Students will also learn the biochemical roles of vitamins, enzyme cofactors, hormones, drugs, antibiotics, and toxins. An emphasis will be placed on understanding the clinical applications of biochemistry. Experimental techniques used to study biochemistry will be illustrated.</p>		
<b>BMHS 5250</b>	<b>Systems Neurosciences</b>	<b>3</b>
<p>The aim of this course is to provide students with a better understanding of the structural and functional components of nervous system at different levels of analysis in sufficient depth to form the basis for further clinical or research studies. The course is comprised of topics related to the molecular and cellular physiology of neurons, development of nervous system, sensory and motor systems, and complex brain functions (learning, memory, emotions, motivation, and language). It also familiarizes students with the range of PBL style</p>		

cases in neuroscience, and topics related to neuropathology and neuroimaging are discussed in each chapter.

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**CAPSTONE/THESIS CONCENTRATION COURSES**

<b>Subject &amp; Number</b>	<b>Course Title</b>	<b>Credits</b>
<b>BCOR 5560</b>	<b>Biodiversity/Biogeography</b>	<b>3</b>
<p>Globally, biodiversity is being dramatically altered by human activities. Because many species remain undiscovered and ecological roles of existing species are poorly understood, the magnitude of these changes is difficult to evaluate. This course will discuss multiple aspects of biodiversity including: definition and importance of biodiversity to conservation issues; threats to biodiversity including introductions of non-indigenous species; impediments to conservation; scientific constraints; developing tools and forums for conserving biodiversity, and evaluating existing biodiversity initiatives currently in place and planned. Management approaches such as parks, protected areas, no-take or completely protected reserves, and special management areas will be discussed and evaluated.</p>		
<b>BMME 5600</b>	<b>Training in Standard Molecular Biology Methods</b>	<b>3</b>
<p>Molecular biology has grown as a discipline since the 1970's, and now encompasses a wide variety of methods and theory. In order to perform growing research in genomics and bioinformatics, basic training in fundamental molecular methods are necessary. This course will train an upper level undergraduate or entry level graduate student in the basic techniques, such as DNA extractions from diverse organisms, gel electrophoresis, polymerase chain reaction, DNA sequencing reaction and analysis, restriction enzyme digests, and molecular cloning among others.</p>		
<b>BMME 5750</b>	<b>Stable Isotopes</b>	<b>3</b>
<p>The course centers on the systematics, ecology, behavior, and resource management of marine fishes with emphasis on the inshore fishes of the tropical Atlantic. A self-paced laboratory and some field work are integral to the course.</p>		

<b>BMME 6000</b>	<b>Geographic Information Systems (GIS) &amp; Remote Sensing</b>	<b>3</b>
<p>This course assumes that you have an interest in Geographic Information Systems (GIS) and Remote Sensing. It is not intended to matter whether you consider yourself a chemist, physicist, biologist, geologist, or geographer. The intention is to deliver practical experience in Geographic Information System (GIS) through analysis and visualization of spatial data gathered from tools to study the Earth, its processes, and its inhabitants. The course is designed to be accessible to anyone with a reasonable grounding in the Earth and Biological Sciences with basic computer skills and is tailored to give a general induction to a wide scope of relevant topics and spatial data. The syllabus introduces basic Earth observation principles and image classification is dealt with by providing a grounding in the basic theory underlying image processing. Analyses of commonly collected spatio-temporal biological data will be emphasized. Processing, visualization, and presentation of spatial data, generated from field studies and theoretical models, will be stressed for the purposes of analysis and publication in print and on the internet. This practical and real-world experience founded in RS and GIS theory can be brought forward to each student's individual thesis topic.</p>		
<b>BMME 7020</b>	<b>DIS: Biological Sciences</b>	<b>3</b>
<p>Directed Independent Study courses are offered each term on an elective basis. Directed study in aspects of biological sciences. May be used for the completion of capstone or thesis proposal.</p>		
<b>BMME 7030</b>	<b>Thesis: Biological Sciences</b>	<b>3</b>
<p>Research and thesis preparation. Requires prior consultation with major professor and submission of an approved biological sciences thesis proposal.</p>		
<b>BMME 7040</b>	<b>Capstone: Biological Sciences</b>	<b>3</b>
<p>An extended literature review of a biological science subject approved by the student's advisory committee. The paper should demonstrate proficiency in library research, organization, and writing. Requires prior consultation with major professor and submission of an approved capstone proposal.</p>		

<b>BMME 7050</b>	<b>Special Topics in Biological Sciences</b>	<b>3</b>
<p>Topics in advanced marine 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.</p>		
<b>BMME 8050</b>	<b>Foundations of Programming, Data Structures, &amp; Algorithms</b>	<b>3</b>
<p>Concepts and foundations of computer science, including procedural and object-oriented programming, data structures, algorithms, and algorithm design, are introduced through programming in Python.</p>		
<b>BMME 8051</b>	<b>Database Management &amp; Applications</b>	<b>3</b>
<p>The application of database concepts to management information systems. Design objectives, methods, costs, and benefits associated with the use of a database management system. Tools and techniques for the management of large amounts of data. Database design, performance, and administration. File organization and access methods. The architectures of database systems, data models for database systems (network, hierarchical, relational, and object-oriented model), client-server database applications, distributed databases, and object-oriented databases.</p>		
<b>BMME 8053</b>	<b>Introduction to Bioinformatics</b>	<b>3</b>
<p>The primary goal of this course is to introduce the field of bioinformatics and to familiarize yourself with working in the UNIX/LINUX environment, standard DNA sequence analyses, and online database resources. There will be an emphasis on hands on practice and use of computer and online resources through the guidance of the instructor.</p>		

## M.S. CONFLICT ANALYSIS AND RESOLUTION COURSE DESCRIPTIONS

Subject & Number	Course Title	Credits
<b>CARM 5000</b>	<b>Foundations and Development of Conflict Resolution &amp; Peace Studies</b>	<b>3</b>
<p>This course outlines the substantive themes, history, origins, contexts, and philosophical foundations of conflict resolution, healing, peacemaking, and problem solving. Students will examine levels of interventions and processes in the field of conflict resolution. offered all terms.</p>		
<b>CARM 5040</b>	<b>Communication Dynamics in Dispute Resolution: The Human Factor</b>	<b>3</b>
<p>This course presents communication theories relevant to conflict resolution as well as theories about understanding, analyzing, and managing conflict. The course focuses on the human and emotional aspects of conflict and includes the influence of gender and culture. This course is pragmatic as well as theoretical and presents communication and conflict resolution models in a practice-based approach. offered all terms.</p>		
<b>CARM 5100</b>	<b>Mediation Theory and Practice</b>	<b>3</b>
<p>This course examines theories, methods, and techniques of mediation. Students will have the opportunity to demonstrate their knowledge of mediation skills.</p> <p>Prerequisites: CARM or CARD 5040. offered fall and winter.</p>		
<b>CARM 5140</b>	<b>Negotiation Theory and Practice</b>	<b>3</b>
<p>This course examines conflict intervention from the perspective of the disputant/negotiator. The integration of theory and practice will emphasize the tactics, strategies, and operations of effective and ineffective bargaining/negotiating behavior. The course develops negotiator skills and knowledge, leading to collaborative-based actions and solutions.</p> <p>Prerequisites: CARM or CARD 5040. offered winter.</p>		



<b>CARM 5401</b>	<b>Editing I</b>	<b>3</b>
<p>This course engages students in the principles and practices that create and sustain hard copy and online journals. These may vary from a fully academic focus to literary materials, but all will create and deliver content that promotes contributions to their fields. Coursework will encompass all the steps that connect a publication with its intended audience. Coursework will vary depending on the current stage of a journal's development, including duties that enact the realistic responsibilities and opportunities that anyone can expect while serving on, or leading, a journal in a professional position. This course is useful for students who intend to pursue a professional role in journal editing and those who intend to contribute to respected journals or other regular publications with a high-quality standard.</p>		
<b>CARM 6000</b>	<b>Organizational Conflict: Theory and Practice</b>	<b>3</b>
<p>This course examines organizations, the causes and manifestations of organizational conflict, and interventions including: organizational theories, organizational development, systems theories, group dynamics, and dispute systems design. Students will learn to apply theory to the assessment of conflict and the design of appropriate intervention models within organizations and will be introduced to consultation models. Prerequisites: CARM or CARD 5040. offered summer.</p>		
<b>CARM 6120</b>	<b>Culture and Conflict: Cross-cultural Perspectives</b>	<b>3</b>
<p>This course examines the nature and meaning of conflict, conflict management techniques, and the assessment of conflict situations from a cross-cultural perspective. Explores various models for training third parties to function effectively in handling disputes where cultural differences are a significant factor. Also addresses various theoretical and practical implications of indigenous conflict management techniques and beliefs found in different cultural settings. offered fall.</p>		
<b>CARM 6130</b>	<b>Practicum I: Supervised Field Experience</b>	<b>3</b>
<p>This course is a field research project that incorporates classroom knowledge and real-world settings. Students will demonstrate their ability to apply theory to practice and analyze situations utilizing knowledge from previous course work.</p> <p>Prerequisites: CARM 5000 and CARM 5040 and CARM 5020 AND 1 of the following CARM 5100, CARM 5140, CARM 6140. offered all terms.</p>		

<b>CARM 6140</b>	<b>Facilitation Theory and Practice</b>	<b>3</b>
<p>This course develops students' skills in working with groups. It incorporates theories and models of group dynamics, facilitation, and group development, as well as workshop development and delivery. This course uses a practice-based approach, including role-plays and workshop presentations.</p> <p>Prerequisites: CARM or CARD 5040. offered fall and winter (online) and summer (on-campus).</p>		
<b>CARM 6150</b>	<b>Professional Practice &amp; Ethics</b>	<b>3</b>
<p>This course will examine current ethical challenges of practice in the field of conflict resolution and peace studies. Some questions to be explored will include the following: What are major ethical dilemmas facing peace and conflict resolution practitioners? Can there be and should there be universally accepted, over-arching standards of ethical conduct and practice that guide their work? Through a combination of seminars, cases studies and discussions, students will explore challenges facing peace and conflict resolution practitioners, working at the local, national, and international levels. Students will analyze the ethical issues and dilemmas related to specific cases, research what various scholars and practitioners have written about best practices to determine what was done 'right' and what could have been improved. Students will also collaborate on reasoned approaches and responses to ethical issues in conflict resolution practice. This course takes a personal development approach, incorporating a learning laboratory model wherein students can learn about their personal values, biases, prejudices, and working assumptions in order to become reflective and ethical practitioners. Through the use of peer review exercises and several self-assessment tools, students will be able to explore their own personal readiness to help others prevent and resolve their conflicts. Students will also identify areas for further development and ways to help overcome these shortcomings. Prerequisites: 2 of the following 3: CARM 5100, CARM 5140, CARM 6140.</p>		
<b>CARM 6160</b>	<b>Practicum II: Supervised Field Experience</b>	<b>3</b>
<p>Continuation of CARM 6130. Prerequisites: CARM 6130. offered fall and winter.</p>		
<b>CARM 6170</b>	<b>Violence Prevention and Intervention</b>	<b>3</b>
<p>This course examines various theories of human aggression and violence, exploring their underlying assumptions about human nature and the causes of violence. Also included is an</p>		

introduction to a range of violence intervention and prevention approaches developed for use at the interpersonal, intergroup, and societal level. offered summer and fall.		
<b>CARM 6300</b>	<b>Master's Thesis: (optional)</b>	<b>6</b>
This course is taken over a two-term period in lieu of two electives required for completion of the degree program. The thesis may be an extended literature review of an approved subject, an approved independent research project, or a combination of the two (for further information, including prerequisites, see master's thesis handbook) Prerequisites: students must have 27 credits.		
<b>CARM 6400</b>	<b>Comprehensive Exam in Progress</b>	<b>3</b>
Students who need to take any part of the comprehensive examination will be enrolled in this course.		
<b>CARM 6450</b>	<b>M.S. Capstone</b>	<b>3</b>
This course presents communication theories relevant to conflict resolution as well as theories about understanding, analyzing, and managing conflict. The course focuses on the human and emotional aspects of conflict and includes the influence of gender and culture. This course is pragmatic as well as theoretical and presents communication and conflict resolution models in a practice-based approach.		
<b>CARM 6600</b>	<b>Special Topics in Conflict Resolution</b>	<b>3</b>
This course explores a variety of topics related to the field of conflict analysis and resolution, with the specific focus for each section determined by faculty on a case-by-case basis. The course provides for the exploration of topics of interest to faculty and students and/or timely topics, which are not covered by existing electives.		
<b>CARM 6601</b>	<b>International Conflict Resolution</b>	<b>3</b>
This course reviews international conflict resolution in many settings and includes informal mediation by private interveners and scholar practitioners; formal mediation by individual, regional, transnational, and international organizations; and mediation within small and large states. offered occasionally.		

<b>CARM 6602</b>	<b>Resolving Environmental and Public Disputes</b>	<b>3</b>
<p>This course focuses on the theoretical bases, practical applications, process orientations, and actual intervention into complex multiparty, multi-issue public disputes. Focus is on social/environmental interactions and sources of political and economic conflict over human health environmental protection and natural resource scarcity. offered occasionally.</p>		
<b>CARM 6604</b>	<b>Gender and Conflict</b>	<b>3</b>
<p>This course examines gender roles in conflict and how conflict is experienced and perceived by men and women. Course material includes feminist theories, men's studies, religion, literature, history, anthropology, film, television, psychology, the justice system, and alternative dispute resolution. offered occasionally.</p>		
<b>CARM 6605</b>	<b>Institutional Assessment in Conflict Resolution Practice</b>	<b>3</b>
<p>This course will introduce students to the field of institutional assessment and planning, emphasizing the higher education environment and its unique challenges. Students will explore the functions of educational institutions across systems, develop an understanding of the concepts of institutional assessment and administrative issues in higher education, learn to use core technologies and methodologies for research applications, and build experience navigating the political and interpersonal dynamics that promote effective institutional assessment. offered occasionally.</p>		
<b>CARM 6606</b>	<b>Advanced Mediation Skills</b>	<b>3</b>
<p>This course will oblige students to examine conventional wisdom and the students' own beliefs to develop a more sophisticated understanding of the potentials and limits of mediation in a wide variety of contexts. The course will cover selected mediation issues and skills in more depth than possible in an introductory survey of mediation. Students will analyze issues such as convening mediations, eliciting and satisfying interests, maintaining impartiality, dealing with power imbalances, handling apparent impasses, identifying and handling various ethical problems, and writing agreements. Students will also discuss practical aspects of operating a practice such as getting clients, billing, developing good relationships with other professionals, and creating standard forms. Prerequisites: CARM 5100. offered occasionally.</p>		

<b>CARM 6607</b>	<b>Ethno-political and Community-Based Conflicts</b>	<b>3</b>
<p>This course introduces the major methods used by states, international organizations, and conflict resolution practitioners to eliminate, manage, and resolve ethnic and community-based conflicts. Case studies are used to explain conflict escalation and de-escalation, and mechanisms of conflict intervention. offered yearly.</p>		
<b>CARM 6608</b>	<b>Nonviolent Social Movements</b>	<b>3</b>
<p>This course focuses on 20th-century nonviolent social movements such as the women's rights and suffragist movement; Gandhi's prolonged struggle against British colonialism; Martin Luther King, Jr., and the American Civil Rights movement; the American peace movement against the war in Vietnam; and the nonviolent movements that resulted in the end of communist rule in Eastern Europe. offered occasionally.</p>		
<b>CARM 6610</b>	<b>Family Violence: The Effects on Families, Communities and Workplaces</b>	<b>3</b>
<p>This course explores the overall effects of trauma and violence on individuals, families, communities, and the workplace. Issues of abuse, violence, and systemic responses are explored in relation to their effect on individual behavior, family dynamics, service provision, and community systems. Methods for identifying such issues in the context of family mediation and other types of conflict intervention are explored. offered occasionally.</p>		
<b>CARM 6611</b>	<b>Race and Ethnic Relations in America</b>	<b>3</b>
<p>This course examines the social constructionist approach toward the study of racial and ethnic conflict and conflict analysis in the U.S. It is designed to assist students in increasing their ability to analyze racial issues from a historical and contemporary perspective, and to explore the basic theoretical paradigms that have been used to conceptualize the idea of race and ethnicity from the 19<sup>th</sup> century to the present. The course will also explore the effects of contemporary policies in addressing racial and ethnic inequities, and strategies to combat racism. offered occasionally.</p>		

<b>CARM 6613</b>	<b>Arbitration</b>	<b>3</b>
<p>The purpose of this course is to help understand the theory and processes of arbitration for a wide variety of cases. The course will cover the nature, enforceability and scope of arbitration clauses; other requirements to arbitrate; the powers of arbitrators; issues that typically arise in arbitration; the conduct of arbitration hearings; the remedies available in awards under federal and state law; and proceedings to confirm or to modify or vacate arbitration awards.</p>		
<b>CARM 6614</b>	<b>Workshop Development</b>	<b>3</b>
<p>This course helps students to create a connection between the graduate program and professional life by learning how to create, develop, and present workshops and training in the field of conflict resolution. Students will learn concepts and principles necessary to create and design workshops for adults and for children. Students will actually develop and present workshops in class in order to gain experience, have a finished product, and get valuable feedback from participants. offered occasionally.</p>		
<b>CARM 6618</b>	<b>The Reflective Practitioner: Consulting, Conflict, and Change in Organizational Settings</b>	<b>3</b>
<p>A hands-on, clinically based course in which students will form consulting teams (like in consulting firms) and actually do consulting in the community. offered occasionally.</p>		
<b>CARM 6619</b>	<b>Strategic Community Planning and Partnerships</b>	<b>3</b>
<p>An overview of the community from a strategic perspective, identifying: social, economic, demographic and cultural trends and patterns within the community; areas of concern for law enforcement and government; ways to initiate and develop community-wide strategic planning for peaceful community relations and growth; building community partnerships between law enforcement, the criminal justice system and community agencies and groups; community justice; and the use of data, data collection and analysis in developing and implementing collaborative long and short term plans for community development, problem solving and funding initiatives. offered occasionally.</p>		
<b>CARM 6620</b>	<b>Academic Writing</b>	<b>3</b>
<p>This writing course is a user-friendly seminar on how to write clear, unpretentious academic prose. Technical issues are covered that include sentence structure, punctuation, tenses, idea</p>		

development and presented in a non-technical manner. The focus includes strategies for creating and editing manuscripts and for researching, organizing, and writing literature reviews.		
<b>CARM 6621</b>	<b>Introduction to Human Rights</b>	<b>3</b>
This course provides students with an introductory survey of political, philosophical, historical, economic, and legal considerations related to fundamental human rights concepts. Students will examine human rights issues in both domestic and international arenas. In particular, the course addresses the issues of the ideological and cultural origins of human rights theory; the sources of rights and rights violations; the impact of the nation-state system, governments and other institutions (such as corporations, churches and universities), and domestic and foreign policies particularly of the U.S.) on human rights law and enforcement. Finally, students examine the wide variety of political, civil, economic, social, and cultural rights warranting protection. offered yearly.		
<b>CARM 6622</b>	<b>Legal Concepts</b>	<b>3</b>
This course will provide an overview of the U.S. legal system as it relates to alternative methods of resolving conflicts. Students will learn legal terminology, the judicial system, judicial procedures, the fundamentals of legal research and legal writing, and where alternative methods such as mediation and arbitration relate to legal processes. Students will also explore legal and procedural concepts such as: collaborative legal practices, state and federal authority, restorative justice, victim-offender programs, and the relationship between U.S. and international legal procedures. The class will be interactive with research, writing, class presentations, and guest presentations.		
<b>CARM 6624</b>	<b>Advanced Practicum</b>	<b>3</b>
This practicum experience is a faculty-driven experience in which a faculty member will design a project in conjunction with another organization or university and students selected for the practicum will work on that project with the faculty member. The project may also entail a one to two-week mandatory field experience in which students and the faculty member will work on the project on location. Students will be responsible for their expenses. Students will apply for this practicum and must be selected. offered occasionally.		

<b>CARM 6625</b>	<b>Field Studies Practicum</b>	<b>3</b>
<p>The Global Field Studies Practicum Course in Conflict Resolution incorporates a field-immersion component as part of this practicum course. It is developed around principles of multidisciplinary conflict analysis, management, and resolution which promote scholarship of engagement in communities through research, education, and practice. This course provides a solid knowledge base by the application of conflict resolution concepts through experiential learning that lead to professional development. The field experience enhances students' cross-cultural skills, appreciation and understanding of diversity and global issues. During the course students are exposed to a diverse community of researchers, practitioners, policy makers, who share with students their experience and career journeys. The course provides for the enhancement of students' career development plans and requires the completion of all required practicum forms and paperwork. For their final project students are expected to work with a partner organization developing research, training, or consultancy projects where students apply theoretical concepts within a practical framework.</p>		
<b>CARM 6626</b>	<b>Conflict Resolution for the School and School System</b>	<b>3</b>
<p>This course is designed for anyone in a position to influence school policy, practice, and decision-making, from within or as a consultant. The course takes a systems approach to resolving conflicts within the school and school system, applying conflict analysis and conflict resolution models to conflict situations, using negotiation, mediation, and facilitation processes, developing a conflict resolution culture throughout the system, providing training for parents, teachers, students, and school board. The course also examines methods to manage conflict, including using conflict resolution practices in crisis situations, and mediating and negotiating with parents, teachers, administrators, and students. The course uses a case study method. offered yearly.</p>		
<b>CARM 6627</b>	<b>Conflict Resolution and Peer Mediation for Students: Elementary, Middle and High School Levels</b>	<b>3</b>
<p>This course is designed to bring conflict resolution and peer mediation training to students at the classroom, school, or school system level with the objective of transforming student/classroom/school conflict resolution culture. Students will examine the elements of conflict resolution and peer mediation curricula, materials and resources in the field, and current research. Students will also do original curriculum/peer mediation design by integrating state-of-the-art thinking in conflict resolution methods, theories, and research</p>		



into the design, implementation, and institutionalization of conflict resolution and peer mediation programs. offered yearly.		
<b>CARM 6630</b>	<b>Foundations of Genocide</b>	<b>3</b>
This course is a survey of the causes, forms, and nature of genocide. The course addresses the complexities in differentiating human rights violations and crimes against humanity, from genocide and government sponsored mass murder. Theoretical and applied cases studies will facilitate student engagement. The course will serve as an introduction to the theories and applied practices utilized in analyzing acts of genocide. Issues addressed throughout the course will include: genocidal intent, eugenics and genocide, demographic purging, as well as mass and public extermination.		
<b>CARM 6632</b>	<b>Civil Wars &amp; Their Resolutions</b>	<b>3</b>
This course examines the various complexities of violent civil conflict. Using a general survey of the field, supplemented with numerous civil war case studies, students explore the various factors contributing to the outbreak of civil wars, the processes and consequences of such conflict, as well as the variety of methods available for resolution. offered occasionally.		
<b>CARM 6633</b>	<b>International War and Resolution</b>	<b>3</b>
This course focuses on various aspects of international war and peace. Topics of discussion include defining war, historical patterns of warfare, motivations to engage in such conflict, as well as efforts to deter or resolve international war. offered yearly.		
<b>CARM 6634</b>	<b>Metropolitan Conflict</b>	<b>3</b>
This course will explore historical and theoretical explanations for the different types of conflict prevalent in various metropolitan areas. A series of case studies, focusing on both cities within the United States and abroad, students will explore such topics as the role of ethnicity in conflict, structural inequalities of the system, urban/suburban relations, urbanization, and metropolitan growth and development. offered occasionally.		

<b>CARM 6635</b>	<b>Advanced Facilitation: Facilitating Complex Group Problem Solving</b>	<b>3</b>
<p>This course focuses on facilitation in complex problem situations. The focus will be on intercultural settings. Various approaches to complex facilitation are introduced, with special attention to dealing with difficult parties and principles of Interactive Management (IM). This course will provide students with the skills necessary to perform a facilitation workshop with a computer-assisted program developed to resolve complex problems. Students will gain experience as participants in problem-solving sessions, which they will study and analyze. Class sessions will consist of role-plays, discussion and analysis, and presentation of information. Prerequisites: CARM 6140. offered occasionally.</p>		
<b>CARM 6638</b>	<b>Conflict and Crisis Management: Theory and Practice</b>	<b>3</b>
<p>This course is an overview of the theories of conflict and crisis management and the intervention models and protocols used. Conflict and crisis management will be explored among and between individuals and groups, organizations, communities, and governments around the globe. Topics will include the management of violent conflicts, such as kidnapping, hostage-barricade and terrorist acts, homeland security, and the response to natural disasters. There will be interactive exercises as well as a case study approach used. offered yearly.</p>		
<b>CARM 6639</b>	<b>Organizational Conflict Intervention</b>	<b>3</b>
<p>This course will explore the diagnostic techniques and tools necessary to assess organizational conflict, and tools necessary for successful intervention. offered yearly.</p>		
<b>CARM 6641</b>	<b>Conflict and Crisis Negotiation</b>	<b>3</b>
<p>This course will provide an overview of law enforcement crisis negotiation and its application to crisis situations, such as domestic violence encounters on an individual level and hostage/barricade encounters on an organizational level. Lecture, expert demonstration, and interactive negotiation with role play will provide an experiential learning environment for understanding and applying active listening skills, empathy, rapport, influence, and behavioral change concepts to conflict and crisis situations. offered occasionally.</p>		

<b>CARM 6643</b>	<b>Social Aspects of Terrorism</b>	<b>3</b>
<p>in the last fifteen years we have seen a significant surge in acts of terrorism. Today, terrorism plays a significant role in international and domestic politics and affects each of us in varying degrees. This course is an advanced seminar dealing with terrorism. It is imperative that we understand terrorism, the history of terrorism, the types of terrorism, the terrorist, his motivations, and the causes and consequences of terrorism. This course examines a wide range of topics in order to provide you with a deeper understanding the phenomenon of terrorism. We will engage in a thoughtful and in-depth examination of the definitions, causes, and consequences of terrorism, as well as consider the different means to countering terrorism. We will evaluate the domestic and international causes and effects of terrorism, state-sponsored terrorism, and suicide terrorism. We will examine and evaluate how terrorists raise, store, spend, and transfer their financial resources. offered occasionally.</p>		
<b>CARM 6644</b>	<b>Consulting with Leaders in Organizational Conflict: A Four Frame Approach</b>	<b>3</b>
<p>Studies clearly show that successful leaders of twenty-first century organizations need to make sense of complex conflict situations before taking action. This course will combine theory and practice to equip students to assist organizational leaders in developing both diagnostic and behavioral sophistication by using multiple frames before taking action. Participants will engage in both classroom learning, on-line assistance, and leadership coaching with a client and organization of their own choosing. offered yearly.</p>		
<b>CARM 6645</b>	<b>Indigenous Systems of Conflict Resolution</b>	<b>3</b>
<p>This course is designed to make contributions to the field by exploring the processes of conflict resolution and peacemaking as practiced by the indigenous communities around the world. Class members will engage in an in-depth exploration of techniques of peacemaking, as practiced in various parts of the world. offered yearly.</p>		
<b>CARM 6646</b>	<b>The Anthropology of Peace and Conflict</b>	<b>3</b>
<p>This course will explore the social dynamics of disputing and undertaking detailed examinations of specific cases. By examining diverse expressions of conflict and different means of controlling it, students will deepen their understanding of conflict analysis and broaden their perspectives on how disputes can be managed. Course topics will include the cooperative and aggressive components of human nature, the social construction of violence,</p>		

genocide, and war, and the relationship between conflict resolution, social control, inequality, and justice. offered occasionally.		
<b>CARM 6648</b>	<b>Researching Conflict</b>	<b>3</b>
in this course, students and instructors will together conceptualize, design, and carry out a mixed methods research study on a topic connected to violence. The students and instructors will decide on a research problem to be studied. The goal of the elective is to help students deepen their understanding of quantitative and qualitative research and hone their research skills. The course will be a collaborative effort, building on the experience, knowledge, expertise, and interests of all of the participants. Prerequisite: CARM 5200. offered Yearly.		
<b>CARM 6649</b>	<b>Federalism &amp; Intergovernment Conflict</b>	<b>3</b>
This course describes and analyzes the guiding principles and the operational processes of "American Federalism", as well as its intended and unintended consequences. It seeks to provide students with a working understanding of the complex set of interactions occurring between all government units and levels (national/federal, States, Counties, municipalities, school districts and special districts, townships, etc.) in the USA; the various types of conflicts which necessarily result from these interactions; and the solutions that have been implemented in the past, or are currently suggested, in order to address and resolve these conflicts.		
<b>CARM 6650</b>	<b>International Negotiation: Principles, Processes, and Issues</b>	<b>3</b>
This course describes and analyzes the major principles, processes, and issues of international negotiation in the twentieth and twenty-first centuries. It seeks to provide students with the analytical tools and skills required to explain and predict the outcome of specific (bilateral or multilateral) negotiations through the study of various explanatory factors, including: stability and change in the structure of the existing "international system"; the individual characteristics of the nations-states parties (power/capabilities, interests, culture/values, negotiating styles, etc.); the strategic and tactical moves of those considered as "key player"; as well as the role of smaller states and non-state actors. offered yearly.		
<b>CARM 6651</b>	<b>Theories of Ethnicity and Nationalism</b>	<b>3</b>
This course is foundational for theoretical understandings of ethnicity and nationalism. Students will analyze general theories from key debates and critically examine various points		

<p>of view in relation to defining boundaries, conflict, context, difference, identity, migration, minority/majority, race, and tribalism in regard to ethnicity, as well as community, fantasy, ideology, neo-Marxism, modernism, perennialism, political, primordialism, semiotic, sociocultural, socioeconomic, imagination, invention, and tradition in association with nationalism and nationalists, and the entwinement and interrelation between all of these prevalent notions and themes. Upon completion of the course students will better grasp ethnic belonging, ethno-nationalist conflict, and intra/inter-group disputes from the standpoint of applied theory, cultural relativity, and humanism. offered Yearly.</p>		
<b>CARM 6652</b>	<b>History, Memory &amp; Conflict</b>	<b>3</b>
<p>By exploring the significance of history, memory, and cognition, this course provides the most recent theoretical debates on these issues and their significance for understanding why populations persist in a state of violence. Students will be introduced to the basic and major theoretical interpretations and the chronology of history of ideas. Questions to be considered include: how does the past become the present and remain in it, and how do we as researchers interpret the relevance of history and memory? Others are: how is the past invented, mythologized about, and re-invented? Why does memory have such an important role in the persistence of intractable hostilities and how does the learning of violence become transmitted from one generation to the next? offered occasionally.</p>		
<b>CARM 6653</b>	<b>Conflict in Conservation and Development</b>	<b>3</b>
<p>This course examines conflict in conservation and development. It covers theoretical frameworks and introduces participatory tools that will enable students to more effectively analyze and address situations of conflict in conservation and development initiatives. The course familiarizes students with concepts and methods from natural resource management, sustainable livelihood systems and collaborative learning approaches. offered occasionally.</p>		
<b>CARM 6654</b>	<b>Islam, Conflict, and Peacemaking</b>	<b>3</b>
<p>This course will provide an historical overview of Islam, including an introduction to belief systems, the different branches of the faith and schools of Islamic law with a special emphasis on Muslim doctrines related to conflict and peace. It will include the contemporary era and investigate Muslim engagements with modernity and discuss the varied responses and perspectives. There will some discussions of international relations, but the course will also emphasize micro level issues. Students will have the opportunity to develop research projects</p>		

designed to extend their understanding of Islam and its potential as a resource for peace building. offered occasionally.		
<b>CARM 6655</b>	<b>The Interdisciplinary Writer</b>	<b>3</b>
This course is designed to assist graduate students in creating essays, thought papers, and other pieces of writing that reach an intended audience with clarity, skillful craft, and purpose. It includes reading and writing assignments for an academic setting focused on interdisciplinary perspectives. Students will be expected to participate in class discussions and improvisational writing exercises. Because this is a writing course, rather than just a course about writing, there will be a workshop component to the class. This means that all participants will bring in copies of their work to share to develop writing strengths and skills, improve editing abilities, and better understand how an author's writing and those of others, a piece's purpose, it's organizational structure, level of craft execution, authorial voice, and engagement of the audience. offered occasionally.		
<b>CARM 6656</b>	<b>Gender, Conflict and International Development</b>	<b>3</b>
This course provides the student with essential understanding of the factors that shape the social, political, and economic roles of women and men in developing countries. The course covers the concepts of gender in conflict resolution and peace building by examining women and men's human rights and security, and the consideration of gender within developmental policies and provides an overview of concepts and gender analysis frameworks from a historical perspective. Students examine specific projects aimed at integrating women into community development. offered occasionally.		
<b>CARM 6657</b>	<b>Conflict Coaching Theory and Practice</b>	<b>3</b>
This course examines the growing use of conflict coaching as a conflict intervention process and introduces different models and related theoretical foundations. The integration of theory and practice will emphasize the various stages including identity framework, narrative, needs assessment, goal setting, and feedback, utilizing a relational and systems orientation. The course develops coaching skills, strategies, and knowledge, and uses a practice-based approach, including role-plays and case studies. offered yearly.		

<b>CARM 6658</b>	<b>Transformational Narratives</b>	<b>3</b>
<p>Across cultures, people effectively communicate about their conflicts and issues through narratives. In any helping profession, it is effective to create useful change with a clear understanding of the strategies of transformational narratives. By understanding what creates change in stories, we can help people rewrite their own accounts in ways that redefine their possibilities. This course offers analyses of narratives from traditions of conflict resolution and other interdisciplinary perspectives, promoting the ability to reframe, refocus, and creatively intervene in stories of a personal and social nature to open useful possibilities for people who carry stories of unresolved struggle. offered occasionally.</p>		
<b>CARM 6659</b>	<b>Conflict and Peace Building in Africa</b>	<b>3</b>
<p>This course examines conflict and peace building dynamics in the African continent. Its content includes a survey of contemporary macro-level conflicts in Africa and an examination of their historical and more immediate causes. Class participants will explore the causes and effects of such conflicts and investigate prospects for constructive transformation. Past and ongoing resolution and peace building efforts will be discussed, and class members will propose a peace building strategy for a case of their choice. offered occasionally.</p>		
<b>CARM 6660</b>	<b>Conflict Management in Groups: Overt and Covert Dynamics</b>	<b>3</b>
<p>The purpose of this course is to provide participants with knowledge, skills, and attitudes to be effective in groups with an emphasis on analyzing and managing overt and covert conflict. The course also examines issues of communication, leadership, power, and authority in relation to group and interpersonal effectiveness. This course enables participants to cope with complex issues as they emerge in the natural life of small groups, large groups, and organizations. Learning about group life is gained through direct experience in a temporary learning organization created in the course. The course is designed as a living laboratory where members can experience and explore group life as it occurs. offered occasionally.</p>		
<b>CARM 6661</b>	<b>Middle Eastern Conflict</b>	<b>3</b>
<p>This graduate seminar explores the many different types of conflict found in the Middle East. It seeks to provide students with the analytical tools and skills required to explain the causes, understand the actors, and analyze and/or predict the outcomes of specific Middle Eastern conflicts. To meet these objectives we will evaluate broad types of Middle Eastern conflict such as religious, ethnic, and cultural, militarized conflicts, civil wars, and occupations. We will also</p>		

<p>evaluate Middle Eastern conflict negotiation, the Middle East peace process, why negotiation and peace has failed, and what needs to be done so that Middle East peace could be achieved. Finally, we will look at the future of Middle Eastern conflicts. offered occasionally.</p>		
<b>CARM 6662</b>	<b>Political Violence</b>	<b>3</b>
<p>Political Violence is a graduate seminar that explores the many different types of political violence; specifically looking at revolutions, terrorism, and transitional-institutional political violence. This seminar examines a wide range of topics in order to provide the student with a deeper understanding of political violence. We will engage in a thoughtful and in-depth examination of the definitions, causes, and consequences of political violence, as well as consider the different means to countering political violence. offered occasionally.</p>		
<b>CARM 6663</b>	<b>Introduction to Peace Studies</b>	<b>3</b>
<p>This graduate seminar explores theories of peace and war, as well as the promotion of peace. This seminar provides students with an in-depth understanding various depictions of peace, emphasizing the concepts of positive peace, social justice, and international development. Peace will be examined systemically, highlighting connections between the experience of peace at the personal, community, national, and international levels. Students will therefore also investigate the relationships that human nature and culture have with peace, war, and violence. in addition, the course will investigate how international bodies promote peace and mitigate the effects of war. Students will also examine the causes of war and just war theory. The field of peace studies will be outlined as well, including a brief history of the field.</p>		
<b>CARM 6664</b>	<b>Restorative and Transitional Justice</b>	<b>3</b>
<p>This graduate seminar explores the theory and practice of both restorative justice and transitional justice. This seminar provides students with an in-depth understanding of the theory upon which restorative justice and transitional justice practice rest. Various forms of practice, stemming from diverse practice settings, are also examined, including: victim-offender mediation, victim-offender dialogue in cases of severe violence, family group conferencing, peacemaking circles, and restorative justice practice in schools. The seminar offers students opportunities to role-play and practice restorative justice skills. Forms of transitional justice are also surveyed, particularly truth and reconciliation commissions and their work around the globe. offered occasionally.</p>		



<b>CARM 6665</b>	<b>Irish Social Conflict</b>	<b>3</b>
<p>This graduate seminar explores conflict at the societal level in Ireland. Two case studies will be used to investigate Irish conflict. First, the conflict over Northern Ireland will be examined. In this conflict, students will consider Ireland's historical conflict with Britain and how it led to the conflict between Irish Catholics and British Protestants in Northern Ireland. Then the current conflict dynamics and those of the recent past will be considered, culminating in the Good Friday Agreement and the relative state of peaceful co-existence that exists today. Different conflict resolution strategies employed in the conflict will also be examined (like the use of restorative justice). The course will also examine the intra-Irish social conflict between the settled Irish and the Irish travelers. The travelers had a historic role as tin smiths in Irish society but, as this livelihood was left behind, their nomadic lifestyle and different culture led to a broad, long-term societal conflict between themselves and the settled Irish. This seminar will explore this conflict and consider current conditions of travelers, some of the underlying drivers of the conflict (like culture and power differences), and some of the ways that travelers have attempted to protect their culture and lifestyle in Ireland (such as through the traveler's social movement). offered occasionally.</p>		
<b>CARM 6666</b>	<b>Social Advocacy/Patients Clients</b>	<b>3</b>
<p>This course examines strategies for developing advocacy toward marketing ideas, achieving buy in from others and shaping opinion. It includes strategies for developing advocacy on behalf of patients and clients in other settings as well as teaching individuals and other groups how to best advocate for themselves. The course will draw upon research in the fields of persuasion, power relations, and public advocacy. Topics covered will include: developing messages, context of communicating messages, emotional tenor of advocacy and creating a persuasive message. offered occasionally.</p>		
<b>CARM 6667</b>	<b>Transitional Justice</b>	<b>3</b>
<p>War and large-scale violence deeply scars individuals and societies. Peace does not come with the silencing of the guns and the danger of conflict resurgence is extremely high in the immediate aftermath of hostilities. Long term resolution of conflicts requires that the damage of past conflicts be addressed so as to enable societies to progress into peaceable, just futures. Transitional Justice has grown into a new subfield of study and it addresses some deeply challenging questions arising out of violence. How can societies torn apart by war, genocide, atrocities, and dictatorships emerge into a new and brighter future? Can people and citizens deeply scarred by violence learn to forgive, forget, and/or co-exist? Or does true</p>		

<p>healing require punishment, vengeance, and retribution for crimes past? in this class we balance moral, legal, and psychotherapeutic theories against the realities of historical and contemporary examples. We will examine the solutions proposed so far including the International Criminal Court, Truth Commissions, Memorializations, Reparations etc. We will look at some specific exemplars such as South Africa, Bosnia-Herzegovina, Sri Lanka, Canada, Argentina, and others. offered occasionally.</p>		
<b>CARM 6668</b>	<b>Organizing Nonviolent Social Change</b>	<b>3</b>
<p>This is a practice course that aims to provide students with the skills necessary to make nonviolent social change happen. It grows out of experiences in legislative advocacy in Washington DC and community mobilization on conflict resolution and federal appropriations allocations for HIV Aids programming. Students will explore some of the practicalities of nonviolent social action and how to participate more effectively in initiatives. Cases of nonviolent struggle, principles of strategy, and the techniques and methods of nonviolent action will be covered. Some skills covered will be: How to frame messages for mobilization, how to raise funding (including taking advantage of internet use), how to work with the media etc. Students will be assigned skill-based exercises like creating posters (hard copy or electronic), writing talking points for legislative testimony etc. We will use strategies from Gene Sharp and Saul Alinsky (tutor to Hillary Clinton and President Obama). offered occasionally.</p>		
<b>CARM 6669</b>	<b>Peace Education</b>	<b>3</b>
<p>This course will introduce students to the central concepts, theories, current debates, and cutting-edge practices as regards peace education. Essential questions include what peace education is, experiential learning, how do faculty design curriculum around peace education, how faculty can address nonviolence in the classroom, best practices in assisting students to understand the role of power and inequalities in conflict, and how to facilitate student (and teacher) understanding of entrenched historical conflicts. offered occasionally.</p>		
<b>CARM 6670</b>	<b>Introduction to International Relations</b>	<b>3</b>
<p>This course is an introduction to world politics and is intended to give the student a better understanding of international relations and the complex issues and perspectives affecting the world community. We will investigate many aspects of international relations such as the dominate theories of international relations, the history of the nation-state, the definition of power, Islamic fundamentalism, terrorism, war, ethnic conflict, political economy,</p>		

international institutions, transnational organizations, trade, modernization, dependency theory, imperialism, globalization, and the foreign policy of the United States and its impact on the world community. Students are expected to keep up to date with current global events by reading an international newspaper each day and being prepared to connect and apply those current events to the topics covered in class.

## M.S. IN MARINE SCIENCE COURSE DESCRIPTIONS

### CORE COURSES

Subject & Number	Course Title	Credits
<b>MSMS 5010</b>	<b>Biostatistics</b>	<b>3</b>
<p>This graduate course will introduce the most commonly used statistical tests and procedures to analyze biological and ecological data. The main objective is to prepare the students to identify the most correct statistics to analyze biological data, perform the statistical analysis in R and correctly interpret the results. Lectures will consist of short theoretical presentations followed by a lab where students will do guided exercises in R. Students will be required to do readings prior to the class on the theoretical basis of the theme of the week, and perform unguided exercises (homework) to cement knowledge.</p>		
<b>MSMS 5020</b>	<b>Marine Ecosystems</b>	<b>3</b>
<p>This class focuses on marine ecological and functions. It presents an overview of the basic concepts of marine ecology along with more detailed elements of the discipline including the diversity of marine ecosystems, trophic relationships, ecological roles, and nutrient cycling and biogeochemistry.</p>		
<b>MSMS 5030</b>	<b>Marine Geology</b>	<b>3</b>
<p>Marine Geology reviews key concepts of marine geology, as needed by marine biologists to understand the geomorphic setting they are working in and to provide a general-knowledge background. Since it is graduate-level, students are required to enhance frontal classroom teaching by the instructor through research papers and their presentation on specialized subjects directly related to the taught material. Course material reviews planetary evolution, types of sediments and rocks, the reason for the existence of oceans and continents and the spatio-temporal dynamics of marine sedimentary and igneous processes. Numerous case-</p>		

<p>studies are used to illustrate concepts such as plate tectonics via island formation, and sedimentology via discussion of attractive sedimentary systems, such as coral reefs. Students will have a broad understanding of geological ocean dynamics and will be literate in present issues in the Earth Sciences.</p> <p>Furthermore, since quantitative data analysis is a key skill required on the job-market, students will be introduced to the freeware statistical software R and will be exposed to the analysis of realistic geological datasets.</p>		
<b>MSMS 5040</b>	<b>Marine Chemistry</b>	<b>3</b>
<p>This course is an introduction to marine chemistry. It describes the properties, composition, and origin of seawater, the importance, distribution, relationships, and biogeochemical cycling of the major inorganic nutrients, dissolved gases, trace metals, and organic compounds. Salinity, temperature, and density distributions will be explained. Carbonate parameters (pH, Alkalinity, TCO<sub>2</sub> and pCO<sub>2</sub>) and how these are influenced by uptake of anthropogenic carbon dioxide by the ocean will be a key topic. Material is presented through lectures and four laboratory sessions which cover the principles and application of selected analytical techniques.</p>		
<b>MSMS 5050</b>	<b>Physical Oceanography</b>	<b>3</b>
<p>This course is intended to give students a view to how wind, radiation, gravity, friction, and the Earth's rotation determine the ocean's temperature and salinity patterns and currents. Some important process we will study include heat budget of the oceans, exchange of heat with the atmosphere and the role of the ocean in climate, surface mixed layer, waves in the ocean, geostrophy, Ekman transport, upwelling, Rossby waves, subtropical gyres, western and eastern boundary currents. Students will learn how to explain physical features of the ocean ranging from microscopic turbulence to global circulation.</p>		
<b>MSMS 5060</b>	<b>Scientific Communications</b>	<b>3</b>
<p>This professional development class is designed to broaden the graduate student's career prospective and develop competencies in communication (written and oral), leadership/management abilities, and skills related to job acquisition. This class will benefit students at any stage of their graduate career or pursuing any degree type (capstone, thesis, dissertation).</p>		

## MARINE BIOLOGY CONCENTRATION COURSES

Subject & Number	Course Title	Credits
<b>MSMS 6001</b>	<b>Marine Physiology</b>	<b>3</b>
<p>This course examines various aspects of the functional biology of marine animals, including physiology, feeding, locomotion, morphology, and sensory biology. 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, large salinity fluctuations, extremely low light levels, etc.</p>		
<b>MSMS 6002</b>	<b>Coral Reef Ecology</b>	<b>3</b>
<p>The decline of coral reefs worldwide is a pressing concern for scientists and managers. Thus, it is important to understand the complex ecological relationships of coral reefs in order to determine how this diverse ecosystem will respond to current and future threats. This course will introduce students to the general biology, geology, and ecology of scleractinian corals and coral-associated organisms and examine the importance of seagrass and mangrove communities. Material will be presented from a global perspective, with focus on the South Florida and Caribbean marine environment. Following the presentation of material by the professor, active classroom discussion is required.</p>		
<b>MSMS 6003</b>	<b>Deep Sea Biology</b>	<b>3</b>
<p>The deep sea is the largest living space on the planet, with some of the most diverse, complex, and extreme environments on the planet. This course will cover major topics in deep-sea biology, including depth zonation, energetics, adaptations, extreme environments, sensory biology, and anthropogenic threats. This course will provide you with a basic understanding of what we know (and don't know) about deep-sea ecosystems, the methods used to study this environment and inhabitants, and it will create an opportunity to discuss major current questions and exciting new discoveries.</p>		
<b>MSMS 6004</b>	<b>Marine Fisheries</b>	<b>3</b>
<p>This course will explain the main theories and methods used in marine fisheries science, as well as providing a basic understanding of management in the United States (including the federal fisheries management council and international regional fisheries management</p>		

<p>organization processes). Ultimately, the student will better understand the historical development of the structure and goals for U.S. domestic fisheries policies. In addition, this new course adds many of the laboratory exercises and guest lectures formerly in the Intermediate Marine Fisheries Science course, including fishing gear modifications, fish specimen preparation, and basic population modeling.</p>		
<b>MSMS 6005</b>	<b>Invertebrate Zoology</b>	<b>3</b>
<p>Invertebrate zoology including introductory anatomy, physiology, phylogeny, and ecology of major animal phyla through non-vertebrate chordates and including heterotrophic protists, with emphasis on marine organisms. Prerequisites: Undergraduate Biology.</p>		
<b>MSMS 6006</b>	<b>Taxonomy of Marine Invertebrates</b>	<b>3</b>
<p>Identification and ecology of marine invertebrates with an emphasis on shallow-water species of the tropical Western Atlantic. Field work and a self-paced laboratory are integral to the course.</p>		
<b>MSMS 6007</b>	<b>Marine Mammalogy</b>	<b>3</b>
<p>This course provides an overview of the evolution, natural history, anatomy, physiology, biomedicine, husbandry, pathology, and conservation of cetaceans, pinnipeds, sirenians, and their allies. Graduate students are required to contribute to classroom lectures through a review of primary literature and presentation on specialized subjects directly related to the taught material. Numerous case-studies are used to illustrate concepts such as aquatic mammal diseases, direct and indirect anthropogenic impacts, and translation from terrestrial to marine ecosystems. Students will have a broad understanding of marine mammals, their role in a variety of ecosystems, and the environmental issues related to their need for conservation.</p>		
<b>MSMS 6008</b>	<b>Biology of Sharks &amp; Rays</b>	<b>3</b>
<p>Although the study of sharks generally lags behind studies on bony fishes and many other animals, our understanding of the biology of sharks and rays has improved tremendously over the past several decades. Despite much of the interest in sharks stemming from the fact that they occasionally bite humans, sharks are fascinating animals in many respects. They are highly specialized inhabitants of the sea and possess a variety of unique characteristics that are integral to their having been around for the past 400 million years. In this course, we will</p>		

<p>explore the general biology of sharks and rays by examining topics concentrating on their anatomy, physiology, and biochemistry with the goal of understanding how exquisitely adapted these animals are to their environment. We will also survey the evolution and diversity of past and present sharks and rays and also examine distributions, environments inhabited, ecological roles, interactions within and among species, and review the life history characteristics of sharks and rays in relation to their occurrence and sustainability in fisheries with the overall goal of understanding the diversity of sharks and rays, their role in marine ecosystems and their interactions with humans (other than in terms of shark attack).</p>		
<b>MSMS 6010</b>	<b>Marine Apex Predators</b>	<b>3</b>
<p>Apex predators like sharks, crocodiles, bears, eagles, and dolphins all play important ecological roles in coastal and marine environments, and many are unfortunately endangered by human activities. The material covers aspects of the life histories, ecology, and conservation biology of this diverse group. This hands-on course will also provide in-depth experience with the apex predators of marine ecosystems across multiple taxa, including sharks, seabirds, teleost fishes, and marine mammals. Students will participate in shark tagging excursions, dissections of various predator taxa, and conduct field testing of several scientific methods of studying predators in natural environments.</p>		
<b>MSMS 6011</b>	<b>Marine Avian Ecology</b>	<b>3</b>
<p>This course will cover the main biological and ecology aspects of avian species within the marine ecology, with a particular emphasis on coastal ecosystems. Particular emphasis is also placed on the policy and management aspects of water-associated bird species during the final third section of the course, including state and U.S. federal regulations. Students will be provided with several seminal, peer-reviewed articles and other supporting materials regarding the topic of the week and expected to read and comment to the class about their content. In addition, students will be required to develop a field observation notebook of water-associated bird species in South Florida.</p>		
<b>MSMS 6012</b>	<b>Corals from the Inside Out</b>	<b>3</b>
<p>This course presents the microscopic anatomy of scleractinian corals and gorgonians (Phylum Cnidaria, Class Anthozoa) to support studies on their ecology, physiology, reproduction, biochemistry, systematics, molecular biology/genetics, immunology, embryology, and pathology. Topics covered include histology; coral diseases; sample collection, preservation, processing, and histoslide preparation (lecture and discussion only, no laboratory); and slide</p>		

<p>reading of healthy and diseased specimens using light microscopy and virtual microscopy. The course begins with online readings and research, and then students will meet at NSUOC for one week of full-time lecture and laboratory sessions. This summer only: Students may attend either the one week of full-day laboratory sessions OR attend two weeks of afternoon laboratory sessions. Participants may bring histoslides from their own research to share with the group and discuss with Dr. Peters.</p>		
<b>MSMS 6014</b>	<b>Marine Larval Ecology</b>	<b>3</b>
<p>Most marine animals have a complex life cycle with a sessile or sedentary adult stage and a dispersive larval stage. This course will expose the students to the diversity of marine larval forms and increase their understanding of the environmental factors affecting larval survival, development, dispersal, settlement, recruitment, and connectivity. We will study the implications of having a larval stage for the persistence and management of marine ecosystems, and how climate change and other human-induced disturbances on larvae may affect species persistence.</p>		
<b>MSMS 6016</b>	<b>Ichthyology</b>	<b>3</b>
<p>This course will provide a thorough coverage of ichthyology, the study of fishes. The focus will be on the systematics of bony, cartilaginous, and jawless fishes, both living and extinct. The anatomy of fishes will be detailed, followed by a multi-lecture series treating the major lineages of fishes. Lab exercises will involve anatomical study and taxonomy of extant fishes. Following systematic lectures key ecological aspects of fishes will be examined, including trophic ecology, growth and reproduction, and community structure. These ecological elements will be traced back to the evolution of major lineages to allow student understanding of why certain fish groups occur (or do not occur) where they do. In addition to in-lab work, students will gain experience in field sampling techniques around the Oceanographic Center in order to acquire fresh material for laboratory exercises.</p>		
<b>MSMS 6017</b>	<b>Tropical Fish Biology</b>	<b>3</b>
<p>This lecture/field/laboratory course emphasizes the ecology and identification of Caribbean inshore and coral reef fishes. Lectures concentrate on general ecology (e.g., planktonic existence, reproductive strategies, feeding methods, distributional determinants) and species-specific ecology (e.g., diel and seasonal rhythms, food, reproduction) as well as the identification and taxonomy of approximately 200 species. Field and laboratory periods</p>		



emphasize collecting and museum techniques as well as the use of dichotomous identification keys.		
<b>MSMS 6021</b>	<b>Histology and Ultrastructure</b>	<b>3</b>
<p>This intensive course will examine the fine and ultrastructure of marine organisms and range in focus from bacterial cells to fish tissue. Lectures and labs will be conducted to examine structure and function of tissue and cells of several marine groups. Light and electron microscopy in conjunction with molecular methods for study of bacterial cells such as FISH (Fluorescence in-situ hybridization) will be discussed. Additionally, the complementary nature of cell and tissue imaging using light and electron microscopy will be examined. Fixed and embedded blocks of student research specimens will be supplied, and students will section and stain their samples for examination in the light and/or electron microscope. Imaging and image capture methods including quantification of structural features using ImageJ will be conducted. Students will prepare their results for presentation and submit a term paper at the end of the semester.</p>		
<b>MSMS 6022</b>	<b>Methods in Marine Community Ecology</b>	<b>3</b>
<p>The study of ecological communities is a powerful tool with which we can understand real-world patterns of biodiversity and rates and mechanisms of species change over varying spatial and temporal scales. 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 literacy in community analysis methods is a sought-after graduate skill with employers. Through this course, students will learn how typical marine communities are structured, and how to identify, analyze and interpret patterns of marine biodiversity and community composition using multivariate data analysis tools found in PRIMER with PERMANOVA software and R.</p> <p><b>Prerequisite:</b> MSMS 5010 Biostatistics</p>		

## COASTAL ZONE MANAGEMENT CONCENTRATION COURSES

Subject & Number	Course Title	Credits
<b>MSMS 6101</b>	<b>Coastal Policy</b>	<b>3</b>
<p>This seminar-style discussion course will explain the main federal legislation governing the domestic and international management and policies surrounding marine mammals, seabirds, sea turtles, and marine fishes. This course also provides an overview of approaches and governance tools used in coastal policy and management, with specific emphasis on living marine resources, such as coral reef ecosystems. Students will be exposed to basic precepts of public policy analysis. The course will examine relevant international, federal, and state marine and coastal policy programs and issues, incorporating current events for weekly discussions.</p>		
<b>MSMS 6102</b>	<b>Ocean and Coastal Law</b>	<b>3</b>
<p>A hodgepodge of laws and policies apply to the oceans and coasts. These govern private landowners, extractors of living and nonliving resources like fish and energy, shipping interests, conservation groups, reef and sanctuary managers, polluters, researchers, and many more. Layers of local, national, and international authorities create regulations and enforce rights and duties. Many living systems are in collapse, with social and economic consequences. Much ocean and coastal law is already a story of failure followed by restructuring. Our course describes legal mechanisms and underlying policies behind them. We look over examples of success and of failure to evaluate the approaches. From this we experience how these laws are created and revised, administered, interpreted, shaped by science, enforced, and how to locate and differentiate the legal provisions. Our task is to survey the six decades or so of law in this area. We look more closely at the main categories as they each develop thru time. Climate change law is evaluated from its origins in air pollution control law development. Fisheries are depicted by major legal controversies and revisions to law. Coastal use conflicts are examined for land and marine areas. Pollution of the oceans and coasts is evaluated for law concerning liability for spills and control of land-based sources. Topics of individual interest to students are emphasized.</p>		
<b>MSMS 6103</b>	<b>Invasive Species</b>	<b>3</b>
<p>This course will cover the main biological and historical aspects of invasive species ecology, with a particular emphasis on aquatic systems. Particular emphasis is placed on the development of government policies regarding invasive species and the state, U.S. federal,</p>		

and international management measures intended to control the effects of current invasive species and to minimize the risk of future introductions. Students will be provided with several seminal, peer-reviewed articles and other supporting materials regarding the topic of the week and expected to read and comment to the class about their content.

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**MARINE ENVIRONMENTAL SCIENCES CONCENTRATION COURSES**

<b>Subject &amp; Number</b>	<b>Course Title</b>	<b>Credits</b>
<b>MSMS 6201</b>	<b>GIS &amp; Environmental Remote Sensing</b>	<b>3</b>
<p>This course assumes that you have an interest in Geographic Information Systems (GIS) and Remote Sensing. It is not intended to matter whether you consider yourself a chemist, physicist, biologist, geologist, or geographer. The intention is to deliver practical experience in Geographic Information System (GIS) through analysis and visualization of spatial data gathered from tools to study the Earth, its processes, and its inhabitants. The course is designed to be accessible to anyone with a reasonable grounding in the Earth and Biological Sciences with basic computer skills and is tailored to give a general induction to a wide scope of relevant topics and spatial data. The syllabus introduces basic Earth observation principles and image classification is dealt with by providing a grounding in the basic theory underlying image processing. Analyses of commonly collected spatio-temporal biological data will be emphasized. Processing, visualization, and presentation of spatial data, generated from field studies and theoretical models, will be stressed for the purposes of analysis and publication in print and on the internet. This practical and real-world experience founded in RS and GIS theory can be brought forward to each student's individual thesis topic.</p>		
<b>MSMS 6203</b>	<b>Climate Change</b>	<b>3</b>
<p>The purpose of this class is to provide students with an overview of climate change and how it is impacting the marine environment. Students will be introduced to concepts such as the modern climate system, what climate change is, as well as evidence for it. Students will be able to place recent climate change within the context of historical records. Topics such as ocean acidification, sea level rise, coral bleaching, hurricanes, marine ecosystems, and ocean circulation patterns will allow students to explore the role that climate change is having on the oceans and coasts. Discussion will include perspectives from the scientific and social side of this issue.</p>		

<b>MSMS 6204</b>	<b>Anthropogenic Impacts in Marine Environments</b>	<b>3</b>
<p>Humankind has always tended to settle around the coastal zone, and the world's oceans have long been a source of transport and natural resources, from fisheries to minerals. However, the oceans and their currents are giant interconnected conveyors of all nations' anthropogenic marine impacts. This course will focus upon the historical patterns and influences associated with anthropogenic activities in the marine and coastal environment as well as examining anthropogenic marine impacts with policies, critical resource limitations and related slowing global economic growth. To do so, the course will examine present day major anthropogenic marine impacts, mitigation efforts, and the economic trends and future trajectories associated with human development, critical resource limitation, and related impacts on the marine environment while considering the resulting net economics resources for forecasting, ameliorating and mitigating them.</p>		
<b>MSMS 6205</b>	<b>Toxicology &amp; Laboratory q-PCR</b>	<b>3</b>
<p>The course will be training in the classical culture techniques for determination of fecal pollution in surface waters as is used in all water quality laboratories. This will involve membrane filtration for bacterial indicators and plaque formation for viral indicators.</p> <p>Newly developed real time PCR methods will be performed and evaluated.</p> <p>The use of q-PCR has been implemented in microbiology studies to quantify abundance and expression of taxonomic and functional gene markers that pose contamination threats to drinking, recreational, marine, and fresh waters. Its use allows viable results for the indication of microbial presence associated with human pollution that supersedes the abilities of culture based fecal coliform and enterococci studies. The use of PCR chemistries is a more advanced, precise, and sensitive method for estimating microbial species in environments. Within PCR chemistries, q-PCR allows for expedient results coupled with greater accuracy to determine if human pollution is contaminating a water source and in what amounts quantitatively.</p> <p>Lectures will discuss environmental toxicology and the general mechanisms of transport and transformation of chemicals in water/sediment systems and within marine organisms. Laboratory training will include basic laboratory techniques necessary for biological and chemical research projects. These techniques include those applicable to coral reef, ecological, toxicological, and marine studies.</p>		

<b>MSMS 6208</b>	<b>Aquaculture</b>	<b>3</b>
<p>This course will give the student an understanding of the basic principles of aquaculture, including production systems, water quality, nutrition, spawning, larval culture and grow-out, and culture methodologies of fish, reptiles, invertebrates (zooplankton, mollusks, crustaceans, corals) and algae. The course will consist on a series of lectures followed by readings for each learning topic and paper discussions. The students will have the opportunity to conduct hands-on activities associated with the culture and husbandry of animals.</p>		
<b>MSMS 6209</b>	<b>Biodiversity</b>	<b>3</b>
<p>Globally, biodiversity is being dramatically altered by human activities. While many species remain undiscovered, and ecological roles of existing species poorly understood, the magnitude of the changes is difficult to evaluate. This course will discuss multiple aspects of biodiversity including: the definition of biodiversity, threats to biodiversity, the role of biodiversity, and methods to study biodiversity, with an emphasis on marine conservation issues. Management approaches such as marine protected areas, no take areas, and special management areas will be studied.</p>		
<b>MSMS 6210</b>	<b>Scientific Method &amp; Experimental Design</b>	<b>3</b>
<p>This course provides a broad historical overview of biological sciences since Aristotle through Darwin with emphasis on both the experimental design of seminal studies as well as the evolving philosophical approaches to the acquisition of knowledge from methodological naturalism to critical rationalism, Karl Popper and the hypothetico-deductive model for scientific method.</p>		
<b>MSMS 6211</b>	<b>Genomics</b>	<b>3</b>
<p>The primary goal of this course is to introduce and describe the latest advances in molecular biology, genomics computational biotechnology, and their interrelationships through classroom and computer laboratory exercises. Discussions will also place these topics in a marine and evolutionary context. We will study the milestone discoveries, which led to the rise of genomics, characteristics of the wide spectrum of different genomes (prokaryotic, eukaryotic and organellar), innovative molecular techniques and computational tools used to study these genomes, and the impact of genomics on current biological issues and problems.</p>		

<b>MSMS 6212</b>	<b>Stable Isotopes in Marine Ecology</b>	<b>3</b>
<p>The purpose of the course Stable Isotopes in Environmental Science is to educate the student how to use chemical measurements to study elemental cycling (tracers) to solve environmental questions. The fundamental principles will be explained (e.g. What is an isotope? What does stable mean? How do we use a stable isotope?). Emphasis will be placed on the lightest, and most abundant, stable isotopes: carbon, nitrogen, hydrogen (deuterium), oxygen, and sulfur. While both organic and inorganic isotope studies will be discussed, the major focus will be the use of isotopes as tracers in food web, migration, and biosphere circulation studies. Fractionation and mixing will be discussed next as related to different environments and organisms. Modeling approaches will be reviewed utilizing the current accepted models based on R software.</p> <p>The course text chapters will be read by the students before each lecture to prepare them for explanations, and then primary literature will be provided each week by every student for further specific discussion and explanation on the weekly topic. Students will learn and apply the basic techniques necessary to process organic samples in the lab for stable isotope analysis. These data may be used as a pilot study for further research. Student will engage in a class project employing food web mixing models (SIBER, MixSIAR) using data provided by the professor for a specific ecosystem. <i>The lab fee includes the cost of processing up to ten samples.</i></p>		
<b>MSMS 6312</b>	<b>Coral Reef Biochemistry</b>	<b>3</b>
<p>Biogeochemistry is a systems science that focuses on the study of chemical cycles within ecosystems. This course will take a systems approach with coral reefs, teaching students about coral reef ecosystem function, where and how chemical elements are cycled through reefs, and the potential impact of global and local anthropogenic changes to these systems. One main area of focus will be the calcification of coral reefs with an organism to ecosystem perspective. There will be a field component to this course, with a 3-4 day field trip at the end of the semester where students will learn and practice state-of-the-art biogeochemical techniques.</p>		

## CAPSTONE/THESIS COURSES FOR ALL CONCENTRATIONS

Subject & Number	Course Title	Credits
<b>MSMS 6300</b>	<b>Directed Independent Study</b>	<b>3</b>
Directed Independent Study courses are offered each term on an optional basis. Directed study in aspects of marine science. May be used for the completion of capstone or thesis proposal.		
<b>MSMS 6400</b>	<b>Thesis</b>	<b>3</b>
Research and thesis preparation. Requires prior consultation with major professor and submission of an approved thesis proposal.		
<b>MSMS 6450</b>	<b>Capstone</b>	<b>3</b>
An extended literature review of a subject approved by the student's advisory committee. The paper should demonstrate proficiency in library research, organization, data analysis, and writing. Requires prior consultation with major professor and submission of an approved capstone proposal.		

## M.S. IN NATIONAL SECURITY AFFAIRS AND INTERNATIONAL RELATIONS COURSE DESCRIPTIONS

Subject & Number	Course Title	Credits
<b>NSAM 5001</b>	<b>Current and Historical Issues</b>	<b>3</b>
This course is an introductory seminar dealing with current and historical issues in American national security affairs. In the age of globalization and international terrorism it is imperative that we understand the history, topics, and concepts of national security affairs. The pursuit of security involves a wide range of both domestic and international activities that fall under the umbrellas of political, economic, and military relations and procedures. This course examines the history of American security, the workings of the American national security institutions and organizations, cooperative security systems like NATO and the United Nations, international institutions, political violence, terrorism, war, and both domestic and		

international law on security. On all these topics, this course will emphasize both theoretical and practical issues that will further the student's knowledge of American national security affairs.		
<b>NSAM 5002</b>	<b>Terrorists and Terrorism</b>	<b>3</b>
This course analyzes terrorism from a number of perspectives including law enforcement (FBI), defense (DOD), and diplomatic (DOS) orientations in order to understand mitigation/prevention, preparedness, response, and recovery measures with regards to counterterrorism and antiterrorism. Individual (lone wolf) and group (Islamist) terrorist mindsets will be examined, as well as international and domestic domains.		
<b>NSAM 5003</b>	<b>National Intelligence Collection</b>	<b>3</b>
This course examines the work of current and future managers in the federal intelligence and homeland security arenas. Students will be introduced to the various ways in which the social and behavioral sciences inform approaches to intelligence collection and analysis and how these scientific approaches can facilitate the goals of countering terrorism and hostile intelligence service actions. Specifically, the emerging field of-Futuristics will be explored in this context so that managers can forecast, manage, and create preferable future outcomes for their agencies and the nation.		
<b>NSAM 5004</b>	<b>Border Protection</b>	<b>3</b>
This course is an in-depth analysis of the importance and the difficulties in security measures and tactics used to protect a sovereign nation's borders. Border protection is an essential part of National Security. The threats to domestic populations include drug-smuggling, terrorism, human and arms trafficking, and illegal immigration. Theoretical and applied case studies will facilitate student engagement. The course will serve as an introduction to the theories and applied practices of successful border protection.		
<b>NSAM 5005</b>	<b>Research and Evaluation in National Security Affairs</b>	<b>3</b>
This course provides an in-depth introduction to the fundamental logic and principles of research design, with additional focus areas in critical thinking and analysis. Students will gain familiarity with key concepts in the philosophy of science and current debates over appropriate methods of data collection and analysis of the social sciences. Students will learn the differences between quantitative, qualitative, and mixed-methods research; from here		



<p>the student will be introduced to the foundations of these approaches and learn what strategies, methods, and techniques are in use. Students will then be expected to formulate a research question, develop a set of hypotheses, develop a strategy for data collection, develop a literature review, and finally to formulate ways to operationalize their study.</p>		
<b>NSAM 5010</b>	<b>US Foreign Policy and National Security</b>	<b>3</b>
<p>This course examines the history of United States foreign policy from World War II to the present, with an emphasis on the emergence of national security as the dominant feature of policymaking in this period. In this class, we will explore the expanding global reach of U.S. interests since 1945, paying considerable attention to the role of the Cold War and the War on Terror in the creation of and continued expansion of a national security apparatus within the United States government. In readings and course discussions students will be exposed to key concepts such as the national interest and identity, isolationism and internationalism, and realist and idealist approaches to foreign policy. Students will also be exposed to the major schools of thought on US foreign policy and develop a greater contextual understanding of contemporary policies and issues in national security.</p>		
<b>NSAM 5014</b>	<b>Ethical Issues in National Security</b>	<b>3</b>
<p>This course provides an introduction to moral reasoning through a philosophical examination of major ethical problems in the context of national security, such as those encountered by security professionals; intelligence gathering; military engagements; responses to terrorism, among others. The relationship between security interests and traditional democratic values such as, privacy, truth and honesty will also be explored. Student will be introduced to the idea that ethical problems are largely a matter of normative ethical (philosophical) theory.</p>		
<b>NSAM 5015</b>	<b>International Relations: Theory and Practice</b>	<b>3</b>
<p>This course is a survey of the dominant theories of international relations including (but not limited to) realism, liberalism, their neo-variants, as well as critical theories. The course will examine the “great debates” within international relations and apply these theories to historical case studies and current issues in U.S. national security.</p>		
<b>NSAM 5016</b>	<b>Civil Liberties and National Security</b>	<b>3</b>
<p>This course focuses on understanding the interconnection between Civil Liberties and National Security. Both elements are important – the first being the mechanism by which the</p>		

<p>Republic as an entity protects itself and the second by which many of the principles of the Republic are protected. How these two elements are balanced and shaped by the needs of the day will be examined by focusing on the historical development of this interaction, as well as the modern intersection by looking at readings in history, law, and politics.</p>		
<b>NSAM 5020</b>	<b>International Law and Institutions</b>	<b>3</b>
<p>This course introduces students to the sources of international law, treaty and custom, and explains how the International Court of Justice at The Hague as well as American courts work with international rules in deciding cases. It considers the operation of the United Nations in creating international norms and in handling international disputes. This course covers bases of international criminal jurisdiction as well, state recognition, sovereign immunity as well as state responsibility. After considering the critical and fundamental concepts in the field, the course will explore a few interesting transnational problems relating to security issues, namely controlling piracy, preventing human smuggling, and stopping terrorism.</p>		
<b>NSAM 5030</b>	<b>American Government and Domestic Security</b>	<b>3</b>
<p>This course is examination of the domestic national security state. It will explore the ways that concerns over domestic security have shaped the actions of American government and conversely, the ways that the structures of American Government have shaped our responses to domestic security concerns.</p>		
<b>NSAM 5040</b>	<b>Cyber Conflict and Statecraft</b>	<b>3</b>
<p>This seminar introduces the concept of international conflict in cyber space and the related statecraft involved in addressing American national security affairs while sustaining international relationships. This course examines the history of American cybersecurity, vulnerabilities to past attacks, and attempts to interdict and mitigate damage inflicted by future attacks on the national cyber system. Additionally, through examination of multiple international cyber conflicts a view of this component of the changing nature of modern warfare helps to illuminate the varied issues facing federal, state, and critical infrastructure operators across the country. On all these topics, this course emphasizes both theoretical and practical issues that will further the student's knowledge of America's cyber vulnerability and the potential employment of cyber weapons in future conflicts.</p>		

<b>NSAM 5502</b>	<b>Directed Readings in National Security Affairs</b>	<b>3</b>
<p>This course examines specific aspects of national security affairs. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.</p>		
<b>NSAM 5650</b>	<b>Economic Statecraft in National Security Affairs</b>	<b>3</b>
<p>This course examines the economic strategies employed by states to press other states to follow established agendas. Achieving National Security Policy objectives frequently involves the integrative use of sanctions, embargoes, boycotts, dumping, freezing of assets, strategic materials policies, tariffs, as well as opening of markets, foreign investments, partnerships, and other developmental activities. Economic Statecraft is seen as a peaceful strategy to force countries to negotiate and then build their economy for strategic alignment.</p>		
<b>NSAM 6130</b>	<b>Practicum I: Supervised Field Experience</b>	<b>3</b>
<p>This course is a field research project that incorporates classroom knowledge and real-world settings. Students will demonstrate their ability to apply theory to practice and analyze situations utilizing knowledge from previous course work.</p>		
<b>NSAM 6690</b>	<b>Special Topics in National Security Affairs and International Relations</b>	<b>3</b>
<p>Special Topics in National Security Affairs and International Relations is reserved for advanced studies in the field. Specific focus and topics are to be approved by the chair of the Department of Humanities and Politics and advertised to students in advance of each offering. If the content changes, this course may be repeated with the prior permission of the department chair.</p>		
<b>NSAM 6700</b>	<b>Directed Thesis in National Security Affairs and International Relations</b>	<b>6</b>
<p>The directed thesis serves as a capstone on the student's experience in the National Security Affairs and International Relations (M.S.) program. As such preparation for this course began on day one of the student's course of study of in the program. The theories, research</p>		

methods and analytical skills, and substantive knowledge acquired by the student through the master's curriculum provide the foundation upon which this thesis project is built. Students must complete all other coursework in the program before undertaking the directed thesis. Working under the direction of a designated faculty member in the program students will be responsible for developing and planning an innovative project, crafting a viable thesis, engaging in research using appropriate primary and secondary resource material, and executing a polished work of analysis that contributes to knowledge in the field. In addition to submitting a written thesis, students are required to offer an oral defense of their project.

#### GRADUATE CERTIFICATE IN QUALITATIVE RESEARCH COURSE DESCRIPTIONS

Subject & Number	Course Title	Credits
<b>QRGP 6300</b>	<b>Foundations of Qualitative Research</b>	<b>3</b>
<p>This course introduces students to the epistemological, theoretical, methodological, and procedural foundations of qualitative research. Students will learn common factors qualitative approaches to inquiry share as well as learning the specifics of the major qualitative research methodologies such as generic qualitative description, grounded theory, phenomenology, ethnography, narrative analysis, and discourse analysis. Students will also be introduced to the variety of professional settings in which qualitative research is utilized including academia, business and organizations, international development, and private consultation. offered fall.</p>		
<b>QRGP 6301</b>	<b>Qualitative Data Collection</b>	<b>3</b>
<p>The course provides students an opportunity to learn the basics of qualitative research design with a focus on qualitative data generation, collection, and preparation. Students will learn how to select appropriate research sites, gain access to data sources, design and manage sampling strategies, conduct individual and group interviews, carry out field observations, collect documents, transcribe, and compose field notes. Students will also learn quality control measures such as maintaining research journals and diaries. offered winter.</p>		
<b>QRGP 6302</b>	<b>Qualitative Data Analysis I</b>	<b>3</b>
<p>This course covers best practices in generic qualitative, ethnographic, and grounded theory analysis. Students will learn how to conduct within-case and across case analysis, coding, and</p>		

conceptualization, transforming data, and report writing. Students will also learn quality control measures such as constant comparison, member checking, peer debriefing, and conducting audit trails. offered fall.		
<b>QRGP 6303</b>	<b>Qualitative Data Analysis II</b>	<b>3</b>
This course covers best practices in phenomenology, narrative inquiry, and discursive analysis. Students will learn how to conduct thematic analyses, phenomenological reduction, creative synthesis, microanalysis, and report writing. Students will also learn quality control measures such as bracketing, epoché, and verisimilitude. offered winter.		
<b>QRGP 6304</b>	<b>Appraising Qualitative Research</b>	<b>3</b>
This course covers the appraisal and review of products emanating from qualitative research including papers, articles, posters, grant proposals, books, book prospectus, dissertations, theses, and systematic reviews. Students will learn how to assess the quality of qualitative research products, construct and use criterion-based rubrics, and compose reviews. Students will also serve as ad hoc reviewers for The Qualitative Report (TQR). offered occasionally.		
<b>QRGP 6305</b>	<b>Qualitative Research Design</b>	<b>3</b>
This course covers knowledge and skills needed to design a qualitative research study and compose a qualitative research proposal. Students will learn how to construct and justify a qualitative research study, synthesize the relevant research literature, generate discovery-oriented research questions, select sites and samples, create a manageable method including a quality control system, address ethical issues, and discuss potential implications and limitations. Students will compose their own qualitative research proposals and Institutional Review Board for the Protection of Human Subjects (IRB) protocols and consent forms. offered summer.		
<b>QRGP 6306</b>	<b>Conducting Qualitative Research I</b>	<b>3</b>
This course covers the activities involved in the initiation of a qualitative research study. Students will start the study they proposed in QRGP 6305 Qualitative Research Design. offered occasionally.		

<b>QRGP 6307</b>	<b>Conducting Qualitative Research II</b>	<b>3</b>
<p>This course covers the activities involved in the culmination of a qualitative research study. Students will complete the study they proposed in QRGP 6305 Qualitative Research Design and started in QRGP 6306 Conducting Qualitative Research I. offered occasionally.</p>		
<b>QRGP 6308</b>	<b>Writing Qualitative Research</b>	<b>3</b>
<p>Students will learn how to write up their qualitative research inquiries from the earliest steps of their studies through the manuscript submission process using writing and representational styles consistent with their research design and purpose. To this end, students will produce their own original qualitative research papers that incorporate the basic elements of qualitative research reports and best practices for communicating their methodological choices and research findings in transparent and coherent prose. Students will also learn how to evaluate the quality of their compositions and revise their drafts via the use of rubrics and manuscript checklists. While it is not necessary that other Qualitative Research courses have been taken in the Certificate Program, it is a requirement that you have conducted your own research – this course will assist writing up results of a qualitative study. offered occasionally.</p>		
<b>QRGP 6309</b>	<b>Arts-Based Qualitative Research</b>	<b>3</b>
<p>This course presents various ways in which to incorporate arts-based strategies into qualitative research design, in order to generate additional data, address researcher bias, deepen qualitative analysis, and enhance the presentation of research findings. For example, the course will explore ways in which the use of collage can be used to both strengthen researcher bracketing and reflexivity, as well as a data generation technique in combination with journaling. The course will also address how poetry can be used as a technique to both validate and represent research findings; students will practice found data poetry in developing findings, and the use of various poetic forms to convey key findings. In addition, students will be introduced to photo voice, a method that involves study participants taking photos to capture their lived experience and understandings of particular social phenomena. Throughout the course, ethical issues related to arts-based qualitative research will be considered and discussed. offered occasionally.</p>		

<b>QRGP 6310</b>	<b>Autoethnography</b>	<b>3</b>
<p>This course introduces students to the historical, epistemological, theoretical, methodological, and procedural foundations of auto-ethnography. Students will learn a variety of approaches to autoethnography including individual, collaborative, critical, interpretive, and transformational forms and will practice appraising the quality of different types of autoethnographic reports. They will also learn how to conceive and conduct an autoethnography. offered occasionally.</p>		

## APPENDIX A. NSU COVID-19 RETURN OF THE SHARKS PROTOCOL

Nova Southeastern University (NSU) considers the health, safety, and well-being of its students and community to be one of its top priorities. In the midst of these unprecedented pandemic conditions, NSU continues to follow federal, state, and local guidelines to put in place extensive provisions and protocols to mitigate the spread of COVID-19 in NSU facilities and locations.

NSU takes its responsibilities seriously, and the university counts on its students to take their responsibility to comply with safety practices and protocols seriously as well, understanding that some risks lie outside of anyone's control.

NSU cannot guarantee a completely COVID-19-free environment. However, to address the health and safety of the NSU community and reduce the risk of transmission of the COVID-19 virus, NSU has created policies and protocols for mitigating the spread of COVID-19. Taking steps to mitigate the risk of COVID-19 infections at NSU is a shared responsibility. It is critical that all students adhere to these policies and protocols, as well as national, state, and local guidelines, for their own well-being and the well-being of those around them. Students are expected to comply with the NSU safety policies and protocols related to COVID-19, including the protocols set forth in the *Return of the Sharks Student Guide*. Residential life students are also required to comply with the Addendum to the 2020–2021 Residential Life and Housing Contract and the *Residential Life COVID-19 Preparedness Guide*, which include additional health and safety protocols and policies specific to residential life. The NSU policies and protocols for responding to COVID-19 may be updated at any time, as additional information about COVID-19 is obtained, and/or as additional guidance is issued from federal, state, and local governmental bodies and agencies. As such, students are responsible for continuing to monitor their NSU email for any updates to this handbook, as well as [nova.edu/ehs/cv19-resources/index.html](https://nova.edu/ehs/cv19-resources/index.html) for additional updates. Failure to comply with the NSU safety policies and protocols related to COVID-19 may result in immediate removal from campus and a referral to the office of the Vice President of Student Affairs, or the applicable college/academic program, for disciplinary action in accordance with the university's Code of Student Conduct and Academic Responsibility.

By returning to any NSU campus, as well as living in NSU housing or sponsored housing, students assume the risk of exposure to certain dangers, including, but not limited to, possible exposure to communicable diseases such as the COVID-19 virus. COVID-19 is a highly infectious, potentially life-threatening disease declared by the World Health Organization to be a global pandemic. There is no current vaccine available to the public for COVID-19. The disease's highly contagious nature means that contact with others or contact with surfaces that have been exposed to the virus, can lead to infection. Additionally, individuals who may have been



infected with the COVID-19 virus may be asymptomatic for a period of time or may never become symptomatic at all. Because of its highly contagious and sometimes “hidden” nature, it is currently very difficult to control the spread of COVID-19 or to determine whether, where, or how a specific individual may have been exposed to the disease.

Again, you have NSU’s commitment to continually enhance its efforts to maintain a safer environment. However, by making the decision to return to any NSU campus or reside in NSU housing or sponsored housing, each student is acknowledging that he or she fully understands the risks associated with COVID-19 and is doing so freely and voluntarily.

We are all in this together as we all commit to follow proper, known protocols to better contain COVID-19 here in our shared community.

## APPENDIX B. RESURGENCE OF COVID-19

NSU is committed to both providing the highest quality education, as well as, keeping safety at the forefront of every decision that the university makes. The 2020–2021 academic year will require a significant amount of flexibility that will enable the university to be prepared for any change in circumstances. In that regard, NSU is planning to use the BlendFlex model for the majority of its course offerings. This model simultaneously offers face-to-face and online delivery of instruction. NSU BlendFlex courses include a portion of the students attending in a traditional classroom setting, while the remaining students attend from a remote location using videoconferencing type technologies, including Zoom and Canvas. There may be certain programs that do not lend themselves to the BlendFlex model, including courses requiring experiential learning, such as those containing laboratory and clinical components. Students should consult directly with their programs for further information regarding their course delivery model.

In the event of a resurgence of COVID-19, NSU may take certain steps to protect the health and safety of the university community. These may include transitioning back to a fully online platform. In making this transition, NSU will continue to provide the same high-quality education that students receive face-to-face, while striving to limit disruption to student learning during this transition.

## APPENDIX C. HALMOS COLLEGE UNDERGRADUATE MAJORS AND MINORS

### MAJORS

- Applied Professional Studies
- Art & Design
- Biology-Pre-Nursing
- Biology
- Chemistry
- Communication
- Dance
- English
- Environmental Science
- History
- Interdisciplinary Studies
- International Studies
- Legal Studies
- Marine Biology
- Mathematics
- Music
- Philosophy
- Political Science
- Sociology
- Theatre

### MINORS

- African Diaspora Studies
- Anthropology
- Applied Statistics
- Arts Administration
- Bioinformatics
- Chemistry
- Communication
- Dance
- Digital Media Production
- English
- Film Studies
- Folklore and Mythology
- Gender Studies
- Geographic Information Science
- Graphic Design
- History
- Humanities
- International Law
- International Studies
- Journalism
- Latin American and Caribbean Studies
- Legal Studies
- Marine Biology
- Marine Ecology
- Mathematics
- Medical Humanities
- Music
- Optometry
- Pharmaceutical Sciences
- Philosophy
- Physics
- Political Science
- Sociology
- Spanish
- Strategic Communication
- Studio Art
- Theatre
- Writing