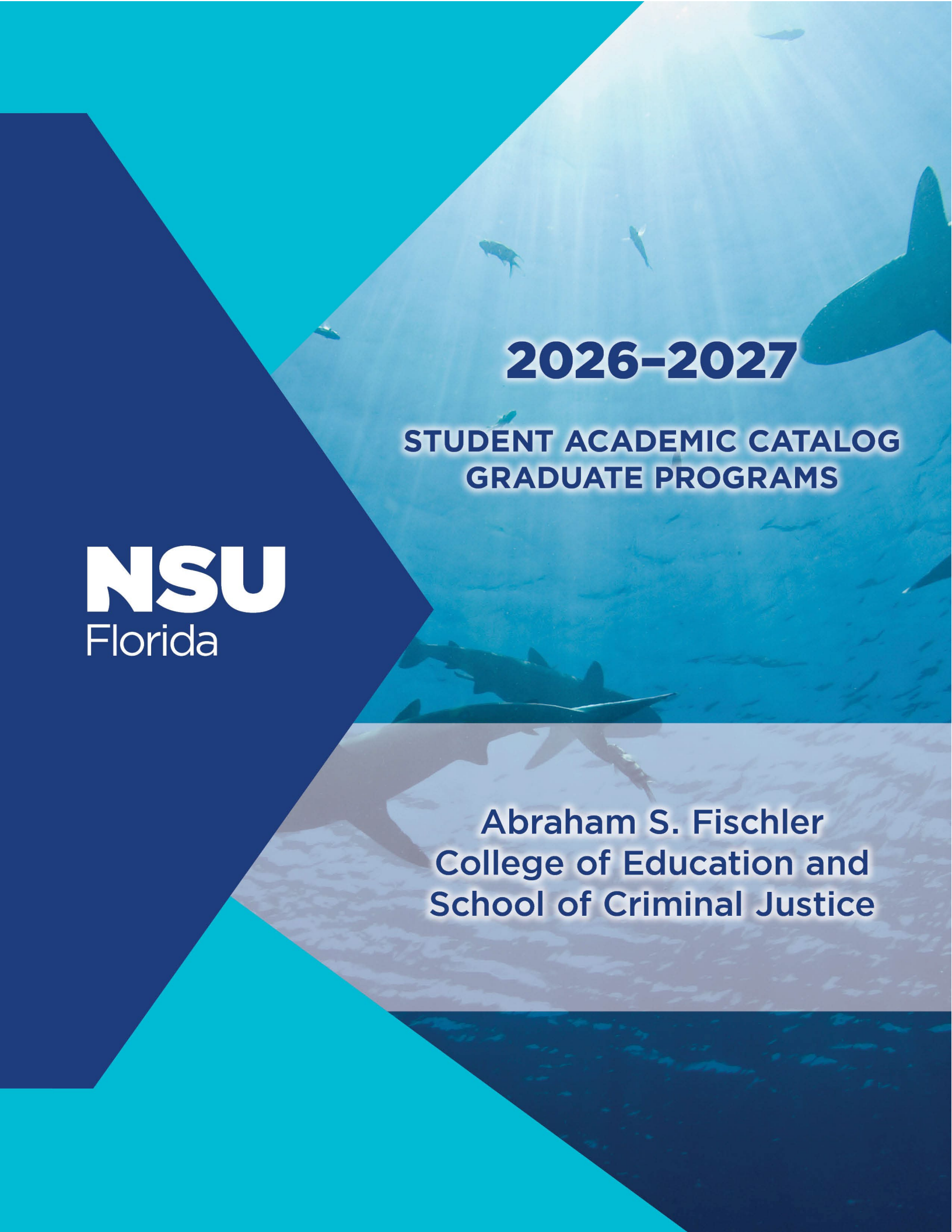


NSU Florida

2026–2027

STUDENT ACADEMIC CATALOG GRADUATE PROGRAMS

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

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Nova Southeastern University
Institutional Governance

Foreword

This Student Handbook/Academic Catalog contains university-wide information, policies, and procedures applicable to all students for the academic year 2026–2027 and will remain in effect until superseded. This Student Handbook/Academic Catalog supersedes all prior versions, and the content of this Student Handbook/Academic Catalog shall govern and control any conflicts of information or policies in other university, college or program documents, directives, or website postings. The Student Handbook/Academic Catalog is the governing document for all university, college, and program-related information, unless expressly stated otherwise in an adjoining college and program student handbook. It is the responsibility of every student to be aware of, and compliant with, the policies and procedures of this Student Handbook/Academic Catalog. Failure to read and be cognizant of the content of this Student Handbook/Academic Catalog does not excuse students from adherence with NSU rules, policies, and procedures contained in it.

For the purpose of promoting its educational mission to foster an environment where students grow and flourish in intellectual achievement, NSU has the inherent right to preserve order, respect and tolerance, honesty and integrity, and uphold institutional consistency through the setting of academic and conduct standards and the prescribing of procedures for the enforcement of such standards. In addition to maintaining order and consistency, whenever possible, the university aims to utilize its disciplinary procedures as a developmental process. In accordance with this philosophy, educational assignments may be added to any disciplinary -sanction. The foundation underlying such student standards relies on the tenet that the exercise of individual rights must be accompanied by an equal amount of responsibility and accountability. This ensures that the same rights are not denied to others. By becoming a member of the university community, a student acquires rights in, as well as responsibilities to, the whole university community. These rights and responsibilities are included in this Student Handbook/Academic Catalog.

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

Students are also subject to rules and regulations established by academic programs of the various NSU schools and colleges such as the Code of Student Conduct and Academic Responsibility. Students should familiarize themselves with their individual college and program academic, conduct, and professionalism standards, in addition to the information contained in this NSU Student Handbook/Academic Catalog.

Students who engage in conduct that is disruptive or endangers their own health or safety, or the health or safety of others, may be required to participate and make satisfactory progress in a program of medical evaluation and/or treatment if they are to remain at the university, reside in university housing, participate

in any program, service, or activity offered by NSU, or if their physical presence is to be permitted on campus or university properties will be referred to the NSU Student Behavioral Concerns Committee for determination as to the student's participation and progress in a particular program. NSU reserves the right to place conditions upon or require the withdrawal of a student from enrollment, university housing, or participation in any program, service, or activity offered by NSU, and/or to prohibit the student's physical presence on university campuses and properties when the student's continuation or presence therein, in the university's judgment, may compromise to the health or safety of the student or others. Policies and procedures associated with the Student Behavioral Concerns Committee can be found on the NSU Student Conduct website at *nova.edu/studentconduct/Student%20Behavioral%20Concerns%20Committee%20Policies.html*.

In lieu of, or in addition to, disciplinary action, NSU also reserves the right to impose fines, take legal action, rescind housing privileges, revoke study abroad privileges, withhold student records, revoke other privileges, and impose other measures as it deems appropriate based on the circumstances. Students should also be aware that disciplinary action may impact eligibility for scholarships or other institutional financial aid. Students may also be subject to disciplinary proceedings for acts committed before their admission and/or enrollment at NSU.

Reservation of Power

NSU's Student Handbooks and Academic Catalogs are not intended to form a contract or be part of a contractual agreement between NSU and the student, but rather provide guidance for academic and conduct standards and information as to the university policies and procedures. Handbooks and catalogs are deemed in effect upon publishing online and will remain in effect until superseded by either a new handbook/catalog or by a modified version, which is available at *nova.edu/student-handbook* and at *nova.edu/academics/course-catalog.html*. From time to time, it may be advisable for the university to alter or amend its procedures, policies, and/or the modality of instruction. NSU reserves the right to make such changes at any time. Reasonable notice may be furnished to the university community of any substantive change but is not required. It is the responsibility of each student to stay informed about any changes by reviewing them as published on the NSU website at *https://www.nova.edu/student-affairs/student-handbooks.html*.

The most current versions of the NSU Student Handbook and Academic Catalogs are published online and they supersede all previous online or printed versions of handbooks and catalogs. The currently published versions of each will control in the event of any ambiguity or conflicting policy with what may have been stated in an earlier version of the same. University policies are maintained in *PolicyStat* and will control in the event of any inconsistency or ambiguity with policies in this handbook or a catalog. Furthermore, the colleges, schools, departments, and academic programs may establish additional or more restrictive policies consistent with this handbook. Where such policies differ, the policy of the applicable college, school, department, or academic program will control, provided that it does not conflict with any applicable university policy maintained in *PolicyStat*.

Flexibility in Policies

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

Glossary of Terms

For purposes of this handbook, the following terms shall have the meanings set forth below. These definitions apply throughout this handbook unless otherwise specified in a particular policy, college, or academic program.

Academic catalog / catalog: The official publication outlining academic programs, requirements, and policies for each college or academic unit.

Academic program: A course of study offered by a college or academic unit leading to a degree, certificate, or credential.

Admissions: The process by which an individual applies for and is considered for acceptance into an academic program at NSU, including the review of application materials, determination of eligibility, and issuance of an admission decision.

Business days: Monday through Friday, Eastern Standard Time (EST), excluding university-observed holidays.

Campus / NSU campus: Any property, facility, or location owned, leased, operated, or otherwise controlled by NSU, including the Fort Lauderdale/Davie campus and all regional campuses and instructional sites.

Campuses / NSU campuses: Collectively, all campuses, instructional sites, and facilities owned, leased, operated, or otherwise controlled by Nova Southeastern University, including the Fort Lauderdale/Davie campus and all regional campuses.

Code / Code of Student Conduct and Academic Responsibility: The university's standards, policies, and procedures governing student conduct, academic responsibility, violations, disciplinary processes, and related sanctions.

College or Program Policy: Policies adopted by a specific college, school, or academic program that may supplement or be more stringent than university-wide policies.

Committee: Any group formally established or authorized by the university, a college, or an academic program to review, evaluate, or make recommendations or decisions regarding student matters, policies, or procedures.

Designee: An individual authorized to act on behalf of a university official.

Disciplinary Action: Any action taken by the university in response to a violation of university policy, including, but not limited to, warnings, sanctions, suspension, or dismissal.

Enrollment: The status of a student who is registered for courses or otherwise officially participating in an academic program.

Handbook: The Nova Southeastern University Student Handbook, as amended from time to time.

Heath Colleges: The Barry and Judy Silverman College of Pharmacy, College of Optometry, College of Dental Medicine, Dr. Kiran C. Patel College of Allopathic Medicine, Dr. Kiran C. Patel College of Osteopathic Medicine, and Ron and Kathy Assaf College of Nursing.

Judicial Officer: The Dean of Students or the Dean's designee, authorized to administer and enforce the Code of Student Conduct and Academic Responsibility, including the review, adjudication, and resolution of alleged violations.

Jurisdiction: The authority of the university to enforce its policies and procedures.

Main Campus: The primary campus of NSU located in Fort Lauderdale/Davie, Florida.

Matriculation: is the official process of becoming a student at Nova Southeastern University, which occurs after the drop/add period of the first semester and/or part-of-term. Once a student has remained enrolled in their registered courses and is not dropped due to non-payment, course cancellation or roster reconciliation, they are considered matriculated effective the start of the first semester.

Most current version: The version of a policy or document as published on the university's official website, which shall control in the event of any inconsistency with prior or printed versions.

NSU email account / NSU email / NSU email address: The official university-issued email account assigned to each student (i.e., *@mynsu.nova.edu* and/or *@nova.edu*), which serves as the primary method of communication.

Off-campus email: Any email address not issued by NSU, including personal or external email accounts, which may be used by a student for communication but is not considered an official method of university communication.

Official communication: Any communication issued by the university through official channels, including the NSU email account, university websites, or other designated platforms.

Official University Website / NSU Website: The university's official website (nova.edu).

Registered Student Organization (RSO): Student organizations that are formally registered with and recognized by the Office of Campus Life and Student Engagement are designated as Registered Student Organizations (RSOs).

Regional Campus / NSU Regional Campus(es): Any NSU campus or instructional site other than the Fort Lauderdale/Davie (main) campus, including, but not limited to, campuses located in Florida and other domestic or international locations where NSU offers academic programs, services, or administrative functions.

Sanction: A consequence imposed as a result of a violation of university policy.

Student(s) / NSU student(s): Any individual enrolled in a course or academic program offered by Nova Southeastern University, whether in a degree-seeking program or not.

Student Group(s): A general term used to refer to student-based groups affiliated with or by the university. Student groups may include, but are not limited to, registered student organizations, clubs, student government organizations, ambassador groups, advisory groups, and other university-recognized student groups. Specific requirements, privileges, responsibilities, and recognition processes may vary by type of student group.

Unit Policy: A policy developed and implemented by a specific college, school, division, administrative unit, or program within NSU to address operational or academic needs specific to that unit. Unit Policies must align with and not contradict University Policies. For purposes of this Student Handbook, a Unit Policy may be referred to by the specific unit to which it applies, such as a college, school, or program policy.

University / the university / NSU: Nova Southeastern University, Inc.

University Official / Administrator: Any person employed by the university in an administrative, academic, or support capacity, including designees acting within the scope of their authority.

University Policy: Any policy adopted and maintained by NSU and published in official university materials or on the university's official website.

University Property: A policy that has broad applicability across NSU, governing institutional operations, academic and administrative functions, or stakeholder conduct. University Policies are developed to ensure consistent compliance with legal, regulatory, accreditation, or strategic institutional requirements and apply

to faculty, staff, students, and affiliated entities. These policies are approved by senior university leadership and maintained in NSU's centralized policy repository.

University-Sponsored Activity: Any event, program, or activity that is organized, funded, authorized, or supervised by NSU or any of its colleges, departments, or student organizations.

Violation: Any act or omission that is contrary to university policy.

Written Notice: Communication provided in writing, including electronic communication sent to a student's NSU email account or hard copy sent via postal mail.

About Nova Southeastern University

NSU's Vision

To be recognized as a leading professional-dominant, doctoral research university providing competitive career advantages to its students and fostering alumni and partnership connections.

NSU's Mission

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

NSU Core Values

Student-Centered

Academic Excellence

Scholarship and Research Innovation

Opportunity

Community

Diversity

Integrity

NSU Board of Trustees

The Board of Trustees for Nova Southeastern University is comprised of community leaders who help to guide the university through fiscal and operational oversight to ensure student and institutional success and to foster its financial sustainability. For complete list, please visit *https://nova.edu/about/board-of-trustees.html*.

Accreditation

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

Campus Facilities

Nova Southeastern University operates multiple campuses in the Miami to Fort Lauderdale area, including

the Fort Lauderdale/Davie campus, the Oceanographic Campus in Dania Beach, and the Miami Campus in Kendall. The university has campuses in the Florida cities of Jacksonville, Orlando, Clearwater, Fort Myers, Miramar, and Palm Beach. There are also campuses in San Juan, Puerto Rico and Centennial, Colorado. In 2026, NSU opened its newest campus in Henderson, NV, which hosts our newest Certified Anesthesiologist Assistant (CAA) Program.

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

NSU's campus includes 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 opened the Carl DeSantis Building, the 261,000-square-foot home of the H. Wayne Huizenga College of Business and Entrepreneurship, the Abraham S. Fischler College of Education and School of Criminal Justice, and the College of Computing, AI, and Cybersecurity.

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 the 4,500-seat Rick Case Arena, Chick-fil-A, a state-of-the-art gym, food court, and a performing and visual arts wing. The wing houses the Department of Communication, Media, and the Arts at the Halmos College of Arts and Sciences. It includes the intimate Black Box Theatre, art gallery, performance theatre, and additional rooms supporting theatre, music, art, dance, and other creative activities.

The Fort Lauderdale/Davie campus also includes 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 and is home to the Alan B. Levan | NSU Broward Center of Innovation, the Cathy J. Husman Fine Arts Gallery, the Craig and Barbara Weiner holocaust Museum, and the Cotilla Gallery. NSU's library system, also includes the Martin and Gail Press 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.

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; the AutoNation Institute for Breast Cancer; the David and Cathy Husman Neuroscience Institute and Cathy J. Husman ALS Center; the Gateway Brain Institute; NSU's Rumbaugh-Goodwin Institute for Cancer Research; NSU's College of Dental Medicine's Biomedical Institute for Oral-Systemic Integrative Sciences; the Emil Buehler Research Center for Engineering, Science and Mathematics; the U.S. Geological Survey (USGS), which partners with NSU on collaborative research.

Eight residence halls at the Fort Lauderdale/Davie Campus serve undergraduate and graduate students, including Mako Hall, a modern 608-bed apartment style residence hall constructed in 2019.

Also on the Fort Lauderdale/Davie Campus is the K-12 NSU University School, an independent, nonsectarian, college-preparatory school serving students from early childhood through grade 12 within a dynamic university setting. The school offers a rigorous, research-based curriculum enriched by access to university resources, experiential learning, innovation, and a strong emphasis on arts, athletics, and community service, all within a supportive environment that prioritizes personalized instruction and student growth across lower, middle, and upper school programs. University School is home to the Noel P. Brown Sports Center which was expanded and renovated in 2016. It has a state-of-the-art fitness center, two full-sized basketball courts, a volleyball court, and areas for physical fitness activities and programming.

NSU's Guy Harvey Oceanographic Research Center, located at the Oceanographic Campus opened in 2012 as, one of the largest facilities in the U.S. dedicated to research and the conservation of marine life. It includes state of the art classroom and laboratory spaces supporting the Halmos College of Arts and Sciences. The building also includes an auditorium, library, and computer lab.

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.

In August 2019, NSU relocated and opened the Tampa Bay Regional Campus in Clearwater, featuring a 325,000 square-foot, state-of-the-art facility and parking structure.

For a more information, please visit *https://www.nova.edu/facilities/*.

Colleges and Academic Units

Abraham S. Fischler College of Education and School of Criminal Justice, (954) 262-8500

Barry and Judy Silverman College of Pharmacy, (954) 262-1300

College of Computing, AI, and Cybersecurity, (954) 262-2031

College of Dental Medicine, (954) 262-7319

College of Optometry, (954) 262-1402

College of Psychology, (954) 262-5750

Dr. Kiran C. Patel College of Allopathic Medicine, (954) 262-1737

Dr. Kiran C. Patel College of Osteopathic Medicine, (954) 262-1400

Halmos College of Arts and Sciences

- Fort Lauderdale/Davie Campus, (954) 262-3600
- Oceanographic Campus, (954) 262-3600

H. Wayne Huizenga College of Business and Entrepreneurship, (954) 262-5000

Ron and Kathy Assaf College of Nursing, (954) 262-1813

Shepard Broad College of Law, (954) 262-6100

NSU University School

- Lower School: Grades JK–5, (954) 262-4500
- Middle School: Grades 6–8, (954) 262-4444
- Upper School: Grades 9–12, (954) 262-4400

NSU Campus Locations

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

Oceanographic Campus

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

NSU Regional Campuses

Colorado Regional Campus
6881 South Yosemite Street
Centennial, CO 80112
Phone: (954) 262-2582
Email: *nsu-regionalcampuses@nova.edu*

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

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

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

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

Nevada Regional Campus
876 Seven Hills Drive
Henderson, Nevada 89052
Phone: (725) 444-2500
Email: *nsu-regionalcampuses@nova.edu*

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

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

Puerto Rico Regional Campus

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

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

NSU Health Care Clinics

The Health Care Centers serve as integral parts of the student training programs and bring health care service to resource- limited community.
16855 NE 2nd Avenue, Suite N400
North Miami Beach, FL 33162

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

Health Care Center at Covenant Village of Florida

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

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

Sanford L. Ziff Health Care Center

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

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

Student Health Care Clinics (Walk-In Service)

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

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

Audiology Clinic

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

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

Dental Medicine Patient Care Center

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

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

Kids In Distress, Broward County

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

Brief Therapy Institute

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

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

Developmental Assessment Clinic:

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

Challenging Behavior Clinic:

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

Physical Therapy

Don Taft University Center
3300 S. University Drive
Suite 1441b

Fort Lauderdale, FL 33328-2004
Phone: (954) 262-4149

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

Occupational Therapy

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

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

Speech-Language Pathology Clinic

7600 SW 36th St, Suite 200
Davie, FL 33328
Phone: (954) 262-7726

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

Sports Medicine Clinic

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

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

The Eye Institute

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

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

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

3300 S. University Drive
Student Affairs Building, 3rd Floor
Fort Lauderdale/Davie, Florida 33328-2004
Phone: (954) 262-7050 or (954) 424-6911

Website: *https://www.nova.edu/student-counseling/https://www.nova.edu/studentcounseling/*

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

Services Offered

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

How to make an appointment

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

Daily Triage/Screening Appointments are available.

Payment

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

Hours of Operation

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

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

NSU Pharmacy

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

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

- Prescription dispensing
- Compounding tailor-made medicines

- Disease management programs - diabetes, hypertension, anticoagulation, hyperlipidemia, and osteoporosis
- Dosage monitoring for patients with multiple prescriptions
- Herbal and nutritional counseling
- Wellness screenings

Student Medical Center

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

NSU Campus Map

The interactive campus map is available at *https://maps.nova.edu*.

University-Wide Policies and Compliance

Statement on Student Rights and Responsibilities

As a community, NSU is committed to furthering scholarship, academic pursuits, and service to our society. All students have an opportunity to fulfill their intellectual potential through pursuit of the highest standards of academic excellence.

It is important that rights of NSU students be embraced by the university community and observed in the spirit of the university's mission. Certain qualities flow from membership in any academic community committed to such goals, including

- respect for others
- professionalism and collegiality in academic and social settings
- to live and/or attend classes in a physically safe campus environment
- the expectation of a positive living/learning environment
- the ability to initiate a complaint relating to the Code of Student Conduct and Academic Responsibility
- personal and intellectual freedom, which are fundamental to the idea of a university
- dedication to the scholarly and educational purposes of the university
- participation in promoting and ensuring the academic quality and credibility of the institution
- to provide service to our community and beyond
- to engage in service opportunities that enhance learning outcomes, both on and off campus
- to associate with student organizations of one's own choosing

Students are responsible for obtaining, learning, and observing the established university and academic center policies as listed in all official publications. All members of the NSU community should inform the appropriate university official of any violation of the Code of Student Conduct and Academic Responsibility.

Nondiscrimination Policy

NSU prohibits all forms of discrimination, harassment, and retaliation on the basis of race, color, national or ethnic origin, sex, pregnancy status, sexual orientation, gender, religion or creed, disability, age, genetic information, ancestry, marital or parental status, military service, veteran status, or political beliefs or affiliations, or any other protected characteristic or status under applicable federal, state, or territory laws in its educational programs, activities, admissions, employment, and operations, including federal aid and athletics.

Definitions:

Discrimination

Discrimination is different, unjust or prejudicial treatment of similarly situated individuals based on actual or perceived, legally protected characteristics described above, which excludes a person from participation, denies a person the benefits of, or otherwise adversely affects participation in an NSU program, activity or employment. Discrimination can also occur through harassment, the creation of a hostile environment,

and/or retaliation.

Harassment

Harassment consists of unwelcome verbal, written, or physical conduct based on an actual or perceived, legally protected characteristic indicated above, that is so severe, pervasive or objectively offensive that it:

- has the purpose or effect of unreasonably interfering with the individual's work or educational performance,
- creates or has the intention of creating an intimidating, hostile, or offensive working and/or learning environment, or
- unreasonably interferes with or limits one's ability to participate in or benefit from an educational program or activity.

Hostile Environment

The University will not tolerate the creation or existence of an environment that is hostile on the basis of a legally protected class described above. Such a hostile environment is defined as harassing conduct (e.g., physical, verbal, graphic, or written) related to an individual's protected class that is sufficiently serious to either (1) to interfere with or limit the ability of an individual to participate in or benefit from the University's programs and activities, or (2) to unreasonably interfere with an individual's work or academic performance by creating an objectively intimidating, hostile, or offensive work or learning environment.

Retaliation

Federal and state laws prohibit retaliation based on discrimination. No person nor the University may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by NSU's nondiscrimination policy, or because the individual has made a report or complaint, provided information, assisted, participated, or refused to participate in any manner in a discrimination investigation or proceeding.

Students may report claims of discrimination or harassment to the University in accordance with the Discrimination Grievance Procedures for students or file complaints with external agencies, including the U.S. Department of Education Office for Civil Rights, the Equal Employment Opportunity Commission, or for programs or activities receiving federal assistance from the U.S. Environmental Protection Agency, the EPA External Civil Rights Compliance Office.

The policy can also be found at *https://nova-int.policystat.com/policy/20930440/latest*.

Title IX / Sexual Misconduct Policy

NSU does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including admissions and employment. Inquiries about Title IX may be referred to NSU's Title IX coordinator, the U.S. Department of Education's Office for Civil Rights, or both. Please visit *nova.edu/title-ix* to review NSU's Title IX policy and grievance procedures, to report information about conduct that may constitute sex discrimination, or to make a complaint of sex discrimination under Title IX.

Title IX and NSU's policy prohibit all forms of sex-based discrimination, including:

- Quid pro quo harassment by an employee
- Denial of access and hostile environment
- Sex offenses which may also be crimes, such as nonconsensual penetration/contact, dating/domestic

violence, and stalking.

- Sexual or gender-based harassment
- Sexual exploitation

Retaliation is also prohibited. No one may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, or because the individual has made a report or complaint, provided information, assisted, participated or refused to participate in any manner in a Title IX investigation or proceeding.

For expanded definitions and examples of prohibited behaviors, the Title IX investigation and resolution procedures, Title IX resources, and the online reporting form, please visit the Title IX website at *nova.edu/title-ix*.

Complaints of sexual misconduct or other sex-based discrimination should be reported to:

Title IX Coordinator
titleIX@nova.edu
(954) 262-7858

Disability Accommodations

Student Accommodations Request Process Policy (Academic and/or Housing Requests)

Student Accommodations Request Process Policy (Academic and/or Housing Requests)

It is the student's responsibility to initiate the process for disability services. Requests for accommodations must be made in writing to the Office of Student Disability Services (SDS) and must be supported by appropriate documentation of recent medical, psychological, or educational assessment data administered and evaluated by a qualified professional. The Office of Student Disability Services (SDS) will review the student's request and submitted documentation and notify the student as to the determination of the requested accommodations via the student's NSU email address.

If any student disagrees with the accommodation(s) determined by the Office of Student Disability Services (SDS), the student may appeal the decision to the university's Accommodation Appellate Committee, chaired by the Dean of Students or named designee. The process to file an appeal and the Appellate Committee Guidelines may be found on the Office of Student Disability Services (SDS) website (*nova.edu/disability-services/*). An appeal must be filed in writing from the student with the Office of the Dean of Students within ten (10) business days of the date on the SDS determination letter. This policy can also be found at *https://nova.edu/disability-services/accommodation-appellate-process.html*, where the most current version is maintained.

It is the student's responsibility to notify the academic program contact(s) of their intention to receive the determined accommodations and to follow any processes the student's academic program has established for implementing the approved accommodations.

Students acknowledge that any NSU-granted accommodation(s) are not retroactively applied. If and when, the Office of Student Disability Services (SDS) makes a determination for any approved accommodation(s), the academic program will implement the approved accommodations from the date on the SDS determination letter and/or the student's signed agreement memo date.

If any student disagrees with the accommodation(s) as determined by the Office of Student Disability

Services (SDS), the student may appeal the determination to the university's Accommodation Appellate Committee, chaired by the Office of the Dean of Students. Please review the above information outlining the process for filing an appeal in accordance with the Appellate Committee Guidelines described below. Students also retain the right to waive any accommodation(s) while enrolled and are provided instructions as to the accommodation waiver request process during their intake meeting with SDS.

Academic Accommodation Appellate Committee Guidelines

1. A written, formal statement of the rationale for the appeal must be filed in writing from the student with the Office of the Dean of Students within ten (10) business days of the date of the SDS determination letter.

2. Upon receipt of the student's written, formal statement of the rationale for the appeal, the Office of the Dean of Students shall schedule a meeting of the Academic Accommodation Appellate Committee at a time and place convenient to the student and to the committee members. The student will receive a confirmed date for the scheduled Academic Accommodation Appellate Committee meeting within fifteen (15) business days upon receipt of the student's written, formal statement of the rationale for the appeal.

3. The student shall have the opportunity to present relevant documents to support the rationale for the appeal to the Chair of the Academic Accommodation Appellate Committee (or designee) for review and consideration by the committee members.

4. The student shall have the right to meet with the committee to present their appeal.

5. Proceedings of the committee shall be kept in strict confidence. As such, appeals are closed hearings. Accordingly, parents, family members, attorneys, or any other individuals who are not authorized participants may not attend or join the hearing.

The following are prohibited in all appellate hearings:

- any recording of the meeting by students. The Appellate Committee Chair (or designee) may conduct official minutes and/or a recording of the meeting.
- legal counsel.
- uninvited guests.

In reaching its decision, the committee may consult with recognized experts in the field of disability and/or organizations such as the Association on Higher Education and Disability (AHEAD).

The student shall be notified in writing of the decision of the committee with respect to the student's appeal within thirty (30) business days of the appellate hearing. All decisions of the committee are final and binding on the student without further appeal.

This policy can also be found at *https://nova.edu/disability-services/accommodation-appellate-process.html*, where the most current version is maintained.

Housing, Facility, and Grounds Accommodation Appellate Committee Guidelines

1. A written, formal statement of the rationale for the appeal must be filed in writing from the student with the Office of the Dean of Students within ten (10) business days of the date of the SDS determination letter.

2. Upon receipt of the student's written, formal statement of the rationale for the appeal, the Office of the Dean of Students shall schedule a meeting of the Housing, Facility, and Grounds Accommodation

Appellate Committee at a time and place convenient to the student and to the committee members. The student will receive a confirmed date for the scheduled Housing, Facility, and Grounds Accommodation Appellate Committee meeting within fifteen (15) business days upon receipt of the student's written, formal statement of the rationale for the appeal.

3. The student shall have the opportunity to present relevant documents to support the rationale for the appeal to the Chair of the Housing, Facility, and Grounds Accommodation Appellate Committee (or designee) for review and consideration by the committee members.
4. The student shall have the right to meet with the committee to present their appeal.
5. Proceedings of the committee shall be kept in strict confidence. As such, appeals are closed hearings. Accordingly, parents, family members, attorneys, or any other individuals who are not authorized participants may not attend or join the hearing.

The following are prohibited in all appellate hearings:

- any recording of the meeting by students. The Appellate Committee Chair (or designee) may conduct official minutes and/or a recording of the meeting.
- legal counsel.
- uninvited guests.

In reaching its decision, the committee may consult with recognized experts in the field of disability and/or organizations such as the Association on Higher Education and Disability (AHEAD).

The student shall be notified in writing of the decision of the committee with respect to the student's appeal within thirty (30) business days of the appellate hearing. All decisions of the committee are final and binding on the student without further appeal.

This policy can also be found at *https://nova.edu/disability-services/accommodation-appellate-process.html*, where the most current version is maintained.

NSU Student Religious Holiday Policy

NSU, though a secular institution, values the varied backgrounds and beliefs of its student body, including expressions of faith. NSU recognizes that religious observances may result in potential conflicts between work-restricted religious high holidays and educational activities such as classes or scheduled examinations. NSU seeks to accommodate students with personal religious beliefs who wish to observe work-restricted religious holidays. The following provisions apply to all faiths and religious groups equally:

6. This policy applies to all NSU students.
7. Students will not be penalized for approved class absences due to work-restricted religious holidays. This policy does not apply to required attendance in the clinical care setting.
8. The university has developed an interfaith calendar that can be found online at *nova.edu/studentconduct/religious-holiday-policy.html*, which includes the recognized work-restricted religious holidays that have been approved by NSU. The calendar is published annually at least one month prior to the start of the fall semester. Approved absence requests for additional work- restricted religious holidays that are not included on the NSU interfaith calendar should be directed to the NSU Dean of Students at (954) 262-7281, who will evaluate the request, determine whether such religious accommodation will be approved, and notify the student and college/program of the outcome.
9. A student with a personal religious belief, requesting to be excused from class or an educational activity

for a work-restricted religious holiday, shall complete the *Student Religious Work-Restricted Holiday Form* within ten calendar days prior to the Holiday. NSU reserves the right to change this time period. NSU may request documentation or information from the student's religious institution in order to establish a legitimate need for accommodation. Absences for travel associated with religious observances are not deemed approved absences for purposes of this policy. A student's absence request for a work-restricted religious holiday will not be approved if the student fails to provide requisite notice for the absence request and/or provide requisite documentation. The failure to obtain approval for an absence may result in a academic or administrative action from the college or program.

10. With appropriate advance notice and approval, accommodations will be provided. The type of accommodation provided is within the discretion of the program and may vary by course or program depending on the nature and type of educational activity in conflict. An absence for the observance of a work-restricted religious holiday does not relieve students from responsibility for any part of the coursework required during the period of the absence, and missed work remains the students' responsibility to complete. It may not be possible to make up certain academic experiences, including, but not limited to, experiential group activities, as well as laboratory and clinical activities. Approved absences may extend program length or require repetition of a course.

11. It may not be possible to miss extensive periods of a scheduled academic class or experience (e.g., labs, residential institutes) due to the format of the program (e.g., weekends). Students should check the academic calendar prior to enrollment to determine whether they can meet the obligations of the program.

12. If a student's request is approved and the student believes the respective college or program is not complying with this policy, and/or if a student has any questions about this policy, please contact the NSU Dean of Students at (954) 262-7281.

NSU Interfaith Work-Restricted Religious Holiday Calendar

NSU recognizes that there are additional religious holidays and observances beyond those identified in this calendar. However, the NSU University-Wide Religious Holidays Policy and calendar are limited to those religious holidays that have been recognized as work-restricted religious holidays. Detailed information can be found at *nova.edu/student-conduct/religious-holiday-calendar.html*.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act of 1974 (FERPA) protects the privacy of education records and gives eligible students (aged 18 or older or entering college) and parents (if legally permitted and at NSU's discretion) certain rights with respect to the student's education records. NSU students have:

- the right to inspect and review their education records within 45 days of the university's receipt of a written request for access. Students should submit written requests to the Office of the University Registrar (*registrarstudentrecords@nova.edu*) and identify the record(s) they wish to inspect. The Office of the University Registrar will arrange for access and notify the student of the time and place where the records may be inspected.
- the right to request an amendment to their education record if they believe it to be inaccurate or misleading. Students who believe that their education records contain information that is inaccurate, misleading or otherwise in violation of their privacy rights, may submit a written request for amendment of the education record to the Office of the University Registrar at *registrarstudentrecords@nova.edu*. The student will be notified in writing, within a reasonable time after receipt of the request, whether the record will be amended. If the university decides

not to amend the record, the Office of the University Registrar will notify the student of their right to a hearing.

- the right to consent to disclosures of personally identifiable information within their education records, except where FERPA permits disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the university in an administrative, supervisory, academic, research, or support staff position; a person or company with whom the university has contracted (such as, attorneys, auditors, collection or loan servicing agents, the National Student Clearinghouse); clinical training sites; Board of Trustees members; or students serving on official committees (such as a disciplinary or grievance committees), or assisting school officials with their tasks.
- the right to file a complaint if they believe their privacy rights under FERPA have been violated. Complaints may be directed to the Student Privacy Policy Office (for internal resolution), or the U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-8520.

Directory Information

NSU designates the following information in a student's education record as "Directory Information," which may be made publicly available and/or disclosed.

Student name	Dates of attendance
Local and home address	Degrees, honors and awards received
Telephone numbers	Enrollment status
Major field of study	Year in school
Participation in sports	Graduation date/anticipated graduation date
Place of birth	Email addresses
Photo ID	

Release of Student Information

Students may give consent for NSU to discuss and/or release information in their education record to a third party by entering that person's name, relationship, and type of information to be disclosed in SharkLink/Self Service Banner. The student may revoke or modify the consent at any time. Instructions on how to grant and/or modify consent are published on the Office of the University Registrar's website at *https://nova.edu/registrar/services/release-of-information.html*. Although students may authorize the release of information from their education records, the university is under no obligation to release such information unless required to do so by law or court order. Students may enter, review, or modify their consent via the online Release of Information Form at *nova.edu/roi* made available on the Office of the University Registrar's website.

Students may request to keep their Directory Information private by submitting a completed *Request to Keep Directory Information Private* form to the Office of the University Registrar. The form may be found at *https://nova.edu/registrar/forms/index.html*. Please note that doing so may have unintended consequences, such as the university not including the student on the Dean's List or in commencement programs; the university's inability to verify the student's details for prospective employers; and the university cannot communicate with the student over the phone. Completed forms may be submitted electronically, via DocuSign using the above link, mailed to the Office of the University Registrar, 3300 S. University Drive, Fort Lauderdale, FL 33328, or delivered to One-Stop Shop in the Horvitz Administration Building.

Deceased Student Records

Records of deceased students are made available to parents, spouses, executors/executrix, or other authorized parties upon a written request to the Office of the University Registrar. The request must state the specific need for the records and the requestor's relationship to the student; and include proof of authorization such as a court order appointing the executor or executrix and .an official copy of the death certificate if the university does not have prior or verified notice of the death. The university reserves the right to deny any record request in its reasonable discretion.

Additional Assistance

For further assistance on this matter, eligible students should contact the Office of the University Registrar at (954) 262-7200 or 800-541-6682 ext. 27200, or at *registrarstudentrecords@nova.edu*.

Healthcare Privacy (HIPAA) Statement

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) requires "covered entities" to abide by the regulations governing the privacy, confidentiality, and security of protected health information, defined as individually identifiable health information created, received, maintained, or transmitted at or by a covered entity, whether such information is electronic, written, or spoken. NSU is considered a "hybrid entity" for purposes of compliance with the HIPAA Privacy and Security Regulations, as NSU's business activities include both HIPAA-covered and non-covered functions. As such, NSU health clinics are required to comply with the HIPAA Privacy and Security Regulations, as well as policies implemented by NSU.

Pursuant to the HIPAA Privacy and Security Regulations, the HIPAA-covered health clinics at NSU that provide patient care have enacted privacy and security policies and procedures for patient health information. All workers at health clinics at NSU, including, but not limited to, faculty members, employees, and trainees, are responsible for following the policies and procedures implemented by the applicable health clinic at NSU. In addition, the HIPAA regulations require that NSU provides training to its health clinic faculty members, employees, and trainees with respect to its HIPAA Privacy, Security, and Research policies and procedures. NSU has developed a comprehensive online education program designed to comply with the HIPAA Regulations and to educate its workforce members and others who use, disclose and/ or access protected health information. Applicable health college and/or mental health college students and trainees will be required to complete the education program coordinated through their respective college/academic program. Violations of the NSU policies and procedures regarding privacy and security of protected health information will be reported to the appropriate supervising authority for potential disciplinary action, up to, and including, dismissal in accordance with the applicable college/academic program policies.

Further, NSU faculty members and students may be subject to the HIPAA privacy and security policies and procedures enacted by various non-NSU healthcare facilities in which they train. It is the responsibility of the faculty members and students to familiarize themselves with such policies and procedures upon entering each facility. Any questions concerning the HIPAA privacy policies can be directed to the HIPAA liaison of the faculty members/students' health clinic at NSU, the NSU chief privacy officer, or the NSU chief information security officer. Please see the NSU HIPAA Privacy Department website at *nova.edu/hipaa-privacy*.

Degree Conferral Process

Once students have completed all of the degree requirements, the earned NSU degree will automatically be conferred. Students with no academic or financial holds will be invited to participate in their college's commencement ceremonies, and each student's diploma, along with a complimentary academic transcript, will be mailed to the student's address on file. For more information, visit the registrar's website at *nova.edu/registrar/services/degree-conferral.html*

Image Use Statement

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

I permit and authorize Nova Southeastern University (NSU) and its employees, agents, representatives, contractors, and personnel who are acting on behalf of NSU to take and/or obtain my photograph, name, alias, video and/or audio recording, or other likeness of myself, or any combination thereof, at any public NSU-related events or at any public areas on NSU's property (hereinafter, "my likeness"). I further grant NSU permission to utilize my likeness for commercial purposes including publicity, marketing, and promotion for NSU and its programs, without compensation to me, to the extent permissible under the Family Educational Rights and Privacy Act (FERPA). I understand and consent to NSU copying, reproducing, and distributing my likeness in any media format. I further understand that my likeness may be subject to reasonable modification and/or editing and waive any right to inspect or approve the finished product or material in which NSU may eventually use my likeness. I acknowledge that NSU owns a nonexclusive right to my likeness and understand that, although NSU will endeavor to use my likeness in accordance with standards of good judgment, NSU cannot warrant or guarantee that any further dissemination of my likeness will be subject to NSU's supervision or control. Accordingly, I release NSU from any and all liability related to the use, dissemination, reproduction, distribution, and/or display of my likeness in any media format, and any alteration, distortion, or illusionary effect of my likeness, whether intentional or otherwise, in connection with said use. I also understand that I may not withdraw my permission for use of my likeness which was granted.

Student-athletes are permitted to use, control, and commercialize use of their likeness in a wide range of activities name, image, and likeness activities (NIL), including, but not necessarily limited to,

- commercials/advertisements for products and services
- development and promotion of the student-athlete's own brand/business
- personal appearances
- promotion of student-athlete-run camps, clinics, and private lessons
- sponsored social media activities
- autograph sessions

In accordance with NSU's Student-Athlete Name, Image, and Likeness Policy, Section 1006.74, and current NCAA Division II Bylaws, NSU will not restrict student-athletes from the ability to commercialize use of their likenesses. However, NSU student-athletes shall not use NSU intellectual property in connection with their NIL activities unless the prior written permission of NSU has been secured in writing through an agreement granting specified rights. NSU intellectual property includes, but is not limited to, NSU's name, trademarks, service marks, logos, colors, symbols, apparel with university trademarks/logos, and uniforms, regardless of whether the intellectual property is registered. NSU may grant or refuse to grant permission in its sole discretion. Student-athletes may, in connection with NIL activities, state that they are a student-athlete at NSU and/or list their personal academic or athletic accolades. However, student-athletes shall not state or imply, directly or indirectly, that NSU is endorsing the NIL activity or any products or services associated with that NIL activity.

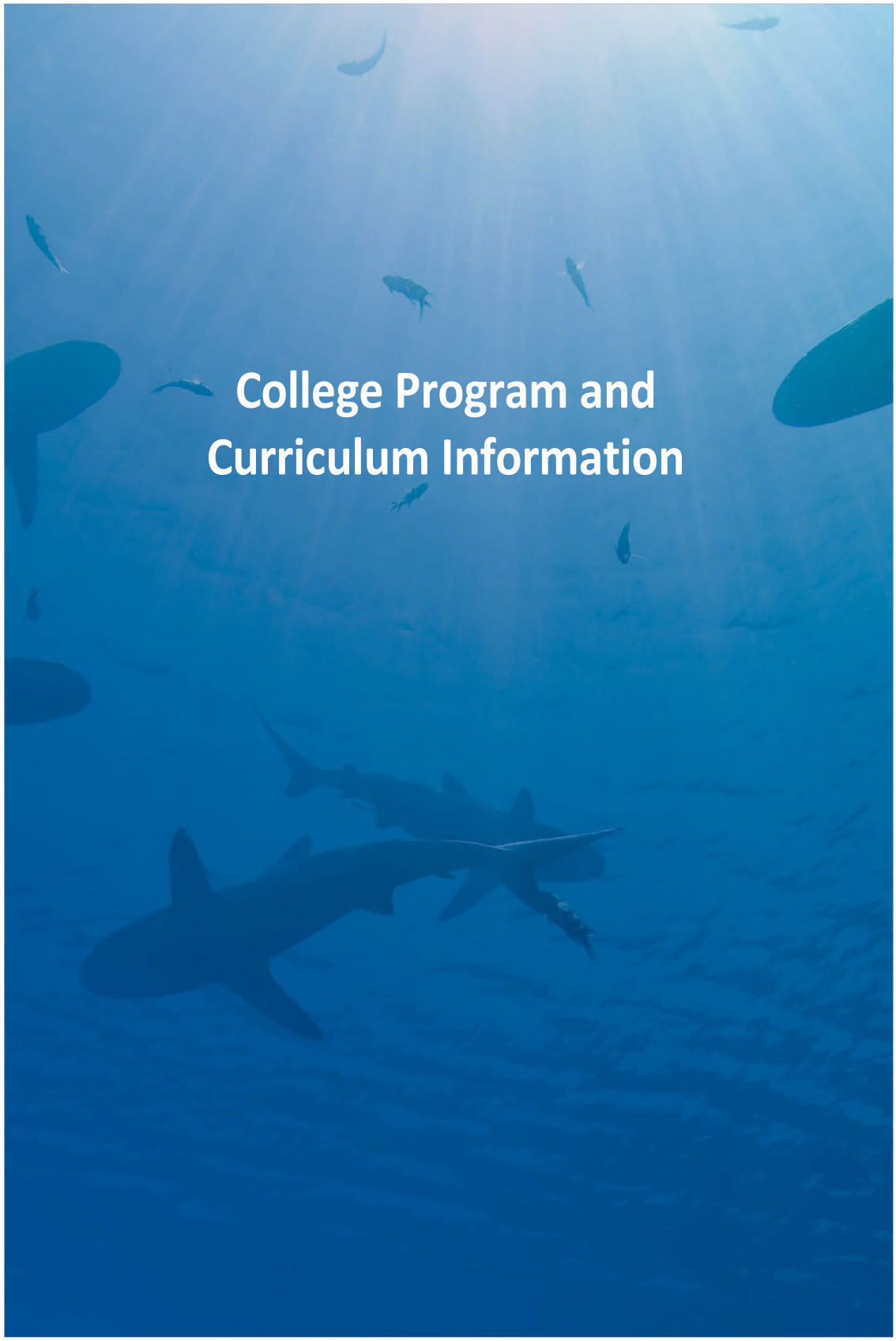
Force Majeure

The university's duties and obligations to the student may be delayed, suspended or modified, effective immediately without notice, during force majeure events, including, without limitation, any fire or other casualty, flood, earthquake, hurricane, lightning, explosion, strikes, lockouts, shortage of energy supplies,

inclement weather, riots or civil commotion, act(s) of God, war, governmental action, act(s) of terrorism, infectious diseases, epidemic, pandemic, public health emergency, physical or structural dangers, or any other event, similar or dissimilar, beyond NSU's control, that in NSU's sole judgment may affect the health, safety or welfare of the university community or operations. If such an event occurs, NSU's duties and obligations to the student (including its delivery and format of classes, student housing and dining, campus facilities and related services, activities, and events) may be postponed, canceled or modified until such time as the university, in its sole discretion, decides it is safe to reopen or resume normal operations. Under no circumstances, except as otherwise required by federal or state law, will NSU be obligated to refund, reduce or credit any portion of tuition, housing, meal plans, fees, or any other cost or charge attributable to any location, delivery modality, or service affected by any such force majeure event as described herein necessitated by act(s) of God, university, academic or health and safety decisions, and/or any situations outside of the university's control. This includes, but is not limited to, any suspensions to or changes from in-person, on-campus education, services and/or activities to remote services, activities, and/or remote learning. By choosing to enroll or study at NSU, students agree to these terms.

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

For additional information regarding emergency preparedness and response, including hurricanes, please refer to the NSU Public Safety website and the Comprehensive Emergency Management Plan available at *nova.edu/public-safety/cemp.html*.



College Program and Curriculum Information

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

Mission

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

Compact Between Faculty and Students

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

Commitments of Faculty

We pledge our utmost efforts to ensure that we will:

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

Commitments of Students

We pledge our utmost efforts to ensure that we will:

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

Accreditations and Approvals

Council for the Accreditation of Educator Preparation (CAEP) Accreditation

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

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

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

State Approved Educator Preparation Programs

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

The following degree programs are approved for certification/licensure.

Florida Department of Education approved programs:

M.S. and Ed.S. in Educational Leadership

Nevada Department of Education approved program:

Ed.S. in Educational Leadership

Professional Licensure Programs:

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

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

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

Educator Certification/Licensure

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

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

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

FLORIDA DOE BUREAU OF EDUCATOR CERTIFICATION

Turlington Building, Suite 201
325 West Gaines Street
Tallahassee, FL 32399-0400

https://www.fldoe.org/teaching/certification/

NEVADA DOE OFFICE OF EDUCATOR LICENSURE

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

Carson City Office
700 E. Fifth Street
Carson City, NV 89701
Phone: 775.687.9115
Counties Served: All remaining Nevada Counties
Nevada website: *https://doe.nv.gov/educator-licensure/*

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

Professional Memberships

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

Council of Academic Deans from Research Educational Institutions (CADREI)

Council for the Accreditation of Educator Preparation (CAEP)

Florida Association of Colleges for Teacher Education (FACTE)

Florida Association of Professors of Educational Leadership (FAPEL)

International Society for Technology in Education & Association for Supervision and Curriculum Development (ISTE & ASCD)

National Association of State Directors of Teacher Education and Certification (NASDTEC)

State-Approved Programs Competencies and Standards

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

National

Council for the Accreditation of Educator Preparation (CAEP) Standards (formerly National Council for Accreditation of Teacher Education [NCATE])

Interstate New Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards and Learning Progressions for Teachers (2013)

Florida

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

Florida Competencies and Skills

Florida Educator Accomplished Practices

Florida Reading Endorsement Competencies

Florida Standards

Florida Educational Leadership Standards

Nevada

Nevada Academic Content Standards

Specialized Professional Association (SPA) Standards by Content Area

- Educational Leadership (Florida and Nevada) National Educational Leadership Preparation (NELP) standards

Academic Programs

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

- Child Development

  with concentrations in:

  - Child Life
  - Curriculum and Instruction
  - Early Child Development
  - Leadership and Administration
- Criminal Justice
- Education

  with concentrations in:

  - Computer Science Education
  - Teaching and Learning
- Elementary Education—ESOL/Reading Endorsements (Florida State Approved)
- Exceptional Student Education—ESOL/Reading Endorsements (Florida State Approved)
-

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

- Child Protection

  with concentrations in:

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

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

- Applied Behavior Analysis

  with an optional concentration in:

  - Autism & Developmental Disabilities
- Criminal Justice

  with concentrations in:

  - Behavioral Science
  - Child Protection and Juvenile Justice
  - Crime Analysis
  - No Concentration Option (combination of any four concentration courses)
- Developmental Disabilities

  with concentrations in:

        - Adult Services/Transition
        - Child Life Specialist
        - Early Childhood
        - Leadership/Advocacy
        - Applied Behavior Analysis
- Education

  with concentrations in:
        - Curriculum, Instruction, and Technology
        - Elementary Education
        - Exceptional Student Education
        - Reading Education
        - Teaching English to Speakers of Other Languages (TESOL)
- Educational Leadership (Florida State Approved and Non-certification)
- Leadership

  with concentrations in:
        - Business Organizations
        - Organizational Leadership

Educational Specialist (Ed.S.) with majors in:

- Education

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

Doctor of Education (Ed.D.) with majors in:

- M.S. to Ed.D. En Route Program in Educational Leadership
- Education

  with concentrations in:
        - Curriculum, Instruction, and Technology
        - Early Childhood and Elementary Education (Puerto Rico Only)
        - Educational Leadership
        - Health Care Education (Puerto Rico Only)
        - Higher Education Leadership
        - Organizational Leadership
        - Special Education

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

- Criminal Justice

  with concentrations in:

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

2026–2027 Academic Calendar

Fall 2026 (202720)				
	Dates	**Registration Opens**	**Registration Closes**	**Drop/Add Period**
Full Session	August 17 – December 6, 2026	April 6, 2026	August 23, 2026	August 17 – 23, 2026
1st Session	August 17 – October 11, 2026	April 6, 2026	August 23, 2026	August 17 – 23, 2026
2nd Session	October 12 – December 6, 2026	April 6, 2026	October 18, 2026	October 12 – 18, 2026
Winter 2027 (202730)				
	Dates	**Registration Opens**	**Registration Closes**	**Drop/Add Period**
Full Session	January 4 – May 2, 2027	October 19, 2026	January 10, 2027	January 4 – 10, 2027
1st Session	January 4 – February 28, 2027	October 19, 2026	January 10, 2027	January 4 – 10, 2027
Spring Break: March 1 – March 7, 2027				
2nd Session	March 8 – May 2, 2027	October 19, 2026	March 14, 2027	March 8 – 14, 2027
Summer 2027 (202750)				
	Dates	**Registration Opens**	**Registration Closes**	**Drop/Add Period**
Full Session	May 3 – August 8, 2027	March 29, 2027	May 9, 2027	May 3 – 9, 2027
1st Session	May 3 – June 20, 2027	March 29, 2027	May 9, 2027	May 3 – 9, 2027
2nd Session	June 21 – August 8, 2027	March 29, 2027	June 27, 2027	June 21 – 27, 2027

Tuition Refund Schedule

Tuition Refund Schedule Fall 2026 August 17 - December 6, 2026			
	Full Term/Semester [August 17 – December 6]	**Session 1 [August 17 – October 11]**	**Session 2 [October 12 – December 6]**
100% (Drop/Add)	August 17 – 23, 2026	August 17 – 23, 2026	October 12 – 18, 2026
50%	Ends August 30, 2026	Ends August 30, 2026	Ends October 25, 2026
25%	Ends September 6, 2026	Ends September 6, 2026	Ends November 1, 2026
Withdrawal Deadline	November 15, 2026 No Refunds after September 6, 2026	September 20, 2026 No Refunds after September 6, 2026	November 15, 2026 No Refunds after November 1, 2026

Tuition Refund Schedule Winter 2027 January 4 – May 2, 2027			
	Full Term/Semester [January 4 – May 2]	**Session 1 [January 4 – February 28]**	**Session 2 [March 8 – May 2]**
100% (Drop/Add)	January 4 – 10, 2027	January 4 – 10, 2027	March 8 – 14, 2027
50%	Ends January 17, 2027	Ends January 17, 2027	Ends March 21, 2027
25%	Ends January 24, 2027	Ends January 24, 2027	Ends March 28, 2027
Withdrawal Deadline	April 11, 2027 No Refunds after January 24, 2027	February 7, 2027 No Refunds after January 24, 2027	April 11, 2027 No Refunds after March 28, 2027

Tuition Refund Schedule Summer 2027 May 3 – August 8, 2027			
	Full Term/Semester [May 3 – August 8]	**Session 1 [May 3 – June 20]**	**Session 2 [June 21 – August 8]**
100% (Drop/Add)	May 3 – 9, 2027	May 3 – 9, 2027	June 21 – 27, 2027
50%	Ends May 16, 2027	Ends May 16, 2027	Ends July 4, 2027
25%	Ends May 23, 2027	Ends May 23, 2027	Ends July 11, 2027
Withdrawal Deadline	July 18, 2027 No Refunds after May 23, 2027	May 30, 2027 No Refunds after May 23, 2027	July 18, 2027 No Refunds after July 11, 2027

Admission Requirements

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

1. All prospective students must submit a completed application with a $50.00 non-refundable fee. A $50.00 application fee is required for each application submitted to Nova Southeastern University.

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

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

NOTE:

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

1. Admission decisions are based on degrees earned at regionally accredited institutions or an official approved equivalent, such as an evaluation by one of the National Association of Credential Evaluation Services (NACES) approved agencies. The evaluation must include a course-by-course analysis and list all course subjects with United States semester credits and a GPA on a 4.0 scale. For more information, refer to the *Transcript Evaluation* section.

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

NONDEGREE-SEEKING STUDENTS – ADMISSION REQUIREMENTS

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

1. A completed admission application with a $50 nonrefundable fee.

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

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

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

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

PROFESSIONAL LICENSURE DISCLOSURES

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

Students are responsible for verifying licensure and certification requirements in the state where they are enrolled and/or intend to seek employment. Requirements vary by state and may change; therefore, students should consult their state licensing agency before and during. Information to assist you in identifying the appropriate state licensing/certification entity is provided at *https://www.ed.gov/contact-us/state-contacts*.

Professional Licensure Disclosures

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

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

MASTER OF SCIENCE IN EDUCATION, MASTER OF SCIENCE IN EDUCATIONAL LEADERSHIP, AND MASTER OF SCIENCE IN LEADERSHIP – ADMISSION REQUIREMENTS

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

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

2. Evidence of a bachelor's degree with a minimum cumulative grade point average (CGPA) of a 2.5 or higher from a regionally accredited institution. If the applicant earned less than a 2.5 cumulative GPA, we may consider the application for review with a minimum Graduate Record Examination (GRE®) test score of 300 (combined Verbal and Quantitative scales only) **or** a Miller Analogies Test (MAT) scaled score of 400. (The tests must have been taken within the past 5 years from the date of application.)

3. For the **Florida DOE approved program in Educational Leadership**, please refer to the individual programs in the next section for additional admission requirements.

MASTER OF SCIENCE IN CRIMINAL JUSTICE, MASTER OF HUMAN SERVICES IN CHILD PROTECTION, MASTER OF SCIENCE IN APPLIED BEHAVIOR ANALYSIS, AND MASTER OF SCIENCE IN DEVELOPMENTAL DISABILITIES – ADMISSION REQUIREMENTS

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

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

EDUCATIONAL SPECIALIST – ADMISSION REQUIREMENTS

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

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

2. An official transcript from a regionally accredited institution indicating a conferred master's degree with a minimum cumulative grade point average (CGPA) of 3.0

DOCTOR OF EDUCATION – ADMISSION REQUIREMENTS

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

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

2. An official transcript from a regionally accredited institution indicating a conferred master's degree or higher (e.g., Ed.S.) with a minimum cumulative grade point average (CGPA) of 3.0.

3. Graduate Record Examination (GRE®) test scores are not required for admission to the Doctor of Education program. However, applicants are encouraged to submit GRE scores to strengthen their admission application. While there are no minimum or cut-off scores required, GRE test scores provide additional evidence pertaining to the applicant's quantitative and verbal skills and will be considered within the applicant's entire admissions packet. In order for GRE scores to be considered in the admissions process, the examination must have been taken within the past five (5) years.

DOCTOR OF PHILOSOPHY IN CRIMINAL JUSTICE – ADMISSION REQUIREMENTS

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

2. Please refer to the program of interest for requirements.

ADMISSION APPLICATION DEADLINES

Applications for admission are received online and on a rolling basis for all graduate programs throughout the calendar year except for the Ph.D. in Criminal Justice program, which only accepts summer and fall admissions.

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

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

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

NON-NATIVE ENGLISH SPEAKERS

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

- Test of English as a Foreign Language (TOEFL) with a minimum score of 4
- International English Language Testing System (IELTS) score of 6.0
- Pearson Test of English-Academic (PTE-Academic) minimum required overall score of 54—students must be physically present at a Pearson Test center to take the test; flexible test dates are available at Pearson Test Centers worldwide
- College Level Freshman English course passed with a grade of C or higher in a freshman-level English composition course at a U.S. regionally accredited institution
- GMAT score of 450
- GRE scores of 1,000 (combined Verbal and Quantitative scales only) for tests taken prior to August 1, 2011, or GRE scores of 300 (combined Verbal and Quantitative scales only) for tests taken on or after August 1, 2011
- Duolingo score of 105 or higher.

TRANSCRIPT EVALUATION

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

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

INTERNATIONAL APPLICANTS

International applicants are required to obtain an F-1 student visa to study on campus at NSU. International candidates who intend to study in the United States are required to obtain an I-20 form from NSU and must

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

Advisement Services

Academic and Faculty advisors in the Abraham S. Fischler College of Education and School of Criminal Justice provide students with support services to assist them in successfully completing their educational goals. These services include confidential academic, social, and developmental advising to ensure students receive the individual attention they need to succeed. Advisors assist students with:

- Selecting the most appropriate education major to fulfill their professional goals in the field of education;
- Reviewing, selecting, and assisting with registration for appropriate courses to ensure successful progress and completion of all degree requirements;
- Determining potential career goals; and
- Facilitating assistance from other services and departments provided by the University.

Alumni Discount

Students must have completed a previous undergraduate degree at NSU. With respect to any college students currently enrolled in FCE&SCJ programs, the tuition reduction offered herein is not retroactive for semesters completed or in progress. Additionally, the tuition reduction is contingent upon degree completion as follows: two years for completion of a certificate, Master's degree, and Educational Specialist, and four years for completion of the Doctoral degree. Students must be enrolled for consecutive semesters. The alumni tuition discount cannot be combined with any other tuition discount at the Fischler College of Education and School of Criminal Justice.

Change in Concentration or Major

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

Certification through Course-by-Course Analysis

Certain courses may be available to students seeking certification, endorsements, or upgrades, subject to state licensure requirements. Before registering for courses, students seeking courses that may lead to certification must be admitted to NSU as non-degree-seeking students. Students seeking certification through course-by-course analysis assume full risk in interpreting the letter of eligibility needs. NSU recommends that such students discuss anticipated course offerings with the Teacher Certification Office of their Department of Education, or the local school district certification officer, before registering for any courses.

Enrollment Status

Master of Science, Master of Science in Criminal Justice, Master of Human Services, and Educational Specialist students are considered full-time when enrolled in a minimum of six (6) credit hours. Master's and Educational Specialist degree seeking students registered for a practicum, internship, externship, or applied professional/field experience (minimum of six [6] credit hours) are considered full-time.

Doctor of Philosophy in Criminal Justice and Doctor of Education students are considered full-time when enrolled in a minimum of six (6) credit hours. Doctor of Education students are required to take two courses per 16-week term (one 8-week course in Session 1 and one 8-week course in Session 2). This structure provides consistent pacing and ensures timely progression through the program and Strategic Research Project milestones.

Grades and Grading

Letter Grade	Quality Points	Percentage
Doctoral Programs: Ph.D. and Ed.D.		
A	4.0	90–100
B	3.0	80–89
C	2.0	70–79
F	0.0	Below 70
M.S. and Ed.S. Programs		
A	4.0	90–100
B	3.0	80–89
C	2.0	70–79
F	0.0	Below 70

Additional Grading Codes

I Incomplete

NPR No Progress (continuing dissertation services and applied dissertation benchmarks only)

P Pass

PR Progress (continuing dissertation services and applied dissertation benchmarks only)

Incomplete Grades

At the instructor's discretion, students who have not completed the required work in a course by the end of the semester or term may be assigned an incomplete (I) grade. In order for an incomplete to be assigned, the student must have completed a substantial portion of the course with a passing grade. Both the instructor and student must complete the incomplete grade agreement prior to the end of the course. The incomplete is not computed in the grade point average. The time limit for changing the incomplete grade to the final grade may not exceed one semester/term or graduation, whichever comes first. After the time period for a change of grade has expired, the incomplete grade may be changed to an F grade by the Registrar's Office.

Fischler College of Education and School of Criminal Justice-Specific Guidelines

A grade of incomplete (I) may be granted at the discretion of the professor/instructor to students who are unable to complete course requirements due to illness or other circumstances beyond their control. Students seeking an incomplete grade must (a) initiate contact with the course instructor to discuss their situation before the end of the term or semester and (b) submit the Incomplete Grade Agreement Request Form. The form can be accessed at: *https://app.nova.edu/graft/student_incomplete_grade_form*.

Following the course instructor's review of the Incomplete Grade Agreement Request Form, a grade of "I" may be considered if the student has:

- completed a minimum of 50% of the course assignments, including but not limited to, written tasks, presentations, and participation in discussions;
- communicated with the instructor to discuss the remaining coursework and agreed upon a completion plan prior to the end of the semester/term.

Completion Timeline

All coursework outstanding at the time of the incomplete grade issuance must be submitted within one full semester. To illustrate:

- For a Summer 1 course, all remaining work must be completed by the end of the following Fall 1 term.
- For a Fall Full Semester course, all remaining work must be completed by the end of the following Winter Full Semester.

Instructors may specify an earlier completion date within the subsequent semester.

Failure to Complete Outstanding Work

Should the coursework remain incomplete by the deadline, the instructor will assign a final grade based on the work submitted within the allowed timeframe.

Additional Notes

Once an incomplete grade is issued, withdrawal from the course is not permissible.

Student Access to the Canvas Course: Upon granting approval of an incomplete grade request, the instructor will submit a ticket to the Office of Innovation and Information Technology (OIIT) requesting to keep the course open in Canvas until the established deadline for resolving the incomplete. This will ensure that students have access to assignments and other platform components necessary for completing and submitting all remaining work.

Repeated Course/Grade Replacement

Repeated course/grade replacement allows students who have done poorly in a course to repeat the course and remove the weight of the earlier grade from the student's cumulative grade point average (GPA). The following applies to all repeated courses and all students who are pursuing a degree.

- If a student repeats a course, then the highest grade will be applied to the cumulative GPA calculation. The lowest grade will be displayed on the record but will not be calculated in the cumulative GPA.
- If a student repeats a course two times, then the highest grade will be applied to the cumulative GPA calculation. The two lowest grades will be displayed on the record but not calculated in the cumulative GPA.

- If a student repeats a course three or more times, then the two lowest grades will be excluded (forgiven) from the cumulative GPA calculation. All other grades will be applied to the cumulative GPA calculation.

Only courses taken at NSU qualify for grade replacement. Students must gain prior approval of the equivalency of the course before enrollment. In cases where students believe courses to be identical, although the course number or title may differ, it will be necessary to obtain validation from the department offering the course.

Repeated coursework will be included when determining financial aid enrollment status with the exception of a limitation on previously passed coursework. A previously passed course is financial aid eligible one time only. For details, refer to the *Repeat Course Policy for Financial Aid*.

If a student is receiving financial aid, please be aware that the Standards of Satisfactory Academic Progress (SAP) is separate from the Grading Policy. Repeated coursework does affect SAP measures. All repeated courses must be counted towards the maximum time frame which could negatively affect the student's eligibility for financial aid. Questions regarding satisfactory academic progress should be directed to the Office of Student Financial Assistance.

The Veterans Administration will not pay for repeated courses if the previous grade met academic standards. Students should direct questions to the Office of Veterans Affairs.

Graduation Requirements

M.H.S., M.S., and Ed.S. Students

Students enrolled in any FCE&SCJ M.H.S., M.S., or Ed.S. program must fulfill the following graduation requirements (refer to Graduation Requirements in the Programs/Department section of the Abraham S. Fischler College of Education and School of Criminal Justice catalog for a complete listing of requirements):

- complete all academic and program requirements,
- attain an overall 3.0 GPA, and
- fulfill all financial obligations to the university for the diploma to be released.

In addition, state-approved programs leading to certification/licensure, contain additional graduation requirements. Again, it is the student's responsibility to complete all requirements outlined in the program of study that are in effect at the time of initial enrollment. For programs delivered outside of Florida, refer to the Educator Certification/Licensure section in the Abraham S. Fischler College of Education and School of Criminal Justice catalog for additional information.

Ed.D. Students

Students enrolled in any FCE&SCJ doctoral program must fulfill the following graduation requirements (refer to Graduation Requirements in the Programs/Department section of the Abraham S. Fischler College of Education and School of Criminal Justice catalog for a complete listing of requirements):

- complete all academic and program requirements,
- attain an overall 3.0 GPA,
- complete a Strategic Research Project, and
- fulfill all financial obligations to the University for the diploma to be released.

Ph.D. in Criminal Justice Students

Students enrolled in any FCE&SCJ doctoral program must fulfill the following graduation requirements (refer to Graduation Requirements in the Programs/Department section of the Abraham S. Fischler College of Education and School of Criminal Justice catalog for a complete listing of requirements):

- complete all academic and program requirements,
- attain an overall 3.0 GPA,
- complete and defend dissertation, and
- fulfill all financial obligations to the University for the diploma to be released.

Graduation

Degree Completion Requirements

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

Degree Conferral

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

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

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

Exit Survey

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

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

Diplomas

The diploma indicates the degree the student has earned (e.g., Master of Science), the major (if different from the degree), and the date of conferral. The diploma does not indicate the minor or concentration. The academic transcript (the official record of coursework at NSU), indicates the degree earned, major field of

study, concentration, or minor (if any), date of degree conferral, and date of academic completion. After degrees have been conferred and all financial obligations to the university have been met, diplomas are printed and sent to students by U.S. Postal Service.

Commencement

The FCE&SCJ graduate commencement ceremonies are held annually. Students are not required to attend commencement to have their degrees conferred. Please refer to the NSU/FCE&SCJ Student Handbook at: *https://www.nova.edu/student-affairs/index.html* for information regarding commencement participation eligibility for FCE&SCJ's Master's Degree, Educational Specialist Degree, and Doctoral Degree programs.

Commencement Participation

Students must satisfy all NSU and Abraham S. Fischler College of Education and School of Criminal Justice requirements, including degree conferral, by the end of April of the same year. Students not conferred by the end of April of the same year, and who meet the below criteria for their respective program, may petition the College to participate in the commencement ceremony. A Commencement Participation Petition Form is available at *https://education.nova.edu/commencement/index.html.*

Ed.D.:

- The student must receive approval for the Final Applied Dissertation Report and final format by July 1st of the commencement year; the student must be scheduled or registered to complete all remaining coursework by the end of the summer semester of the commencement year.
- Student scheduled/registered to have the Strategic Research Project completed by the end of summer semester of the commencement year.

Ph.D.:

- All course work completed; Final Dissertation completed and/or oral defense scheduled or taken place prior to the end of the winter semester of the commencement year.

M.H.S., M.S., and Ed.S.:

- Scheduled to have all remaining course work completed by the end of the summer semester. Students must be registered for their last two courses [maximum of 9 credit hours] for degree completion.
- All exams completed and submitted to the program office prior to the end of the winter semester of the same year
- Must be in good academic standing, minimum GPA 3.0

NOTE: Names of students not conferred by the end of April and approved for participation may not be listed in the commencement program.

Degree Limits

To encourage focused academic achievement, promote postgraduate professional success, and allocate university resources efficiently, NSU has established limitations with respect to the number of degrees it will award to a single student. Please see the policy at *https://www.nova.edu/academic-affairs/documents/degree-limits-policy.pdf*

Transfer of Credit

Transferring Credit from Other Institutions

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

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

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

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

Requirements for Transfer Courses from NSU Graduate Certificates

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

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

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

M.S. to Ed.D. En Route Program in Educational Leadership

- Transfer of credit is not accepted for the B.S. to Ed.D. program in Educational Leadership

M.S. and Ed.S. Programs

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

Ed.D. Programs

- Required Core Courses – EDD 8100, EDD 8010, EDD 8110, and EDD 8411
- Required Research Courses – RES 8920, RES 9300, and RES 8913
- Strategic Research Project – ESRP 9000

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

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

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

Internal Coursework Credit from NSU

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

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

NOTE: Students pursuing state certification should consult with an academic advisor regarding current requirements that may affect transfer of credit. This should be done prior to course transfer, as state policies and guidelines are frequently subject to changes and revisions. Students are strongly encouraged to check with their state licensure board to stay updated on the most current certification or licensure requirements throughout the program. For state contact information please visit the U.S. Department of Education State Contacts webpage at: https://www.ed.gov/contact-us/state-contacts or for further assistance regarding certification or licensure, please contact: fischlerinfo@nova.edu.

Credits earned at Nova Southeastern University are transferable only at the discretion of the receiving school. Students who wish to transfer credits from NSU should contact the admissions office of the receiving school for information.

2026-2027 Tuition and Fee

Tuition and Fee information can be found on the college's website at *https://education.nova.edu/admissions/tuition-fees.html* and are subject to change.

Students can also find information on university-wide fees at *https://www.nova.edu/bursar/billing/tuition-fees.html*.

Tuition Refund Policy

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

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

Students may receive a full refund of tuition payments:

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

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

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

Withdrawal

Withdrawal from a Course

Students must submit withdrawal requests on or before the 'Last Day to Withdraw' date listed in the current academic calendar/tuition refund schedule. Students are considered active participants in all classes for which a registration has been accepted and processed. Active participation includes, but is not limited to:

- physically attending a class where there is an opportunity for direct interaction between the instructor and students;
- submitting an academic assignment;
- taking an exam, an interactive tutorial, or computer-assisted instruction;
- attending a study group that is assigned by the instructor;

- participating in an online discussion about academic matters; and
- initiating contact with a faculty member to ask a question about the academic subject studies in the course.

Students who seek to withdraw from a class after the Last Day to Withdraw date must submit a written request to their academic advisor prior to the end of the term. Approvals will be based on extenuating circumstances, and documentation may be required.

NOTE: Unless withdrawal procedures have been completed within the stated deadline (see Tuition Refund Policy and Schedule in the Abraham S. Fischler College of Education and School of Criminal Justice catalog), students are considered active participants in all classes for which a registration has been accepted and processed unless the Office of Student Services has received written notification of the drop/withdrawal via a Student Transaction Form (STF) available online at: *https://www.nova.edu/registrar/forms/index.html*

NOTE: Financial aid recipients are strongly encouraged to speak with a financial aid counselor to avoid consequences such as a reversal or reduction of funds received when withdrawing from a course.

NOTE: International students must be mindful that their immigration status can be affected by changes in schedule.

Withdrawal from a Program

Students who wish to withdraw from their program of study must follow the procedure outlined below. Students must notify the Office of Student Services, in writing, of their intent to withdraw from their program. All students must send their request via their NSU email account to *fceadvise@nova.edu.* Students must include their full name, NSU ID number, program and major/concentration information, and effective date for program withdrawal.

Upon receipt of written notification from the student, the Office of Student Services will process the program withdrawal and will send an official confirmation to the student via NSU email. Students who are enrolled in courses during a term/session coinciding with the dates of program withdrawal must also withdraw from those courses by following the course withdrawal procedure.

NOTE: Any student who fails to register or enroll in any courses at the Fischler College of Education and School of Criminal Justice, and/or fails to complete a course and earn credit within three (3) consecutive semesters/one-year, will be considered withdrawn from the program/college and subject to the readmission policies detailed above.*

*Excludes any semesters/terms where a student is on an approved leave of absence.

NOTE: Financial aid recipients are strongly encouraged to speak with a financial aid counselor to avoid consequences such as a reversal or reduction of funds received when withdrawing from a program.

NOTE: International students must be mindful that their immigration status can be affected by changes in schedule.

DEPARTMENT OF EDUCATION

Programs of Study

Master of Science (M.S.) in Education

Curriculum, Instruction and Technology

Elementary Education

Exceptional Student Education

Reading Education

Teaching English to Speakers of Other Languages (TESOL)

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

Educational Leadership (Florida State Approved)

Educational Leadership (Non-certification)

Master of Science (M.S.) in Leadership

Business Organizations

Organizational Leadership

Educational Specialist (Ed.S.) in Education

Curriculum, Instruction, Management, and Administration

Educational Leadership (Florida and Nevada State Approved and Puerto Rico Non-certification)

M.S. to Ed.D. En Route Program in Educational Leadership

Doctor of Education (Ed.D.) in Education

Curriculum, Instruction, and Technology

Early Childhood and Elementary Education (Puerto Rico Only)

Educational Leadership

Healthcare Education (Puerto Rico Only)

Higher Education Leadership

Organizational Leadership

Special Education

Bilingual (English/Spanish) Programs

Programs for Residents of Puerto Rico

Online Bilingual Programs

Program Information

Master of Science (M.S.)

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

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

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

Educational Specialist (Ed.S.)

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

Doctor of Education (Ed.D.)

The Doctor of Education (Ed.D.) contains seven concentrations and is designed to support the mission of the FCE&SCJ. The program is designed to prepare adult learners to fulfill their professional and personal academic goals. It provides opportunities to enhance the core knowledge, skills, and values essential to competent and ethical practitioners and leaders of organizations in the fields of education and related areas. The program learning outcomes are focused on facilitating the transfer of theory into practice in order to

produce a new generation of local, national, and global leaders who will affect positive changes in society.

Program Majors and Concentrations

Master of Science in Education

The Master of Science (M.S.) in Education degree offers students a challenging and rewarding educational experience. The M.S. degree focuses on growth in professional practice, the application of current research and theory to each student's professional work, the acquisition and enhancement of leadership capacities, and the achievement of career objectives. Technological advancements will continue to move program delivery forward, enabling students to obtain their degrees in new and exciting ways, and from virtually any location.

The M.S. degree offers students with a bachelor's and/or graduate degree various opportunities to meet their educational, career, and professional goals. All concentrations within the degree share a common instructional system and mission, but each is designed to meet different needs. The Master of Science (M.S.) in Education offers a challenging and rewarding experience for professionals both within and beyond traditional school settings, including those pursuing careers in education, training, leadership, and related fields.

Program Learning Outcomes

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

Graduates will be able to:

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

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

Graduates will be able to:

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

Field Experiences

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

Security Clearance

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

Graduation Requirements

Please refer to Graduation Information in the NSU/FCE&SCJ Student Handbook at which can be found at *https://www.nova.edu/student-affairs/student-handbooks.html*. Specific program completion requirements can be located within the concentration or contact an academic advisor for additional information.

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

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

Program Completion Timeline

Master's degree students are allotted three (3) years from the initial term of enrollment in which to complete all program/degree requirements. Students unable to complete all program/degree requirements within this three-year time frame will be subject to dismissal.

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

About the Concentration

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

Program of Study

(Coursework in suggested order of completion)

CIT 515: Online Resources for Training and Teaching (3 credits)

CIT 502: Research in Education: Process and Application (3 credits)

CIT 516: Media and Instruction (3 credits)

CIT 517: Web Authoring Basics (3 credits)

CIT 500: Theories of Learning (3 credits)

CIT 501: Curriculum and Instruction (3 credits)

CIT 503: Assessment of Learning (3 credits)

CIT 622: Technology and the School Curriculum (3 credits)

CIT 623: Social Media and Web 2.0 Educational Applications (3 credits)

CIT 508: Instructional Design for Trainers and Teachers (3 credits)

Total Credits Required for Degree Completion 30

Concentration: Elementary Education (Major Code F511)

About the Concentration

The M.S. in Education with a concentration in Elementary Education provides opportunities to develop knowledge and expertise in K–Grade 6 education. This concentration provides students with the skills to develop curriculum and deliver instruction in the areas of language and literacy, mathematics, science, and the arts. The course content is research-based and incorporates best practices in education. Note: This is a non-certification program.

Program of Study

(Coursework in suggested order of completion)

Core Course (3 credits)

EDU 600: Transformative Educational Trends (3 credits)

Specialization Courses (15 credits)

ELE 610: Educational Technologies and Materials in the Elementary School (3 credits)

ELE 503: Applications of the Science of Reading in K-6 Education (3 credits)

ELE 504: Methods of Teaching Reading in the Elementary School (3 credits)

ELE 502: Methods of Teaching Mathematics in the Elementary School (3 credits)

ELE 601: Teaching Language Arts in the Elementary School (3 credits)

Select 3 Courses from the following (9 credits)

ELE 602: Teaching Science and STEM in the Elementary School (3 credits)

ELE 603: Teaching Social Studies in Elementary School (3 credits)

ELE 620: Teaching PE/Health, Art & Music in the Elementary School (3 credits)

ELE 630: Curriculum Development and Instructional Design for the Elementary Classroom (3 credits)

TSOL 510: Classroom TESOL: Theories and Strategies for Teachers (3 credits)

TSOL 515: Curriculum Development for TESOL (3 credits)

ESE 660: Leadership in Curriculum and Instructional Practices for ESE (3 credits)

Capstone Course (3 credits)

EDU 699 Applied Professional Experience in Education (3 credits)

Total Credits Required for Degree Completion 30

Concentration: Exceptional Student Education (Major Code F515)

About the Concentration

The M.S. in Education program with a concentration in Exceptional Student Education (ESE) addresses the academic and professional needs of individuals seeking advanced, specialized study in the field of ESE. The courses focus on students with disabilities from prekindergarten or kindergarten through twelfth grade and their families. Note: This is a non-certification program.

Program of Study

(Coursework in suggested order of completion)

Core Course (3 credits)

EDU 600: Transformative Educational Trends (3 credits)

Specialization Courses (24 credits)

ESE 600: Survey of Exceptionalities of Children and Youth (3 credits)

ESE 610: Speech and Language Development and Disabilities (3 credits)

ESE 620: Behavior Management of Exceptional Students (3 credits)

ESE 630: Educational and Psychological Assessments of Exceptional Students (3 credits)

ESE 640: Transition Skills and Services for Exceptional Students (3 credits)

ESE 560: Leadership in Curriculum and Instructional Practices for Exceptional Student Education (3 credits)

ESE 680: Teaching Social and Personal Skills to Exceptional Students (3 credits)

ESE 690: Consultation and Collaboration in Exceptional Student Education (3 credits)

Capstone Course (3 credits)

EDU 699 Applied Professional Experience in Education (3 credits)

Total Credits Required for Degree Completion 30

Concentration: Reading Education (Major Code F513)

About the Concentration

The M.S. in Education with a concentration in Reading Education focuses on preparing educators and professionals in the areas of literacy and language arts. This concentration provides students with the skills to develop curriculum and assess, evaluate, and deliver instruction in reading. The course content is

research-based and infuses scientifically based evidence of best practices in the science of reading. Note: This is a non-certification program.

Program of Study

(Coursework in suggested order of completion)

CUR 526: Educational Research for Practitioners (3 credits)

RED 570: Foundations of Reading: Theory and Practice (3 credits)

RED 575: Contemporary Foundations of Reading (3 credits)

RED 552: Diagnosing Reading Difficulties in Today's Learners (3 credits)

RED 555: Supervised Reading Practicum I: Individual Remediation (3 credits)

RED 560: Literature for Children and Adolescents (3 credits)

RED 567: Teaching Reading in the Secondary School (3 credits)

RED 582: Reading Assessments for Classroom and School Improvements (3 credits)

RED 585: Reading in the Content Area (3 credits)

RED 586: Reading Supervision and Curriculum Development: Theory and Practice (3 credits)

RED 577: Reading Assessments (3 credits)

RED 587: Supervised Reading Practicum II: Group Remediation (3 credits

Total Credits Required for Degree Completion 36

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

About the Concentration

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

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

Program of Study

(Coursework in suggested order of completion)

Required Courses 18 credits

TSOL 575: Critical Issues in TESOL (3 credits)

TEFL 580: Second Language Acquisition and Learning (3 credits)

TSOL 567: Applied Linguistics (3 credits)

TEFL 530: Technology in TEFL (3 credits)

TSOL 547: Testing and Evaluation in TESOL (3 credits)

TSOL 699: Applied Professional Experience in TESOL (3 credits)

Select 18 Credits from the following:

ESE 610: Speech and Language Development and Disabilities (3 credits)

TSOL 500: Foundations of Bilingual Education (3 credits)

TSOL 562: Cultural and Cross-Cultural Studies (3 credits)

TSOL 569: Methodology of TESOL (3 credits)

TSOL 580: Dual Language Classrooms: Teaching Math, Science, and Social Studies to Speakers of Other Languages (3 credits)

TEFL 525: Teaching English to Children (3 credits)

TEFL 535: Teaching English to Adolescents and Adults (3 credits)

TEFL 563: International Englishes: Historical Development and Usage (3 credits)

TEFL 575: Structure of English (3 credits)

TSOL 515: Curriculum Development for TESOL (3 credits)

Total Credits Required for Degree Completion 36

Master of Science in Educational Leadership

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

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

Program Learning Outcomes

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

1. Employ educational leadership strategies to foster transformation in schools and promote fairness for

all learners.

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

Field Experiences and Internships

The field experiences and administrative internships are completed concurrently with the coursework in this program, to allow for ongoing real-world application of knowledge and theory. The purpose of the internship is to provide an opportunity to perform the duties of a school or district administrator. Under the guidance of an experienced cooperating administrator and a faculty supervisor, the intern will observe, interview, and work with the assigned administrator for a minimum of 250 contact hours. In addition, students will maintain leadership portfolios where they will show evidence of their growth in the knowledge and skills needed to succeed in the roles of educational leaders. Responsibilities assigned and tasks performed are to be aligned with the administrative areas identified as important to the growth of the Intern while meeting the State of Florida Field Experience requirements needed for certification as an Educational Leader. For additional information on field experiences and/or internship, please contact the Office of Placement Services at: *ops@nova.edu* or link to the website at *https://education.nova.edu/students/resources/placement-support.html.*

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

Security Clearance

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

Testing Requirements

For students in the Florida state-approved concentration, testing requirements must be satisfied prior to the conferral of the student's degree. Specifically, students must submit passing scores on all sections of the Florida Educational Leadership Examination (FELE) as a requirement for graduation. Students are responsible for designating Nova Southeastern University as a recipient of the score report. Official score reports must

be submitted directly from the testing center to Nova Southeastern University, Abraham S. Fischler College of Education and School of Criminal Justice prior to degree conferral and commencement participation. Score reports submitted by students will not be accepted.

Graduation Requirements

Please refer to Graduation Information in the NSU/FCE&SCJ Student Handbook at which can be found at *https://www.nova.edu/student-affairs/student-handbooks.html*. Specific program completion requirements can be located within the concentration or contact an academic advisor for additional information.

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

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

Program Completion Timeline

Master's degree students are allotted three (3) years from the initial term of enrollment in which to complete all program/degree requirements. Students unable to complete all program/degree requirements within this three-year time frame will be subject to dismissal.

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

NOT CURRENTLY ACCEPTING APPLICATIONS FOR THE 2026-2027 ADMISSION CYCLE.

About the Concentration

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

Professional Licensure Statement

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

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

Additional Admission Requirements

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

Program of Study

(Coursework in suggested order of completion)

Core Courses:

EDLR 505: Educational Leadership: Theory, Practice and Partnerships (3 credits)

EDLR 515: Educational Leadership: Curriculum, Instruction & Learning (3 credits)

EDLR 525: Educational Leadership: Assessment & Strategic Decision Making(3 credits)

EDLR 535: Educational Leadership: Policy, Ethics & Law in PK-12 Schools (3 credits)

EDLR 545: Educational Leadership: School Operations & Finance (3 credits)

EDLR 600: Seminar in Educational Leadership (3 credits)

EDLR 610: Educational Leadership Symposium (3 credits)

Residency/Internship:

EDLR 575: Educational Leadership: Strategic School Leadership & Human Resources (3 credits)

EDLR 580: Educational Leadership Internship I (3 credits)

EDLR 585: Educational Leadership Internship II (3 credits)*

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

Total Credits Required for Degree Completion 30

Additional Graduation Requirements

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

Educational Leadership (Major Code F534)

About the Concentration

The M.S. in Educational Leadership (non-certification) focuses on preparing educators as managers and administrators. Through individualized pathways, the non-certification program provides educators with

skills in leadership, management and supervision, and budgeting as related to curriculum and instruction. The course content is research-based and infuses best practices in education. Note: This is a non-certification program.

Program of Study

(Coursework in suggested order of completion)

Core Courses:

EDLR 505: Educational Leadership: Theory, Practice and Partnerships (3 credits)

EDLR 515: Educational Leadership: Curriculum, Instruction & Learning (3 credits)

EDLR 525: Educational Leadership: Assessment & Strategic Decision Making (3 credits)

EDLR 535: Educational Leadership: Policy, Ethics & Law in PK-12 Schools (3 credits)

EDLR 545: Educational Leadership: School Operations & Finance (3 credits)

Select 15 credits of elective courses from the list below or any other eligible Masters-level course within the College: EDU 502: Psychological Foundations in Education (3 credits)

EDU 508: Effective Instructional and Assessment Strategies (3 credits)

TSOL 569: Methodology of TESOL (3 credits)

EDLR 575: Educational Leadership: Strategic School Leadership & Human Resources (3 credits)*

EDLR 596: Administrative Residency (3 credits)

EDLR 600: Seminar in Educational Leadership (3 credits)

EDLR 610: Educational Leadership Symposium (3 credits)

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

Total Credits Required for Degree Completion 30

Master of Science in Leadership

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

Program Learning Outcomes

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

- Lead effectively using knowledge of theories, frameworks, strategies, and important issues in organizational leadership.
- Solve organizational leadership problems by applying solutions based on leadership knowledge.
- Analyze research effectively for the purpose of decision-making in organizations.

- Communicate effectively in both oral and written contexts in an organization.
- Apply the use of technology to access research and other relevant information.

Graduation Requirements

Please refer to Graduation Information in the in the NSU/FCE&SCJ Student Handbook which can be found at *https://www.nova.edu/student-affairs/student-handbooks.html*. Specific program completion requirements can be located within the concentration or contact an academic advisor for additional information.

To complete the MSL program a student must have:

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

Program Completion Timeline

Master's degree students are allotted three (3) years from the initial term of enrollment in which to complete all program/degree requirements. Students unable to complete all program/degree requirements within this three-year time frame will be subject to dismissal.

Leadership (Major Code F987)

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

Program of Study

(Coursework in suggested order of completion)

Core Courses (16 credits)

MSL 680: Leadership Theory and Practice (3 credits)

MSL 681: Leading Change (3 credits)

MSL 682: Ethical Leadership (3 credits)

MSL 689: The Business of Leadership: Special Topics (4 credits)

MSL 690: International Leadership Perspectives (3 credits)

Concentration (15 credits)

Select one of the following concentrations and complete the 5 courses listed within one specific concentration to fulfill the minimum concentration requirements.

Concentration 1: Organizational Leadership (15 credits) (Concentration Code F992)

MSL 683: Research for Leaders (3 credits)

MSL 684: Organizational Systems (3 credits)

MSL 685: Leading Learning Communities (3 credits)

MSL 686: Strategic Leadership (3 credits)

MSL 687: Current Organizational Issues and Trends (3 credits)

Concentration 2: Business Organizations (15 credits) (Concentration Code B117)

NOTE: This concentration will be facilitated in cooperation with NSU's H. Wayne Huizenga College of Business and Entrepreneurship. For specific catalog information please go to: *https://www.nova.edu/academics/course-catalog.html.* HRM 5310: Managing Human Resources (3 credits)

MGT 5105: Managing Organizational Behavior in a Dynamic and Complex World (3 credits)

MGT 5380: Building and Leading Teams (3 credits)

MGT 5631: Leading People and Organizations (3 credits)

MGT 5686: Leading Creativity and Innovation (3 credits)

Total Credits Required for Degree Completion 31

Educational Specialist

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

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

Program Learning Outcomes

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

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

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

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

Field Experiences

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

Security Clearance

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

Educational Leadership Internship

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

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

Testing Requirements

Testing requirements must be satisfied prior to the conferral of the student's degree. Students are responsible for designating Nova Southeastern University as a recipient of the score report. Official score

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

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

Graduation Requirements

Please refer to Graduation Information in the NSU/FCE&SCJ Student Handbook at which can be found at *https://www.nova.edu/student-affairs/student-handbooks.html*. Specific program completion requirements can be located within the concentration or contact an Academic Advisor.

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

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

Program Completion Timeline

Educational Specialist students are allotted three (3) years from the initial term of enrollment in which to complete all program/degree requirements. Students unable to complete all program/degree requirements within this three-year time frame will be subject to dismissal.

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

About the Concentration

The Ed.S. with a concentration in Curriculum, Instruction, Management, and Administration focuses on the study of educational and instructional leadership. This concentration provides students with the skills to develop and evaluate curriculum and curricular programs, with an emphasis on instructional leadership. The course content is research-based and infuses best practices in education. Note: This is a non-certification program.

Program of Study

(Coursework in suggested order of completion)

CIMA 700: Educational Inquiry and Electronic Research Technologies (3 credits)

CIMA 702: Curriculum and Instruction: Trends and Issues (3 credits)

CIMA 705: Today's Educational Leader (3 credits)

CIMA 706: Managing Change in the Educational Environment (3 credits)

CIMA 715: Communities in Education (3 credits)

CIMA 712: Management for Curriculum & Instruction (3 credits)

CIMA 717: Curricular Product Evaluation (3 credits)

CIMA 707: Focus on the Future: Reconceptualizing Curriculum (3 credits)

CIMA 720: Seminar in Program Synthesis (3 credits)

CIMA 708: Distance Education: Curriculum and Management (3 credits)

Total Credits Required for Degree Completion 30

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

About the Concentration

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

Professional Licensure Statement

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

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

Additional Admission Requirements

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

Program of Study

(Coursework in suggested order of completion)

EDU 708: Research Design in Education (3 credits)

EDL 702: Standard-Based Curriculum and Assessment (3 credits)

EDL 704: Visionary Leadership for Educational Communities (3 credits)

EDL 705: Educational Budgeting and Finance (3 credits)

EDL 720: School Law for Administrators (3 credits)

EDL 725: Human Resources and Staff Development (3 credits)

EDL 735: Community Engagement and the Management of Schools (3 credits)

EDL 755: Research and Technology in Educational Leadership (3 credits)

EDL 760: Ethical Leadership and Data-driven Decision-Making (3 credits)

EDL 790: Seminar in Educational Leadership (3 credits)*

EDL 799: Clinical Internship for Educational Leaders (6 credits)*

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

Total Credits Required for Degree Completion 36

Additional Graduation Requirements

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

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

About the Concentration

The Ed.S. in Educational Leadership is approved by the Nevada Department of Education and is designed to meet the requirements for eligibility for the Administrator of a School (K–12) endorsement. This concentration provides educators with leadership skills through practical application and provides broad knowledge of social, political, and economic forces at work in society that affect education. The course content is research-based and infuses best practices in education, while aligning directly with the Nevada Department of Education's educational leadership licensure requirements.

Professional Licensure Statement

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

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

Additional Admission Requirements

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

Program of Study

(Coursework in suggested order of completion)

EDU 708: Research Design in Education (3 credits)

EDL 702: Standard-Based Curriculum and Assessment (3 credits)

EDL 704: Visionary Leadership for Educational Communities (3 credits)

EDL 705: Educational Budgeting and Finance (3 credits)

EDL 720: School Law for Administrators (3 credits)

EDL 725: Human Resources and Staff Development (3 credits)

EDL 735: Community Engagement and the Management of Schools (3 credits)

EDL 755: Research and Technology in Educational Leadership (3 credits)

EDL 760: Ethical Leadership and Data-driven Decision-Making (3 credits)

EDL 745: Administration of School Improvement Process (3 credits)

EDL 799: Clinical Internship for Educational Leaders (6 credits)*

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

Total Credits Required for Degree Completion 36

Additional Graduation Requirements

Students enrolled in the Nevada program are required to take and pass all sections of either the Praxis 5412 Educational Leadership: Administration and Supervision exam (passing score = 146) or the Praxis 6990 School Leaders Licensure Assessment exam (passing score = 151).

M.S. to Ed.D. En Route Program in Educational Leadership

M.S. to Ed.D. En Route Program in Educational Leadership

The M.S. to Ed.D. En Route Program in Educational Leadership offers a streamlined pathway for aspiring educational leaders to earn both a Master's and a Doctorate in Education with a concentration in Educational Leadership within a total of 48 credit hours. Students complete 18 credits of master's level coursework followed by 30 credits of doctoral level coursework, culminating in the Ed.D. degree.

Designed with workforce relevance at its core, the curriculum is aligned with contemporary leadership competencies and the evolving demands of educational organizations. Students engage in rigorous academic study while participating in field-based activities that integrate theory with practice, fostering leadership development in real-world settings.

This innovative program supports professionals seeking to advance their careers in K–12, higher education, or other educational contexts, equipping them with the skills to lead transformative change and drive organizational improvement. Note: This is a non-certification program.

Concentration Learning Outcomes

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

Graduates will be able to:

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

Program-Specific Admission Requirements

For general requirements, refer to the Admission section in this catalog.

Enrollment Structure

Ed.D. students are advised to take two courses per semester whenever possible. This structure provides consistent pacing and ensures timely progression through the program and Strategic Research Project milestones.

Program Completion Timeline

Students in the M.S. to Ed.D. En Route Program in Educational Leadership are allotted five (5) years from the initial term of enrollment to complete all required coursework and the Strategic Research Project. Students who do not complete all program or degree requirements within the established timeframe of five-years (coursework and the Strategic Research Project) will be subject to academic dismissal.

Graduation Requirements

Students in the M.S. to Ed.D. En Route program in Educational Leadership will be eligible for conferral of the Master's in Educational Leadership upon completion of 30 credits. This Includes 18 credits of master's level coursework and 12 credits of doctoral level coursework. Upon completion of the remaining 18 credits of doctoral level coursework students will be eligible for conferral of the doctoral degree with a concentration in Educational Leadership.

To complete the M.S. to Ed.D. En Route in Educational Leadership program, a student must have:

- Completed 48 credits of coursework.
- Attained an overall 3.0 GPA.

Program of Study

(Major Code: F534/F871 – Concentration Code: F872)

M.S. Core Courses (18 Credits)

EDLR 0505: Educational Leadership: Theory, Practice and Partnerships (3 credits)

EDLR 0515: Educational Leadership: Curriculum, Instruction & Learning (3 credits)

EDLR 0525: Educational Leadership: Assessment & Strategic Decision Making (3 credits)

EDLR 0535: Educational Leadership: Policy, Ethics & Law in PK-12 Schools (3 credits)

EDLR 0545: Educational Leadership: School Operations & Finance (3 credits)

EDLR 0596: Administrative Residency (3 credits)

Ed.D. Core Courses (6 credits)

EDD 8100: Academic Writing (3 credits)

EDD 8411: Data for Impact and Transformation (3 credits)

Ed.D. Research Courses (6 credits)

RES 8920: Evidence Based Inquiry for Strategic Research (3 credits)

RES 9300: Innovative Project Planning for Strategic Research (3 credits)

Ed.D. Concentration Courses (18 credits)

RES 8913: Program Evaluation (3 Credits)

EDLR 8420: Policy and Finance for Educational Leaders (3 credits)

EDLR 8425: Turnaround Leadership (3 credits)

EDLR 8435: Current Trends and Technology in Educational Leadership (3 credits)

ESRP 9000: Strategic Research Project I (6 credits)

Total Credits for Completion 48

Doctor of Education

The Doctor of Education (Ed.D.) at the Fischler College of Education and School of Criminal Justice is a **48-credit applied doctoral program** designed to prepare professionals to lead transformative change across educational, nonprofit, corporate, and community contexts. The program emphasizes the integration of theory and practice, cultivating ethical leadership, evidence-informed decision-making, applied research literacy, and the strategic use of technology to address complex, real-world challenges. Through advanced coursework in core, applied research, and concentration areas, students develop the analytical and practical skills required to investigate pressing problems, implement innovative solutions, and contribute to organizational and societal progress. Faculty mentoring and advising are integrated throughout the program

to support academic progress, professional development, and the application of scholarship. The program culminates in the **Strategic Research Project (SRP)**. This scholarly, practice-based capstone requires students to identify a complex problem of practice within their professional context, conduct a literature-informed needs analysis, design and evaluate an evidence-based intervention, and disseminate their project through a report and presentation.

Concentrations

Graduates of the Ed.D. program are equipped to lead with integrity, innovate with purpose, and drive meaningful change within their organizations and communities and you can specialize your degree for your field with one of these concentrations:

- Curriculum, Instruction, and Technology
- Educational Leadership
- Higher Education Leadership
- Organizational Leadership
- Special Education

Program Learning Outcomes

Graduates of the Ed.D. program will be able to:

1. Apply evidence-informed strategies and disciplinary knowledge to solve complex problems of practice in professional contexts.
2. Critically analyze and synthesize research, theory, and data to inform decision-making, innovation, and applied scholarship.
3. Use applied inquiry frameworks to design, test, and refine solutions that drive organizational and community impact.
4. Employ data to promote evidence-based decisions and evaluate outcomes.
5. Demonstrate ethical leadership when working with diverse organizations, stakeholders, and communities.
6. Communicate scholarly and professional ideas clearly and effectively through written, oral, and digital modalities tailored to varied audiences.
7. Engage in reflective practice that supports ongoing professional growth and contributions to the field.

Program-Specific Admission Requirements

For general requirements, refer to the Admission section in this catalog.

Enrollment Structure

Ed.D. students are advised to take two courses per semester whenever possible. This structure provides consistent pacing and ensures timely progression through the program and Strategic Research Project milestones.

Strategic Research Project

The Strategic Research Project is a practice-based, interdisciplinary project rooted in students' professional settings. In this capstone, students identify a strategic challenge, opportunity, or innovation gap and design a

product, solution, or initiative aligned with their Ed.D. concentration. The project includes a literature-informed rationale, strategic action plan, proposed product, implementation model, and evaluation framework. Students receive peer and expert feedback to refine their work and present their final project through a final manuscript and a professional oral presentation. Elements of the SRP are developed throughout the program and stored in the Canvas Portfolio to support formative growth and summative integration. This capstone emphasizes scholarly writing, applied leadership, and evidence-based innovation for real-world impact.

The SRP is solely offered in a structured format, designed to be completed as the last step in the student's doctoral program. Once all coursework is completed, students will enroll in one 6-credit course (ESRP 9000: Strategic Research Project I).

The SRP is graded on a Pass/Fail (P/F) basis in accordance with FCE&SCJ official policy.

Program Completion Timeline

Doctor of Education (Ed.D.) students are allotted five (5) years from the initial term of enrollment to complete all required coursework and the Strategic Research Project. Ed.D. students who do not complete all program or degree requirements within the established timeframe of five-years (coursework and the Strategic Research Project) will be subject to academic dismissal.

Graduation Requirements

Please refer to Graduation Information in the NSU/FCE&SCJ Student Handbook at which can be found at *https://www.nova.edu/student-affairs/student-handbooks.html*. Specific program completion requirements are located within each concentration or consult an academic advisor.

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

- Completed all required coursework.
- Completed a Strategic Research Project.
- Attained an overall 3.0 GPA.

General Program Requirements

All students enrolled in the Ed.D. program must complete the following required core and research courses (21 credits), choose one area of concentration (21 credits), and complete the Strategic Research Project (6 credits). Total credits required for degree completion equals 48 credits.

Program of Study (Major Code: F871)

Required Core Courses (12 credits)

EDD 8100: Academic Writing (3 credits)

EDD 8010: Emerging Trends and Strategic Innovation in Learning and Organizations (3 credits)

EDD 8110: Designing Transformative Learning Environments (3 credits)

EDD 8411: Data for Impact and Transformation (3 credits)

Required Research Courses (9 credits)

RES 8920: Evidence Based Inquiry for Strategic Research (3 credits)

RES 9300: Innovative Project Planning for Strategic Research (3 credits)

RES 8913: Program Evaluation (3 Credits)

Strategic Research Project (6 credits)

ESRP 9000: Strategic Research Project I (6 credits)*

*ESRP 9000 is the final capstone course and must be taken in the last semester of your degree program. It is a standalone course and cannot be taken concurrently with any other course. This ensures students have the time and focus needed to successfully complete their culminating project.

Concentration Area Courses (21 credits)

Students must select one concentration area (See list above and details below).

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

The concentration in Curriculum, Instruction, and Technology prepares leaders to design, implement, evaluate, and improve learning systems across educational settings. Grounded in curriculum studies, learning sciences, instructional design, and evidence-based decision-making, the program emphasizes integrating theory, research, and practice to address complex challenges in teaching and learning.

Students examine curriculum through historical, philosophical, and organizational perspectives while developing expertise in curriculum development, assessment, instructional improvement, and educational innovation. Emphasis is placed on understanding how individuals learn, how learning environments are designed, and how educational systems can be improved to support meaningful learning outcomes. Students develop the professional judgment necessary to evaluate evidence, interpret complex educational contexts, and make informed curricular, instructional, and organizational decisions.

The program explores the role of technology, artificial intelligence, and emerging innovations within curriculum and instructional systems. Through the application of learning sciences, systems thinking, and design-based approaches, students critically evaluate emerging practices and develop the knowledge and skills needed to lead innovation, improve learning outcomes, and create responsive learning environments. Emphasis is placed on the ethical, responsible, and evidence-based use of technology and AI in educational settings.

Graduates are prepared to draw upon theory, research, learning sciences, and data-informed inquiry to exercise professional judgment, generate solutions to complex problems of practice, lead innovation, and make strategic decisions that improve curriculum, instruction, and learning systems while contributing to the advancement of educational practice and policy. Note: This is a non-certification program.

Concentration Learning Outcomes

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

Graduates will be able to:

1. Critically analyze and apply curriculum theory, learning sciences, and instructional research to design, implement, and evaluate learning experiences and educational programs across educational settings.
2. Exercise professional judgment to address complex problems of practice by integrating evidence, theory, contextual factors, and stakeholder perspectives.

3. Design, implement, and evaluate curriculum, instruction, assessment, and learning systems that promote meaningful, accessible, and effective learning outcomes.
4. Use data-informed inquiry and research to investigate educational challenges, evaluate innovations, and support continuous improvement within educational systems.
5. Evaluate and apply emerging technologies, artificial intelligence, and digital learning innovations using ethical, responsible, and evidence-based decision-making processes.
6. Lead organizational change and innovation by applying systems thinking, collaborative leadership, and strategic decision-making to improve teaching, learning, and educational outcomes.
7. Generate, communicate, and apply scholarly knowledge that contributes to the advancement of curriculum, instruction, learning systems, and educational practice.

Concentration Area Courses (21 credits)

CUR 8110 Principles of Curriculum and Teaching

CUR 8210 Curriculum Development and Design

CUR 8310 Curriculum Assessment and Evaluation

IDT 6000 Curriculum and Instruction: Theory and Research

IDT 7914 Curriculum, Teaching and Technology

IDT 8001 Instructional Design

IDT 8008 Principles of Instructional Technology

Concentration Area: Educational Leadership (Concentration Code F872)

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

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

Concentration Learning Outcomes

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

Graduates will be able to:

1. Implement a strategic plan that outlines actions for school improvement and their implications.

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

Concentration Area Courses (21 credits)

EDLR 8410: Leading an Educational Organization: Theory, Practice, and Reflection (3 credits)

EDLR 8420: Policy and Finance for Educational Leaders (3 credits)

EDLR 8425: Turnaround Leadership (3 credits)

EDLR 8430: Legal and Ethical Issues in Educational Leadership (3 credits)

EDLR 8435: Current Trends and Technology in Educational Leadership (3 credits)

EDLR 8460: The Principal and School Leadership (3 credits) ***OR*** EDLR 8461: The Superintendent and District Leadership (3 credits)

ORGL 8750: Strategic Planning (3 credits)

Concentration Area: Higher Education Leadership (Concentration Code F874)

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

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

Concentration Learning Outcomes

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

Graduates will be able to:

1. Examine the institution's internal and external forces to proactively plan change.
2. Employ the skills and strategies needed to lead higher education institutions in the 21st century.
3. Develop an understanding of and vision for the academic mission of higher educational institutions that affirms and values its society.
4. Respond to the needs of the institution's stakeholders while addressing real-world problems.
5. Manage the human, financial, and technological resources and data to make informed, ethical, and legal decisions.
6. Analyze the factors that influence the delivery of higher education in a global marketplace.

Concentration Area Courses (21 credits)

HEL 8300: The Faces of 21st Century Higher Education Institutions (3 credits)

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

HEL 8320: Planning, Budgeting, and Financing of Institutional Resources (3 credits)

HEL 8330: Governance, Ethics, and the Law of Higher Education (3 credits)

HEL 8340: Leading the Academic Mission of Today's Colleges & Universities (3 credits)

HEL 8350: Politics and External Relations of Higher Education (3 credits)

HEL 8360: Comparative Higher Education (3 credits)

Concentration Area: Organizational Leadership (Concentration Code F878)

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

Concentration Learning Outcomes

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

Graduates will be able to:

1. Demonstrate global and virtual leadership competencies by applying cross-cultural awareness, digital collaboration strategies, and inclusive practices to lead diverse teams effectively.
2. Design and implement strategies that enhance organizational effectiveness and talent development, leveraging evidence-based approaches to build capacity, improve performance, and sustain professional growth.
3. Apply strategic planning and change leadership frameworks to guide organizational transformation,

manage resistance, and foster cultures of innovation and adaptability.

4. Employ critical thinking decision-making to analyze complex problems, evaluate alternatives, and implement ethical, evidence-based solutions.
5. Examine ethical principles and governance practices to advocate for accountability, transparency, and responsible leadership in diverse organizational settings.
6. Foster innovation and adaptive leadership by developing creative solutions to strategic challenges and aligning them with organizational missions in rapidly changing environments.

Concentration Area Courses (21 credits)

ORGL 8730: Virtual and Global Leadership (3 credits)

ORGL 8740: Organizational Effectiveness and Talent Development (3 credits)

ORGL 8750: Strategic Planning (3 credits)

ORGL 8760: Leading Organizational Change (3 credits)

ORGL 8770: Critical Thinking for Decision Making (3 credits)

ORGL 8780: Ethics and Governance (3 credits)

ORGL 8790: Innovation and Adaptive Leadership (3 credits)

Concentration Area: Special Education (Concentration Code F879)

The Doctor of Education (Ed.D.) program, with a concentration in Special Education, is designed for school- and agency-based professionals seeking leadership positions in organizations serving individuals with disabilities and their families, as well as those pursuing faculty roles at colleges or universities. The program includes advanced coursework, seminars, and research that develop applied, practice-based leadership skills for roles in academic settings, service agencies, policy and advocacy organizations, and research institutions. Coursework emphasizes critical and reflective thinking, remaining responsive to regulatory changes in the field. Note: This is a non-certification program.

Concentration Learning Outcomes

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

Graduates will be able to:

1. Implement collaborative teaming approaches for the purpose of decision making related to the application of current research, curriculum development and interagency collaboration with school and agency staff, individuals with disabilities, and family members to improve outcomes attained by individuals with disabilities.
2. Employ analytical skills to identify and resolve problems in the delivery of special education and related services while promoting accountability and school renewal.
3. Employ analytical skills to identify and resolve problems in the effective and ethical delivery of direct services provided by human services agencies (e.g., training in self-determination, independent living,

supported employment, advocacy, and associated life skills).

4. Apply the laws, regulations, and policies from the federal, state, and district levels that relate to individuals with disabilities and their families in educational, employment, and other community settings, as well as with regard to advocacy concerns.
5. Synthesize research from peer-reviewed journals to formulate a conceptual and theoretical framework to identify and address challenges that affect individuals with disabilities, to generate potential solutions to challenges, and to understand and influence disability related policies and practices.
6. Utilize current research for the purpose of substantiating ideas posited during academic discourse/discussions in both course participation activities and in subsequent professional settings.
7. Supervise the organization and administration of programs in special education, direct service agencies, and/or other organizations that serve individuals with disabilities and their families.

Concentration Area Courses (21 credits)

SPED 8401: Special Education Law and Policy (3 credits)

SPED 8403: Conferencing with Parents and Families of Individuals with Disabilities (3 credits)

SPED 8404: Organization and Administration of Special Education Programs (3 credits)

SPED 8406: Transition, Career Development, and Independent Living (3 credits)

SPED 8410: Assessment and Evaluation of Special Needs, Cognitive and Behavioral (3 credits)

SPED 8802: Seminar in the Nature of Students with Autism Spectrum Disorder (3 credits)

SPED 8804: Advanced Topics in Interventions for Students with Autism Spectrum Disorder (3 credits)

Programs for Residents of Puerto Rico

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

The following programs are offered for residents of Puerto Rico and may be subject to unique certification requirements aligned with the Puerto Rico Department of Education ***https://education.nova.edu/bilingual-programs/index.html***

Master of Science (M.S.) in Education

Curriculum, Instruction, and Technology

Exceptional Student Education

Teaching English to Speakers of Other Languages (TESOL)

Educational Specialist (Ed.S.)

Educational Leadership

Doctor of Education (Ed.D.)

Curriculum, Instruction, and Technology

Early Childhood and Elementary Education

Educational Leadership

Healthcare Education

Organizational Leadership

Special Education

Doctor of Philosophy (Ph.D.)

Criminal Justice with a concentration in:

Criminal Justice Policy, Practice, and Leadership

Program Information

Master of Science (M.S.) in Education

M.S. in Education offers the following concentrations:

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

Study Programs

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

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

About the Concentration

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

Note: Select coursework within this program may align with the Puerto Rico Department of Education (PRDOE) requirements for K–12 Curriculum, Instruction, and Technology teacher recertification. Eligibility for recertification is determined solely by PRDOE. Students are responsible for verifying current requirements.

Program of Study

(Coursework in suggested order of completion)

CIT 500: Theories of Learning (3 credits)

CIT 501: Curriculum and Instruction (3 credits)

CIT 502: Research in Education: Process and Application (3 credits)

CIT 503: Assessment of Learning (3 credits)

CIT 508: Instructional Design for Trainers and Teachers (3 credits)

CIT 515: Online Resources for Training and Teaching (3 credits)

CIT 516: Media and Instruction (3 credits)

CIT 517: Web Authoring Basics (3 credits)

CIT 622: Technology and the School Curriculum (3 credits)

CIT 623: Social Media and Web 2.0 Educational Applications (3 credits)

Total Credits Required for Degree Completion 30

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

About the Concentration

The M.S. program with a concentration in Exceptional Student Education (ESE) addresses the academic and professional needs of individuals seeking advanced, specialized study in the field of ESE. The courses focus on students with disabilities from prekindergarten or kindergarten through twelfth grade and their families

Note: Select coursework within this program may align with the Puerto Rico Department of Education (PRDOE) requirements for K–12 Exceptional Student Education teacher recertification. Eligibility for recertification is determined solely by PRDOE. Students are responsible for verifying current requirements.

Program of Study

CUR 526: Educational Research for Practitioners (3 credits)

CBD 501: Special Education Law (3 credits)

ESE 600: Survey of Exceptionalities of Children and Youth (3 credits)

ESE 610: Speech and Language Development and Disabilities (3 credits)

ESE 620: Behavior Management of Exceptional Students (3 credits)

ESE 630: Educational and Psychological Assessments of Exceptional Students (3 credits)

ESE 640: Transition Skills and Services for Exceptional Students (3 credits)

ESE 650: Instructional Strategies for Exceptional Students (3 credits)

ESE 660: Curriculum and Instructional Materials for Exceptional Students (3 credits)

ESE 670: Educational Practices for Exceptional Students (3 credits)

ESE 680: Teaching Social and Personal Skills to Exceptional Students (3 credits)

ESE 690: Consultation and Collaboration in Exceptional Student Education (3 credits)

Total Credits Required for Degree Completion: 36

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

About the Concentration

The M.S. in Education with a concentration in Teaching English to Speakers of Other Languages (TESOL) focuses on the study of literacy development for non-native English speakers. This program melds theoretical instruction with hands-on experiences, arming students with research-based methods and best practices for teaching English in both domestic and international settings. Students in this program select from a broad range of courses to develop a customized program of study that best aligns with their professional goals. In addition, applicants will need English language proficiency by one of the methods indicated in the Non-Native English Speakers section of this catalog.

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

Note: Select coursework within this program may align with the Puerto Rico Department of Education (PRDOE) requirements for K–12 Teaching English to Speakers of Other Languages (TESOL) teacher recertification. Eligibility for recertification is determined solely by PRDOE. Students are responsible for verifying current requirements.

Program of Study

TSOL 575: Critical Issues in TESOL (3 credits)

TEFL 580: Second Language Acquisition and Learning (3 credits)

TSOL 567: Applied Linguistics (3 credits)

TSOL 547: Testing and Evaluation in TESOL (3 credits)

TSOL 569: Methodology of TESOL (3 credits)

TEFL 525: Teaching English to Children (3 credits)

TEFL 575: Structure of English (3 credits)

TSOL 515: Curriculum Development for TESOL (3 credits)

RED 560: Literature for Children and Adolescents (3 credits)

RED 570: Fundamentals of Reading: Theory and Practice (3 credits)

RED 567: Teaching Reading in the Secondary School (3 credits)

TSOL 525: Teaching Reading and Literacy Development in Spanish (3 credits)

Total Credits Required for Degree Completion 36

NOTE: Students interested in obtaining Bilingual Education Teacher Recertification will need to take the following additional courses:

TSOL 562: Cultural and Cross-Cultural Studies (3 credits)

TSOL 580: Dual Language Classrooms: Teaching Math, Science, and Social Studies to Speakers of Other Languages (3 credits)

Educational Specialist (Ed.S.)

This degree program offers the following concentrations:

Concentration: Educational Leadership (Major Code F534)

About the Concentration

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

*Note: Select coursework within this program may align with the Puerto Rico Department of Education (PRDOE) requirements for the School Principal certification as well as the requirements for the Educational Facilitator (Facilitador Docente) Certification, which is determined solely by PRDOE. Students are responsible for verifying current requirements.

Program of Study*

EDL 702: Standard-Based Curriculum and Assessment (3 credits)

EDL 704: Visionary Leadership for Educational Communities (3 credits)

EDL 705: Educational Budgeting and Finance (3 credits)

EDL 720: School Law for Administrators (3 credits)

EDL 725: Human Resources and Staff Development (3 credits)

EDL 735: Community Engagement and the Management of Schools (3 credits)

EDL 755: Research and Technology in Educational Leadership (3 credits)

EDL 760: Ethical Leadership and Data-driven Decision-Making (3 credits)

EDL 745: Administration of School Improvement Process (3 credits)

EDL 789: Clinical Internship for Educational Leaders in Puerto Rico (3 credits)

Total Credits Required for Degree Completion 30

Doctor of Education

The Doctor of Education (Ed.D.) at the Fischler College of Education and School of Criminal Justice is a **48-credit applied doctoral program** designed to prepare professionals to lead transformative change across educational, nonprofit, corporate, and community contexts. The program emphasizes the integration of theory and practice, cultivating ethical leadership, evidence-informed decision-making, applied research

literacy, and the strategic use of technology to address complex, real-world challenges. Through advanced coursework in core, applied research, and concentration areas, students develop the analytical and practical skills required to investigate pressing problems, implement innovative solutions, and contribute to organizational and societal progress. Faculty mentoring and advising are integrated throughout the program to support academic progress, professional development, and the application of scholarship. The program culminates in the **Strategic Research Project (SRP)**. This scholarly, practice-based capstone requires students to identify a complex problem of practice within their professional context, conduct a literature-informed needs analysis, design and evaluate an evidence-based intervention, and disseminate their project through a report and presentation.

Concentrations

Graduates of the Ed.D. program are equipped to lead with integrity, innovate with purpose, and drive meaningful change within their organizations and communities and you can specialize your degree for your field with one of these concentrations:

- Curriculum, Instruction, and Technology
- Early Childhood and Elementary Education (Puerto Rico Only)
- Educational Leadership
- Healthcare Education (Puerto Rico Only)
- Organizational Leadership
- Special Education

Program Learning Outcomes

Graduates of the Ed.D. program will be able to:

1. Apply evidence-informed strategies and disciplinary knowledge to solve complex problems of practice in professional contexts.
2. Critically analyze and synthesize research, theory, and data to inform decision-making, innovation, and applied scholarship.
3. Use applied inquiry frameworks to design, test, and refine solutions that drive organizational and community impact.
4. Employ data to promote evidence-based decisions and evaluate outcomes.
5. Demonstrate ethical leadership when working with diverse organizations, stakeholders, and communities.
6. Communicate scholarly and professional ideas clearly and effectively through written, oral, and digital modalities tailored to varied audiences.
7. Engage in reflective practice that supports ongoing professional growth and contributions to the field.

Program-Specific Admission Requirements

For general requirements, refer to the Admission section in this catalog.

Enrollment Structure

Ed.D. students are Ed.D. students are advised to take two courses per semester whenever possible. This structure provides consistent pacing and ensures timely progression through the program and Strategic Research Project milestones.

Strategic Research Project

The Strategic Research Project is a practice-based, interdisciplinary project rooted in students' professional settings. In this capstone, students identify a strategic challenge, opportunity, or innovation gap and design a product, solution, or initiative aligned with their Ed.D. concentration. The project includes a literature-informed rationale, strategic action plan, proposed product, implementation model, and evaluation framework. Students receive peer and expert feedback to refine their work and present their final project through a final manuscript and a professional oral presentation. Elements of the SRP are developed throughout the program and stored in the Canvas Portfolio to support formative growth and summative integration. This capstone emphasizes scholarly writing, applied leadership, and evidence-based innovation for real-world impact.

The SRP is solely offered in a structured format, designed to be completed as the last step in the student's doctoral program. Once all coursework is completed, students will enroll in one 6-credit course (ESRP 9000: Strategic Research Project I).

The SRP is graded on a Pass/Fail (P/F) basis in accordance with FCE&SCJ official policy.

Program Completion Timeline

Doctor of Education (Ed.D.) students are allotted five (5) years from the initial term of enrollment to complete all required coursework and the Strategic Research Project. Ed.D. students who do not complete all program or degree requirements within the established timeframe of five-years (coursework and the Strategic Research Project) will be subject to academic dismissal.

Graduation Requirements

Please refer to Graduation Information in the NSU/FCE&SCJ Student Handbook at which can be found at *https://www.nova.edu/student-affairs/student-handbooks.html*. Specific program completion requirements are located within each concentration or consult an academic advisor.

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

- Completed all required coursework.
- Completed a Strategic Research Project.
- Attained an overall 3.0 GPA.

General Program Requirements

All students enrolled in the Ed.D. program must complete the following required core and research courses (21 credits), choose one area of concentration (21 credits), and complete the Strategic Research Project (6 credits). Total credits required for degree completion equals 48 credits.

Program of Study (Major Code: F871)

Required Core Courses (12 credits)

EDD 8100: Academic Writing (3 credits)

EDD 8010: Emerging Trends and Strategic Innovation in Learning and Organizations (3 credits)

EDD 8110: Designing Transformative Learning Environments (3 credits)

EDD 8411: Data for Impact and Transformation (3 credits)

Required Research Courses (9 credits)

RES 8920: Evidence Based Inquiry for Strategic Research (3 credits)

RES 9300: Innovative Project Planning for Strategic Research (3 credits)

RES 8913: Program Evaluation (3 Credits)

Strategic Research Project (6 credits)

ESRP 9000: Strategic Research Project I (6 credits)*

*ESRP 9000 is the final capstone course and must be taken in the last semester of your degree program. It is a standalone course and cannot be taken concurrently with any other course. This ensures students have the time and focus needed to successfully complete their culminating project.

Concentration Area Courses (21 credits)

Students must select one concentration area.

Total Credits for Completion 48

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

The concentration in Curriculum, Instruction, and Technology prepares leaders to design, implement, evaluate, and improve learning systems across educational settings. Grounded in curriculum studies, learning sciences, instructional design, and evidence-based decision-making, the program emphasizes integrating theory, research, and practice to address complex challenges in teaching and learning.

Students examine curriculum through historical, philosophical, and organizational perspectives while developing expertise in curriculum development, assessment, instructional improvement, and educational innovation. Emphasis is placed on understanding how individuals learn, how learning environments are designed, and how educational systems can be improved to support meaningful learning outcomes. Students develop the professional judgment necessary to evaluate evidence, interpret complex educational contexts, and make informed curricular, instructional, and organizational decisions.

The program explores the role of technology, artificial intelligence, and emerging innovations within curriculum and instructional systems. Through the application of learning sciences, systems thinking, and design-based approaches, students critically evaluate emerging practices and develop the knowledge and skills needed to lead innovation, improve learning outcomes, and create responsive learning environments. Emphasis is placed on the ethical, responsible, and evidence-based use of technology and AI in educational settings.

Graduates are prepared to draw upon theory, research, learning sciences, and data-informed inquiry to exercise professional judgment, generate solutions to complex problems of practice, lead innovation, and make strategic decisions that improve curriculum, instruction, and learning systems while contributing to the advancement of educational practice and policy. Note: This is a non-certification program.

Concentration Learning Outcomes

Graduates of the Ed.D. program with a concentration in Curriculum, Instruction, and Technology will

demonstrate mastery of the following learning outcomes as evidenced by their participation in class, participation in problem-based projects, completion of class assignments and presentations, and field-based experiences.

Graduates will be able to:

1. Critically analyze and apply curriculum theory, learning sciences, and instructional research to design, implement, and evaluate learning experiences and educational programs across educational settings.
2. Exercise professional judgment to address complex problems of practice by integrating evidence, theory, contextual factors, and stakeholder perspectives.
3. Design, implement, and evaluate curriculum, instruction, assessment, and learning systems that promote meaningful, accessible, and effective learning outcomes.
4. Use data-informed inquiry and research to investigate educational challenges, evaluate innovations, and support continuous improvement within educational systems.
5. Evaluate and apply emerging technologies, artificial intelligence, and digital learning innovations using ethical, responsible, and evidence-based decision-making processes.
6. Lead organizational change and innovation by applying systems thinking, collaborative leadership, and strategic decision-making to improve teaching, learning, and educational outcomes.
7. Generate, communicate, and apply scholarly knowledge that contributes to the advancement of curriculum, instruction, learning systems, and educational practice.

Concentration Area Courses (21 credits)

CUR 8110 Principles of Curriculum and Teaching

CUR 8210 Curriculum Development and Design

CUR 8310 Curriculum Assessment and Evaluation

IDT 6000 Curriculum and Instruction: Theory and Research

IDT 7914 Curriculum, Teaching and Technology

IDT 8001 Instructional Design

IDT 8008 Principles of Instructional Technology

Concentration Area: Early Childhood and Elementary Education – (Puerto Rico Only) (Concentration Code F124)

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

Note: Select coursework within this program may align with the Puerto Rico Department of Education (PRDOE) requirements for Ed.D. in Early Childhood and Elementary Education eligibility for recertification, which is determined solely by PRDOE. Students are responsible for verifying current requirements.

Concentration Learning Outcomes

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

Graduates will be able to:

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

Concentration Area Courses (21 credits)

ECED 8511: Research Perspectives in Pedagogical Practices for Early Childhood and Elementary Education (3 credits)

ECED 8512: Transforming Early Childhood (PK) and Elementary Education (K-5): Tackling Core Challenges (3 credits)

ECED 8513: Developmental Dynamics in Today's Society (3 credits)

ECED 8514: Instructional Methodologies in Early Childhood (PK) and Elementary Education (K-5) (3 credits)

ECED 8520: Child Advocacy and the Social World of Young Children: Global Issues, Challenges, and Solutions (3 credits)

ECED 8524: Integrating Practice, Programming & Strategy in Early Childhood (PK) and Elementary Education (K-5) (3 credits)

STEM 8100: STEM Methodologies: Integrated Strategies for Teaching Science, Math, Social Studies & Spanish (3 credits)

Concentration Area: Educational Leadership (Concentration Code F872)

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

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

Note: Select coursework within this program may align with the Puerto Rico Department of Education (PRDOE) requirements for Ed.D. in Early Childhood and Elementary Education eligibility for recertification, which is determined solely by PRDOE. Students are responsible for verifying current requirements.

Concentration Learning Outcomes

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

Graduates will be able to:

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

Concentration Area Courses (21 credits)

EDLR 8410: Leading an Educational Organization: Theory, Practice, and Reflection (3 credits)

EDLR 8420: Policy and Finance for Educational Leaders (3 credits)

EDLR 8425: Turnaround Leadership (3 credits)

EDLR 8430: Legal and Ethical Issues in Educational Leadership (3 credits)

EDLR 8435: Current Trends and Technology in Educational Leadership (3 credits)

EDLR 8460: The Principal and School Leadership (3 credits) ***OR*** EDLR 8461: The Superintendent and District

Leadership (3 credits)

ORGL 8750: Strategic Planning (3 credits)

Concentration Area: Healthcare Education – (Puerto Rico Only) (Concentration Code F873)

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

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

Concentration Learning Outcomes

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

Graduates will be able to:

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

Concentration Area Courses (21 credits)

HCE 8010: Advocacy in Health Education and Promotion (3 credits)

HCE 8011: Assessing Community Needs for Health Education (3 credits)

HCE 8012: Health Education and Promotion Communication Strategies (3 credits)

HCE 8015: Administration and Leadership in Health Education (3 credits)

HCE 8021: Contemporary Theories in Health Care Education and Promotion (3 credits)

HCE 8023: Ethics and Professionalism in Health Care (3 credits)

HCE 8030: Strategic Planning and Implementation for Health Education and Promotion (3 credits)

Concentration Area: Organizational Leadership (Concentration Code F878)

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

Note: Select coursework within this program may align with the Puerto Rico Department of Education (PRDOE) requirements for Ed.D. in Early Childhood and Elementary Education eligibility for recertification, which is determined solely by PRDOE. Students are responsible for verifying current requirements.

Concentration Learning Outcomes

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

Graduates will be able to:

1. Demonstrate global and virtual leadership competencies by applying cross-cultural awareness, digital collaboration strategies, and inclusive practices to lead diverse teams effectively.
2. Design and implement strategies that enhance organizational effectiveness and talent development, leveraging evidence-based approaches to build capacity, improve performance, and sustain professional growth.
3. Apply strategic planning and change leadership frameworks to guide organizational transformation, manage resistance, and foster cultures of innovation and adaptability.
4. Employ critical thinking decision-making to analyze complex problems, evaluate alternatives, and implement ethical, evidence-based solutions.
5. Examine ethical principles and governance practices to advocate for accountability, transparency, and responsible leadership in diverse organizational settings.
6. Foster innovation and adaptive leadership by developing creative solutions to strategic challenges and aligning them with organizational missions in rapidly changing environments.

Concentration Area Courses (21 credits)

ORGL 8730: Virtual and Global Leadership (3 credits)

ORGL 8740: Organizational Effectiveness and Talent Development (3 credits)

ORGL 8750: Strategic Planning (3 credits)

ORGL 8760: Leading Organizational Change (3 credits)

ORGL 8770: Critical Thinking for Decision Making (3 credits)

ORGL 8780: Ethics and Governance (3 credits)

ORGL 8790: Innovation and Adaptive Leadership (3 credits)

Concentration Area: Special Education (Concentration Code F879)

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

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

Note: Select coursework within this program may align with the Puerto Rico Department of Education (PRDOE) requirements for Ed.D. in Early Childhood and Elementary Education eligibility for recertification, which is determined solely by PRDOE. Students are responsible for verifying current requirements.

Concentration Learning Outcomes

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

Graduates will be able to:

1. Implement collaborative teaming approaches for the purpose of decision making related to the application of current research, curriculum development and interagency collaboration with school and agency staff, individuals with disabilities, and family members to improve outcomes attained by individuals with disabilities.
2. Employ analytical skills to identify and resolve problems in the delivery of special education and related services while promoting accountability and school renewal.
3. Employ analytical skills to identify and resolve problems in the effective and ethical delivery of direct services provided by human services agencies (e.g., training in self-determination, independent living, supported employment, advocacy, and associated life skills).
4. Apply the laws, regulations, and policies from the federal, state, and district levels that relate to individuals with disabilities and their families in educational, employment, and other community settings, as well as with regard to advocacy concerns.

5. Synthesize research from peer-reviewed journals to formulate a conceptual and theoretical framework to identify and address challenges that affect individuals with disabilities, to generate potential solutions to challenges, and to understand and influence disability related policies and practices.
6. Utilize current research for the purpose of substantiating ideas posited during academic discourse/discussions in both course participation activities and in subsequent professional settings.
7. Supervise the organization and administration of programs in special education, direct service agencies, and/or other organizations that serve individuals with disabilities and their families.

Concentration Area Courses (21 credits)

SPED 8401: Special Education Law and Policy (3 credits)

SPED 8403: Conferencing with Parents and Families of Individuals with Disabilities (3 credits)

SPED 8404: Organization and Administration of Special Education Programs (3 credits)

SPED 8406: Transition, Career Development, and Independent Living (3 credits)

SPED 8410: Assessment and Evaluation of Special Needs, Cognitive and Behavioral (3 credits)

SPED 8802: Seminar in the Nature of Students with Autism Spectrum Disorder (3 credits)

SPED 8804: Advanced Topics in Interventions for Students with Autism Spectrum Disorder (3 credits)

Note: Coursework within these degree programs may be accepted for recertification purposes, subject to approval by the Puerto Rico Department of Education; however, these degree programs are not state-approved and do not lead to professional licensure.

Doctor of Philosophy in Criminal Justice

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

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

Program Learning Outcomes

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

1. Apply existing criminal justice theory to current research practices.
2. Analyze the history of criminal justice in the United States and identify significant events and their relation to current trends and policies.

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

Admission Requirements

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

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

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

    Official electronic transcripts can be sent to *electronictranscript@nova.edu* or mailed. Applicants who have attended foreign universities or colleges are required to have their academic credentials evaluated for U.S. institutional equivalence. Please visit the *National Association of Credential Evaluation Services* for more information. International students are encouraged to contact the Office of International Student Services at (954) 262-7240 or 800-541-6682, ext. 27240, or by email at *intl@nova.edu,* or visit the *Office of International Students and Scholars*.
14. One of the following must be submitted:

a. Copy of completed master's thesis or equivalent capstone deliverable; the paper must reflect original work, be exclusively of the applicant's authorship and should have been supervised and evaluated by a faculty member;

b. GRE score of 300 or better on the combined verbal and quantitative sections based on the new score reports. Test scores are valid for five years after the testing year in which the student was tested;

c. Sample of published work from a refereed publication within the criminal justice or related discipline

d. Successful completion of J.D. or doctorate in related field.

15. Submit a copy of current curriculum vitae.

16. Complete an interview with program faculty.

17. It is preferred that the Criminal Justice doctoral candidate have a background that encourages and enables him or her to conduct serious academic research across a variety of subject areas. Encouraging students with graduate degrees other than criminal justice to join the program furthers this objective.

18. The student's background should reflect strong dedication to the field of criminal justice either through academic or professional endeavors. Academic achievement would be represented by experience as an instructor/researcher or administrator within a university or criminal justice training facility. Professional history may include years of progressively responsible administrative positions within a criminal justice agency.

How to Apply

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

Orientation Information

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

Academic Advisement

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

Graduation Requirements

Please refer to Graduation Information in the NSU/FCE&SCJ Student Handbook at which can be found at *https://www.nova.edu/student-affairs/student-handbooks.html*. Specific program completion requirements are located within each concentration or consult an academic advisor.

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

- completed all required coursework;
- attained an overall 3.0 GPA;

- successfully completed and defended dissertation; and
- fulfilled all financial obligations to the university for the diploma and transcript to be released.

Program Completion Timeline

Doctor of Philosophy (Ph.D.) students are allotted five (5) years from the initial term of enrollment to complete all required coursework and the dissertation.

Students may be granted an additional two (2) years, for a maximum of seven (7) years, only if they have a dissertation proposal approved and defended by the end of Year 5. Failure to meet this requirement may result in academic dismissal.

Students who do not complete all program or degree requirements within the established seven-years' timeframe will be subject to academic dismissal.

Degree Programs

Criminal Justice (Major Code J001)

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

Program of Study

Core Courses (33 credits)

Complete all of the following 11 core courses:

CJI 7000: Criminological Theory (3 credits)

CJI 7003: Applied Statistics I (3 credits)

CJI 7004: Applied Statistics II (3 credits)

CJI 7006: Research Methods I (3 credits)

CJI 7007: Research Methods II (3 credits)

CJI 7008: Administration of Justice (3 credits)

CJI 7009: Comparative Criminology & Criminal Justice (3 credits)

CJI 7010: Teaching in the Criminal Justice Classroom (3 credits)

CJI 7011: Policy and Program Evaluation (3 credits)

CJI 7012: Grantsmanship & Publishing in Criminal Justice (3 credits)

CJI 7013: Graduate Orientation Seminar (3 credits)

Concentration (15 credits)

Concentration: Criminal Justice Policy, Practice, and Leadership (15 credits) (Concentration Code J032)

CJI 8410: Strategic Planning, Policy, & Program Development (3 credits)

CJI 8420: Criminal Law, Procedure & Individual Rights (3 credits)

CJI 8430: The Police & Society (3 credits)

CJI 8440: Ethics in the Criminal Justice System (3 credits)

CJI 8450: Correctional Programming & Services (3 credits)

Dissertation Credits (12 credits)

Complete 12 dissertation credits:

CJI 9010: Dissertation I (3 credits)

CJI 9020: Dissertation II (3 credits)

CJI 9030: Dissertation III (3 credits)

CJI 9040: Dissertation IV (3 credits)

CJI 9050: Continuing Services (1 credit) (Billed at 3 credits)

CJI 9060: Continuing Services (1 credit) (Billed at 3 credits)

NOTE: After completing the Dissertation course sequence, CJI 9010-9040 if students have not completed their dissertation, then they will be required to enroll in CJI 9050 and CJI 9060 until the completion of their final dissertation defense.

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

Total Credits for Degree Completion 60

Online Bilingual Programs

In addition to the specific programs listed within this section, students worldwide are eligible to participate in any of our online offerings as long as they meet the established admission requirements for that specific program of study. Additional information can also be found at *https://education.nova.edu/bilingual-programs/index.html*

Master of Science (M.S.) in Leadership

with a concentration in:

Organizational Leadership

Educational Specialist (Ed.S.)

Curriculum, Instruction, Management, and Administration

Doctor of Education (Ed.D.)

Organizational Leadership

Program Information

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

Major: Leadership (Major Code F987)

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

Online Bilingual Programs-Specific Admission Requirements

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

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

Specific features and requirements of the Online Bilingual Programs.

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

Program of Study

(Coursework in suggested order of completion)

Core Courses (16 credits)

MSL 680: Leadership Theory and Practice (3 credits)

MSL 681: Leading Change (3 credits)

MSL 682: Ethical Leadership (3 credits)

MSL 689: The Business of Leadership: Special Topics (4 credits)

MSL 690: International Leadership Perspectives (3 credits)

Concentration (15 credits)

Concentration: Organizational Leadership (15 credits) (Concentration Code F992)

MSL 683: Research for Leaders (3 credits)

MSL 684: Organizational Systems (3 credits)

MSL 685: Leading Learning Communities (3 credits)

MSL 686: Strategic Leadership (3 credits)

MSL 687: Current Organizational Issues and Trends (3 credits)

Educational Specialist (Ed.S.) Degree in Curriculum, Instruction, Management, and Administration (CIMA) for Online Bilingual (English/Spanish) Students

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

Admission Process

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

3. All prospective students must submit a completed application with a $50.00 non-refundable fee. A $50.00 application fee is required for each application submitted to Nova Southeastern University.

4. Official transcripts for Educational Specialist degrees - Sealed official transcripts from the applicants conferred master's degree institution attended (excluding CAS program applications and international student applications). Sealed official transcripts from the applicants conferred bachelor's degree institution attended may be required dependent upon admission criteria of the educational specialist program. If a student is seeking to transfer in college or institutional credits, toward the degree applying to, and it is different from where the applicant earned a 4-year bachelor's degree and/or master's degree, the admissions office may require sealed official transcripts from that institution. All CAS program applicants are required to submit sealed official transcripts from all institutions attended, per CAS requirements.
    - An official transcript from a regionally accredited institution indicating a conferred master's degree or higher (e.g., Ed.S.) with a minimum cumulative grade point average (CGPA) of 3.0.
    - Transcripts should be forwarded directly from the issuing institution in a sealed envelope in order to be considered official. Applicants submitting electronic transcripts should provide this email address with their request: *electronictranscript@nova.edu.*
    - For NSU to consider an electronic transcript official, it must be received from a reputable third-party delivery agent. NSU accepts electronic transcripts from the following providers: SCOIR, Parchment, National Student Clearinghouse. Transcripts emailed by individuals will not be accepted as official. Third-party delivery agents may email official electronic transcripts to: *electronictranscript@nova.edu.*

- Photocopies and facsimiles will not be accepted as final, official transcripts.
- Admission decisions are based on degrees earned at regionally accredited institutions or an official approved equivalent such as an evaluation by one of the National Association of Credential Evaluation Services (NACES) approved agencies. The evaluation must include a course-by-course analysis and list all course subjects with United States semester credits and a GPA on a 4.0 scale. For more information, refer to the *Transcript Evaluation* section.

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

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

About the Concentration

The Ed.S. with a concentration in Curriculum, Instruction, Management, and Administration focuses on the study of educational and instructional leadership. This concentration provides students with the skills to develop and evaluate curriculum and curricular programs, with an emphasis on instructional leadership. The course content is research-based and infuses best practices in education. Note: This is a non-certification program.

Program of Study

(Coursework in suggested order of completion)

CIMA 700: Educational Inquiry and Electronic Research Technologies (3 credits)

CIMA 702: Curriculum and Instruction: Trends and Issues (3 credits)

CIMA 705: Today's Educational Leader (3 credits)

CIMA 706: Managing Change in the Educational Environment (3 credits)

CIMA 707: Focus on the Future: Reconceptualizing Curriculum (3 credits)

CIMA 708: Distance Education: Curriculum and Management (3 credits)

CIMA 712: Management for Curriculum & Instruction (3 credits)

CIMA 715: Communities in Education (3 credits)

CIMA 717: Curricular Product Evaluation (3 credits)

CIMA 720: Seminar in Program Synthesis (3 credits)

Total Credits Required for Degree Completion 30

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

The Doctor of Education (Ed.D.) at the Fischler College of Education and School of Criminal Justice is a **48-credit applied doctoral program** designed to prepare professionals to lead transformative change across educational, nonprofit, corporate, and community contexts. The program emphasizes the integration of theory and practice, cultivating ethical leadership, evidence-informed decision-making, applied research literacy, and the strategic use of technology to address complex, real-world challenges. Through advanced coursework in core, applied research, and concentration areas, students develop the analytical and practical skills required to investigate pressing problems, implement innovative solutions, and contribute to organizational and societal progress. Faculty mentoring and advising are integrated throughout the program to support academic progress, professional development, and the application of scholarship. The program culminates in the **Strategic Research Project (SRP)**. This scholarly, practice-based capstone requires students to identify a complex problem of practice within their professional context, conduct a literature-informed needs analysis, design and evaluate an evidence-based intervention, and disseminate their project through a report and presentation.

Concentration

Graduates of the Ed.D. program are equipped to lead with integrity, innovate with purpose, and drive meaningful change within their organizations and communities and you can specialize your degree for your field with this concentration:

- Organizational Leadership

Program Learning Outcomes

Graduates of the Ed.D. program will be able to:

1. Apply evidence-informed strategies and disciplinary knowledge to solve complex problems of practice in professional contexts.
2. Critically analyze and synthesize research, theory, and data to inform decision-making, innovation, and applied scholarship.
3. Use applied inquiry frameworks to design, test, and refine solutions that drive organizational and community impact.
4. Employ data to promote evidence-based decisions and evaluate outcomes.
5. Demonstrate ethical leadership when working with diverse organizations, stakeholders, and communities.
6. Communicate scholarly and professional ideas clearly and effectively through written, oral, and digital modalities tailored to varied audiences.
7. Engage in reflective practice that supports ongoing professional growth and contributions to the field.

Program-Specific Admission Requirements

For general requirements, refer to the Admission section in this catalog.

Enrollment Structure

Ed.D. students are advised to take two courses per semester whenever possible. This structure provides

consistent pacing and ensures timely progression through the program and Strategic Research Project milestones.

Strategic Research Project

The Strategic Research Project is a practice-based, interdisciplinary project rooted in students' professional settings. In this capstone, students identify a strategic challenge, opportunity, or innovation gap and design a product, solution, or initiative aligned with their Ed.D. concentration. The project includes a literature-informed rationale, strategic action plan, proposed product, implementation model, and evaluation framework. Students receive peer and expert feedback to refine their work and present their final project through a final manuscript and a professional oral presentation. Elements of the SRP are developed throughout the program and stored in the Canvas Portfolio to support formative growth and summative integration. This capstone emphasizes scholarly writing, applied leadership, and evidence-based innovation for real-world impact.

The SRP is solely offered in a structured format, designed to be completed as the last step in the student's doctoral program. Once all coursework is completed, students will enroll in one 6-credit course (ESRP 9000: Strategic Research Project I).

The SRP is graded on a Pass/Fail (P/F) basis in accordance with FCE&SCJ official policy.

Program Completion Timeline

Doctor of Education (Ed.D.) students are allotted five (5) years from the initial term of enrollment to complete all required coursework and the Strategic Research Project. Ed.D. students who do not complete all program or degree requirements within the established timeframe of five-years (coursework and the Strategic Research Project) will be subject to academic dismissal.

Graduation Requirements

Please refer to Graduation Information in the NSU/FCE&SCJ Student Handbook at which can be found at *https://www.nova.edu/student-affairs/student-handbooks.html*. Specific program completion requirements are located within each concentration or consult an academic advisor.

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

- Completed all required coursework.
- Completed a Strategic Research Project.
- Attained an overall 3.0 GPA.

General Program Requirements

All students enrolled in the Ed.D. program must complete the following required core and research courses (21 credits), choose one area of concentration (21 credits), and complete the Strategic Research Project (6 credits). Total credits required for degree completion equals 48 credits.

Program of Study (Major Code: F871)

Required Core Courses (12 credits)

EDD 8100: Academic Writing (3 credits)

EDD 8010: Emerging Trends and Strategic Innovation in Learning and Organizations (3 credits)

EDD 8110: Designing Transformative Learning Environments (3 credits)

EDD 8411: Data for Impact and Transformation (3 credits)

Required Research Courses (9 credits)

RES 8920: Evidence Based Inquiry for Strategic Research I (3 credits)

RES 9300: Innovative Project Planning for Strategic Research (3 credits)

RES 8913: Program Evaluation (3 Credits)

Strategic Research Project (6 credits)

ESRP 9000: Strategic Research Project I (6 credits)*

*ESRP 9000 is the final capstone course and must be taken in the last semester of your degree program. It is a standalone course and cannot be taken concurrently with any other course. This ensures students have the time and focus needed to successfully complete their culminating project.

Concentration Area Courses (21 credits)

Students must select one concentration area.

Total Credits for Completion 48

Concentration Area: Organizational Leadership (Concentration Code F878)

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

Concentration Learning Outcomes

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

Graduates will be able to:

1. Demonstrate global and virtual leadership competencies by applying cross-cultural awareness, digital collaboration strategies, and inclusive practices to lead diverse teams effectively.
2. Design and implement strategies that enhance organizational effectiveness and talent development, leveraging evidence-based approaches to build capacity, improve performance, and sustain professional growth.
3. Apply strategic planning and change leadership frameworks to guide organizational transformation, manage resistance, and foster cultures of innovation and adaptability.

4. Employ critical thinking decision-making to analyze complex problems, evaluate alternatives, and implement ethical, evidence-based solutions.
5. Examine ethical principles and governance practices to advocate for accountability, transparency, and responsible leadership in diverse organizational settings.
6. Foster innovation and adaptive leadership by developing creative solutions to strategic challenges and aligning them with organizational missions in rapidly changing environments.

Concentration Area Courses (21 credits)

ORGL 8730: Virtual and Global Leadership (3 credits)

ORGL 8740: Organizational Effectiveness and Talent Development (3 credits)

ORGL 8750: Strategic Planning (3 credits)

ORGL 8760: Leading Organizational Change (3 credits)

ORGL 8770: Critical Thinking for Decision Making (3 credits)

ORGL 8780: Ethics and Governance (3 credits)

ORGL 8790: Innovation and Adaptive Leadership (3 credits)

DEPARTMENT OF HUMAN SERVICES

The Department of Human Services (DHS) provides an array of bachelors, masters, and doctoral level programs, aimed at providing students with the knowledge and skills needed to create lasting change in their work across a variety of human services and related fields, including applied behavior analysis, child protection, developmental disabilities, and human services administration. The Master of Human Services in Child Protection grounds students in research-based research- based practices, developing the critical knowledge and skills required to respond effectively to complex problems confronting children and families in the child welfare system. The Master of Science in Developmental Disabilities is designed to prepare researchers, advocates, administrators, and policy makers to be leaders in community-based or governmental agencies that address the confluence of issues associated with developmental disabilities throughout the life span and human services administration.

Programs of Study

Master of Science (M.S.) in Applied Behavior Analysis

with elective concentration in:

Autism and Developmental Disabilities

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

with concentrations in:

Child Advocacy Studies

Child Protection and Juvenile Justice

Leadership and Supervision for Child and Youth Programs

Psychological Foundations in Child Advocacy

No Concentration Option (combination of any three concentration courses)

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

with concentrations in:

Applied Behavior Analysis

Adult Services/Transition

Early Childhood

Leadership/Advocacy

Program Information

Master of Science in Applied Behavior Analysis

The Master of Science (M.S.) in Applied Behavior Analysis (ABA) prepares students to apply evidence-based principles to improve behavior and learning across various settings. The program combines a strong conceptual foundation with practical skill development, emphasizing assessment, intervention, and ethical practice. Graduates will be prepared to serve as leaders in professional practice, supervision, research, and community service.

Program Format

Students enrolled in the online Master of Science in Applied Behavior Analysis are required to complete a total of 30 credits at a minimum. The minimum 30 credits are comprised of 21 credit hours of foundational coursework and 9 credits of experiential learning culminating in a completed Master's Research Project. Students may elect to complete 6 additional credit hours in Autism and Developmental Disabilities.

Program Learning Outcomes

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

1. Demonstrate understanding of the foundational skills and philosophical underpinnings of applied behavior analysis;
2. Implement clinical skills and competencies supported by ethical practice and evidenced-based research; and
3. Exhibit competency in applying research to inform professional practice and to advance the profession.

Admission Requirements

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

1. Complete all parts of the online Application for Admissions.
2. $50 nonrefundable application fee.
3. Baccalaureate degree from a regionally accredited institution with a GPA of 3.0 or higher or a master's degree with an overall GPA of 3.0 or better.
4. **Official transcripts for Master's degrees** - Sealed official transcripts from the applicants conferred 4-year bachelor's degree institution attended **(excluding CAS program applications and international student applications)**. If a student is seeking to transfer in college or institutional credits toward the degree applying to, and it is different from where the applicant earned a 4-year bachelor's degree, the admissions office may require sealed official transcripts from that institution. All CAS program applicants are required to submit sealed official transcripts from all institutions attended, per CAS requirements.
5. Transcripts should be forwarded directly from the issuing institution in a sealed envelope in order to be considered official. Applicants submitting electronic transcripts should provide this email address with their request: *electronictranscript@nova.edu.*

6. Applicants who have attended foreign universities or colleges are required to have their academic credentials evaluated for U.S. institutional equivalence. Please visit the *National Association of Credential Evaluation Services* for more information. International students are encouraged to contact the Office of International Student Services at (954) 262-7240 or 800-541-6682, ext. 27240, or by email at *intl@nova.edu,* or visit the *Office of International Students and Scholars* website at *https://www.nova.edu/international-affairs/index.html/students/*.

7. Interview conducted virtually or via telephone.

8. International Student applicants should submit TOEFL scores, if applicable. International Students should visit International Students and Scholars for further information.

How to Apply

Those interested in seeking their Master of Science degree in Applied Behavior Analysis should apply online at: *https://education.nova.edu/degrees/masters/education/applied-behavior-analysis.html* where an application and all necessary application information may be obtained.

Orientation Information

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

Academic Advisement

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

Graduation Requirements

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

To complete the M.S. in Applied Behavior Analysis program a student must have:

1. completed all required coursework;

2. attained an overall 3.0 GPA; and

3. fulfilled all financial obligations to the university for the diploma to be released.

Program Completion Timeline

Master's degree students are allotted three (3) years from the initial term of enrollment in which to complete all program/degree requirements. Students unable to complete all program/degree requirements within this three-year time frame will be subject to dismissal.

Applied Behavior Analysis (Major Code P503)

About the Program

he Master of Science (M.S.) in Applied Behavior Analysis (ABA) prepares students to apply evidence-based principles to improve behavior and learning across various settings. The program combines a strong conceptual foundation with practical skill development, emphasizing assessment, intervention, and ethical practice. Graduates will be prepared to serve as leaders in professional practice, supervision, research, and community service. This program has been designed to meet the Board Certified Behavior Analyst (BCBA) Pathway 2 coursework requirements. Applicants will need to meet additional requirements to qualify for

BCBA certification.

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

Program of Study

Core Courses (30 credits)

ABA 0712: Experimental Analysis of Behavior (3 credits)

ABA 0713: Behaviorism and Philosophical Foundations (3 credits)

ABA 0714: Concepts and Principles of Applied Behavioral Analysis (3 credits)

ABA 0721: Applied Behavioral Analysis Assessment and Application (3 credits)

ABA 0731: Applied Behavior Analysis Assessment and Delivery Models (3 credits)

ABA 0741: Evaluating Interventions in Applied Behavior Analysis (3 credits)

ABA 0756: Ethical and Professional Issues in Applied Behavior Analysis (3 credits)

ABA 0761: Experiential Learning I (3 credits)

ABA 0771: Experiential Learning II (3 credits)

ABA 0781: Master's Research Project (3 credits)

Elective Concentration: Autism and Developmental Disabilities (6 credits) (Concentration Code F100)

Students may elect to complete a concentration in Autism and Developmental Disabilities for a total of 36 credits required for degree completion.

HSDD 5000: Survey of Developmental Disabilities (3 credits)

EP 655: Nature of Autism Spectrum Disorder: Intervention Methods, Strategies, and Application (3 credits)

Certification Disclosure for Applied Behavior Analysis:

This program has been designed to meet the Board Certified Behavior Analyst (BCBA) Pathway 2 coursework requirements. Applicants will need to meet additional requirements to qualify for BCBA certification. Behavior Analyst Certification Board Website: *https://www.bacb.com/.*

For the Professional Licensure Disclosure for the M.S. in Applied Behavior Analysis program, please visit *https://education.nova.edu/_resources/binaries/masters/ms-aba-professional-licensure-disclosure.pdf*.

Total Credits Required for Degree Completion 30

Master of Human Services in Child Protection

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

Program Format

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

Program Learning Outcomes

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

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

Admission Requirements

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

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

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

5. Interview conducted virtually or via telephone.

How to Apply

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

Orientation Information

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

Academic Advisement

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

Graduation Requirements

Please refer to Graduation Information in the NSU/FCE&SCJ Student Handbook at which can be found at *https://www.nova.edu/student-affairs/student-handbooks.html*. Specific program completion requirements are located within each concentration or consult an academic advisor.

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

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

Program Completion Timeline

Master's degree students are allotted three (3) years from the initial term of enrollment in which to complete all program/degree requirements. Students unable to complete all program/degree requirements within this three-year time frame will be subject to dismissal.

Child Protection (Major Code J003)

About the Program

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

Program Format

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

Core Courses (21 credits)

Complete all six of the following core courses:

HCP 0510: Child Protective Law (4 credits)

HCP 0515: Family Systems (3 credits)

HCP 0525: Conflict Analysis and Resolution for Child Welfare Professionals (3 credits)

HCP 0545: Child Placement Risk and Protective Factors (3 credits)

HCP 0550: Assessment and Case Planning (4 credits)

HCP 0560: Program Evaluation (4 credits)

Concentration (9 credits)

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

Concentration 1: Psychological Foundations in Child Advocacy (9 credits) (Concentration Code J015)

This concentration is designed specifically to enable professionals in child welfare and/or protection fields to develop specialized training in responding and promoting the psychological and social well-being of children and their families and to maximize the potential for positive outcomes in child welfare cases.

HCP 6110: Intervention Strategies (3 credits)

HCP 6120: Overview: Childhood and Adolescent Development (3 credits)

HCP 6130: Overview: Childhood & Adolescent Psychological Disorders (3 credits)

HCP 6140: Overview: Children and Trauma (3 credits)

HCP 6150: Special Topics: Seminar & Case Studies (3 credits)

Concentration 2: Child Protection and Juvenile Justice (9 credits) (Concentration Code J012)

This concentration is designed to meet the specific needs of child protective workers, law enforcement officers, child advocates, school resource officers, community mental health workers, school police, Department of Juvenile Justice, Department of Children and Family Services, and others in related fields of child protection. Topics such as family dynamics, victimology, substance abuse, and cultural factors are included to assist child welfare professionals in recognizing the impact of positive and negative catalysts on the health and well-being of the youth.

CJI 6910: Theory of Child Protection, Investigation & Advocacy (3 credits)

CJI 6920: Juvenile Justice: Systems, Structure & Process (3 credits)

CJI 6930: Family Dynamics: Motivation, Support & Communication (3 credits)

CJI 6940: Victimology: Child Abuse & Exploited Children (3 credits)

CJI 6950: Safe Schools Climate (3 credits)

Concentration 3: Leadership and Supervision for Child and Youth Programs (9 credits) (Concentration Code J031)

This concentration will provide the student with knowledge and skills regarding the supervision and evaluation of programs for children and youth. Budget, compliance, and regulatory topics, among others, will be discussed, as well fiscal management challenges and public policy issues as they relate to organizations and groups in the field of child protection.

HCP 6810: Supervision Methods & Approaches for Child & Youth Care Administrators (3 credits)

HCP 6820: Public Policy & the Child & Youth Care Field for Program Administrators (3 credits)

HCP 6830: The Development & Acquisition of Resources for Child & Youth Care Programs (3 credits)

HCP 6840: Supervision of Family Support Programs (3 credits)

HCP 6850: Legal Aspects of the Management of Programs for Children & Youth (3 credits)

HCP 6860: Financial Aspects of the Management of Programs for Children & Youth (3 credits)Concentration 4: Child Advocacy Studies (9 credits) (Concentration Code J030)

This concentration focuses on developing students' understanding of the various factors that lead to child maltreatment and of various existing responses to incidents of child maltreatment, so they work more effectively within various systems and institutions that respond to these incidents. Students learn about the various disciplinary responses to child maltreatment and develop a multidisciplinary understanding of the most effective responses. Students in this concentration will be better equipped to carry out work in various agencies and systems (healthcare, criminal justice, social services) as they advocate on behalf of the needs of children as victims and survivors of child abuse.

CAST 6505: Perspectives on Child Maltreatment & Child Advocacy (3 credits)

CAST 6510: Professional and Systemic Responses to Child Abuse (3 credits)

CAST 6515: Responding to the Survivor of Child Abuse (3 credits)

No Concentration Option (9 credits)

Choose any three courses from the available concentration offerings.

Any concentration course (3 credits)

Any concentration course (3 credits)

Any concentration course (3 credits)

Total Credits Required for Degree Completion 30

Master of Science in Developmental Disabilities

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

Program Format

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

Program Learning Outcomes

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

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

Admission Requirements

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

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

admissions office may require sealed official transcripts from that institution. All CAS program applicants are required to submit sealed official transcripts from all institutions attended, per CAS requirements.

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

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

5. Interview conducted virtually or via telephone.
6. International Student applicants should submit TOEFL scores, if applicable. International Students should visit International Students and Scholars for further information.

How to Apply

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

Orientation Information

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

Academic Advisement

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

Graduation Requirements

Please refer to Graduation Information in the NSU/FCE&SCJ Student Handbook at which can be found at *https://www.nova.edu/student-affairs/student-handbooks.html*. Specific program completion requirements are located within each concentration or consult an academic advisor.

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

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

Program Completion Timeline

Master's degree students are allotted three (3) years from the initial term of enrollment in which to complete all program/degree requirements. Students unable to complete all program/degree requirements within this three-year time frame will be subject to dismissal.

Developmental Disabilities (Major Code J510)

About the Program

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

Program of Study

(Coursework in suggested order of completion)

Core Courses (21 credits)

Complete all seven of the following core courses:

HSDD 5000: Survey of Developmental Disabilities (3 credits)

HSDD 5100: Program Design & Evaluation (3 credits)

HSDD 5200: Disability and the Family Life Cycle (3 credits)

HSDD 5300: Legal & Ethical Issues in Disabilities (3 credits)

HSDD 5400: Healthcare Issues in Developmental Issues (3 credits)

HSDD 5500: Disability Services Administration (3 credits)

HSDD 6000: Developmental Disabilities Masters Research Project (3 credits)

Concentration (9 credits)

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

Concentration 1: Leadership/Advocacy (9 credits) (Concentration Code J522)

HSDD 5110: Grant Writing (3 credits)

HSDD 5120: Leading for Change in Disability Services (3 credits)

HSDD 5130: Trends and Issues in Disability Advocacy (3 credits)

Concentration 2: Adult Services/Transition (9 credits) (Concentration Code J515)

HSDD 5310: Aging & Disability Across the Life Span (3 credits)

HSDD 5320: Students with Disabilities in Higher Education (3 credits)

HSDD 5330: Employment and Independent Living (3 credits)

Concentration 3: Early Childhood (9 credits) (Concentration Code J518)

HSDD 5410: Early Identification and Assessment of Developmental Disabilities (3 credits)

HSDD 5420: Early Intervention in Developmental Disabilities (3 credits)

HSDD 5430: Integrating Children with Disabilities in Educational Settings (3 credits)

Concentration 4: Applied Behavior Analysis (9 credits) (Concentration Code P503)

This ABA concentration is designed for professionals who seek foundational knowledge of applied behavior analysis without pursuing BCBA certification. It is ideal for individuals in education, human services, or related fields who want to understand ABA principles, basic assessment strategies, and practical applications to support behavior and learning in their current roles.

The *Behavior Development Solutions (BDS)* Learning Modules are integrated across the ABA concentration. This thoughtful decision was made to complement the coursework and ensure mastery and fluency of behavior analytic principles, assessments, and applications.

*https://www.bds.com/*This is a non-certification concentration. Students who wish to sit for the Applied Behavior Analysis certification exam should consult with an advisor regarding the M.S. in Applied Behavior Analysis program. *https://www.abainternational.org/welcome.aspxhttps://www.bacb.com/*ABA 0714: Concepts and Principles of Applied Behavior Analysis (3 credits)

ABA 0721: Applied Behavior Analysis Assessment and Application (3 credits)

ABA 0731: Applied Behavior Analysis Assessment and Delivery Models (3 credits)

Concentration 5: Child Life Specialist (9 credits) (Concentration Code J516)

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

HSDD 5510: Foundations in Child Life and Family-Centered Care (3 credits)

HSDD 5515: Ethics in Child Life (3 credits)

HSDD 5518: Family Systems and the Hospitalized Child (3 credits)

HSDD 5522: Theories of Child Growth and Development (3 credits)

HSDD 5523: Theories of Adolescent Growth and Development (3 credits)

HSDD 5525: Medical Terminology for the Child Life Professional (3 credits)

HSDD 5530: Interventions in Child Life (3 credits)

HSDD 5532: Therapeutic Benefits of Play (3 credits)

HSDD 5534: Death and Dying (3 credits)

HSDD 5535: Child Life Practicum (3 credits) elective

HSDD 5550: Child Life Internship I (3 credits) elective

HSDD 5560: Child Life Internship II (3 credits) elective

Total Credits Required for Degree Completion 30

SCHOOL OF CRIMINAL JUSTICE

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

Programs of Study

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

with concentrations in:

Behavioral Science

Child Protection and Juvenile Justice

Crime Analysis

No Concentration Option (combination of any four concentration courses)

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

with concentrations in:

Behavioral Science

Criminal Justice Policy, Practice, and Leadership

Crisis and Emergency Management

Juvenile Justice and Human Services

Program Information

Master of Science in Criminal Justice

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

Program Format

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

Program Learning Outcomes

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

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

Admission Requirements

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

1. Complete online application form.
2. Application fee of $50 (in U.S. dollars) made payable to Nova Southeastern University will be charged for each application submitted.
3. Evidence of a bachelor's degree with a minimum cumulative grade point average (CGPA) of a 2.5 or higher from a regionally accredited institution. If the applicant earned less than a 2.5 cumulative GPA, we may consider the application for review with a minimum Graduate Record Examination (GRE®) test score of 300 (combined Verbal and Quantitative scales only) **or** a Miller Analogies Test (MAT) scaled score of 400. (The tests must have been taken within the past 5 years from the date of application.)

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

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

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

How to Apply

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

Orientation Information

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

Academic Advisement

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

Graduation Requirements

Please refer to Graduation Information in the NSU/FCE&SCJ Student Handbook at which can be found at *https://www.nova.edu/student-affairs/student-handbooks.html*. Specific program completion requirements can be located within the concentration or contact an academic advisor for additional information.

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

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

Program Completion Timeline

Master's degree students are allotted three (3) years from the initial term of enrollment in which to complete all program/degree requirements. Students unable to complete all program/degree requirements within this three-year time frame will be subject to dismissal.

Criminal Justice (Major Code J001)

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

Program Format

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

Core Courses (15 credits)

Complete all five of the following core courses:

CJI 0510: Survey Issues in Criminal Justice (3 credits)

CJI 0520: Administration and Management of Criminal Justice (3 credits)

CJI 0530: Legal Issues in Criminal Justice (3 credits)

CJI 0602: Introduction to Research Methods in Criminal Justice (3 credits)

CJI 0606: Criminological Theory (3 credits)

Concentration (12 credits)

Select one of the following concentrations and complete 4 courses (12 credits) within one specific concentration to fulfill the minimum concentration requirements. This does not apply to the No Concentration Option, see specific requirements below.

Concentration 1: Behavioral Science (12 credits) (Concentration Code J005)

NOTE: This concentration will be facilitated in cooperation with NSU's College of Psychology. For specific catalog information please go to *https://www.nova.edu/academics/course-catalog.html.*

This concentration will provide specialization training in behavioral science issues, providing knowledge and skills to those who work in law enforcement and criminal justice agencies.

PSY 0695: Law and Mentally Disordered Offender (3 credits)

PSY 0694/PSY 0920: Police Psychology (3 credits)

PSY 0693/PSY 0913: Behavioral Criminology (3 credits)

PSY 0692: Police Stress and Mental Health (3 credits)

PSY 0691: Forensic Psychology (3 credits)

NOTE: Students may select any 2 courses in the Ph.D. Behavioral Science Concentration, in place of any 2 Masters-level Behavioral Science concentration courses.

CJI 8210: Risk Assessment in Criminal Justice (3 credits)

CJI 8220: Family and Relationship Violence (3 credits)

CJI 8230: Specialty Courts and Therapeutic and Restorative Justice (3 credits)

CJI 8240: Predatory Crimes and Trauma (3 credits)

CJI 8250: Children and Adolescents in the Criminal Justice System (3 credits)

Concentration 2: Child Protection and Juvenile Justice (12 credits) (Concentration Code J012)

This concentration is designed to meet the specific need of child protective workers, law enforcement officers, child advocates, school resource officers, community mental health workers, school police, Department of Juvenile Justice, Department of Children and Family Services, and others.

CJI 6910: Theory of Child Protection, Investigation, and Advocacy (3 credits)

CJI 6920: Juvenile Justice: Systems, Structure, and Process OR Ph.D. Course: CJI 8510: Juvenile Justice Strategic Policy and Practice (3 credits)

CJI 6930: Family Dynamics: Motivation, Support and Communication (3 credits)

CJI 6940: Victimology: Child Abuse and Exploited Children (3 credits)

CJI 6950: Safe Schools Climate OR Ph.D. Course: CJI 8540: Schools & Society: Challenges & The School to Prison Pipeline (3 credits)

Concentration 3: Crime Analysis(12 credits) (Concentration Code J014)

This concentration will provide specialization training in the burgeoning field of forensic investigation. Students will be exposed to investigative and analysis techniques used during criminal investigations.

CJI 0540: Program Evaluation in Criminal Justice (3 credits)

CJI 0550: Investigative Methods: Crime Analysis and Intelligence (3 credits)

CJI 0608: Advanced Seminar in Law and Policy OR Ph.D. Course: CJI 8420: Criminal Law, Procedure & Individual Rights (3 credits)

CJI 0620: Smart Justice: New Perspectives in Crime Analysis (3 credits)

CJI 0627: Correctional Policy, Reform and Sentencing OR Ph.D. Course: CJI 8450: Correctional Programming and Services (3 credits)

No Concentration Option (12 credits)

Students may select any four M.S. concentration courses listed above OR select any two M.S. concentration courses from above and two Ph.D. in Criminal Justice concentration courses from the list below.

Ph.D. Courses:

CJI 8210: Risk Assessment in Criminal Justice (3 credits)

CJI 8220: Family and Relationship Violence (3 credits)

CJI 8230: Specialty Courts and Therapeutic and Restorative Justice (3 credits)

CJI 8240: Predatory Crimes and Trauma (3 credits)

CJI 8250: Children and Adolescents in the Criminal Justice System (3 credits)

CJI 8410: Strategic Planning, Policy, and Program Development (3 credits)

CJI 8420: Criminal Law, Procedure & Individual Rights (3 credits)

CJI 8430: The Police & Society (3 credits)

CJI 8440: Ethics in the Criminal Justice System (3 credits)

CJI 8450: Correctional Programming & Services (3 credits)

CJI 8510: Juvenile Justice Strategic Policy & Practice (3 credits)

CJI 8520: Contemporary Challenges in the Juvenile Justice System (3 credits)

CJI 8530: Violence & Victimization (3 credits)

CJI 8540: Schools & Society: Challenges & The School to Prison Pipeline (3 credits)

CJI 8550: Drugs & Society (3 credits)

CJI 8610: Disaster Preparedness, Planning, and Mitigation (3 credits)

CJI 8620: Disaster Response and Recovery (3 credits)

CJI 8630: Terrorists and Their Threat to the United States and the World (3 credits)

CJI 8640: Serving Vulnerable Populations in Disasters (3 credits)

CJI 8650: Human Response to Stress and Managing Disaster Mental Health (3 credits)

Elective Courses (3 credits)

Elective courses are offered on a rotating basis.

Complete one of the following elective courses:

CJI 0603: Practicum 1 (3 credits)

CJI 0617: Criminal Street Gangs (3 credits)

CJI 0622: Preventing Juvenile Delinquency (3 credits)

CJI 0629: Thesis 1 (3 credits)

CJI 0638: Police and the Community: Cohesion, Communication, and Cooperation (3 credits)

NOTE: In addition, students can use any M.S. in Criminal Justice and one of the Ph.D. in Criminal Justice concentration courses listed above as elective credits (must keep in mind that the limit of Ph.D. courses in the degree is 2 courses).

NOTE: If a student takes two Ph.D. in Criminal Justice courses as part of their concentration, the elective course is limited to a course from the M.S. in Criminal Justice.

Students interested in enrolling in Ph.D. level courses must complete 9 master's level credits before registering for any doctoral coursework. The number of Ph.D. courses in the degree should not exceed two courses. If you have questions, please consult with your academic adviser.

Total Credits Required for Degree Completion 30

Doctor of Philosophy in Criminal Justice

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

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

Program Learning Outcomes

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

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

Admission Requirements

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

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

1. Complete online application form.

2. Application fee of $50 (in U.S. dollars) made payable to Nova Southeastern University will be charged for each application submitted.

3. Completion of a Master's degree from a regionally accredited University with a GPA of 3.0 for master's level work. Among those who hold doctoral degrees in Criminal Justice it is not unusual to find individuals who have earned graduate degrees in other fields such as Psychology, Sociology, Anthropology, and Political Science. This recognizes that criminal justice is not restricted to a particular kind of academic preparation for it shares aspects of many others. This multi-dimensional approach to academic study is repeated in the field as practitioners engage in research, problem solving and system reform.

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

   Official electronic transcripts can be sent to *electronictranscript@nova.edu* or mailed. Applicants who have attended foreign universities or colleges are required to have their academic credentials evaluated for U.S. institutional equivalence. Please visit the *National Association of Credential Evaluation Services* for more information. International students are encouraged to contact the Office of International Student Services at (954) 262-7240 or 800-541-6682, ext. 27240, or by email at *intl@nova.edu,* or visit the *Office of International Students and Scholars* website at *https://www.nova.edu/international-affairs/index.html/students/*.

5. One of the following must be submitted:

   a. Copy of completed master's thesis or equivalent capstone deliverable; the paper must reflect original work, be exclusively of the applicant's authorship and should have been supervised and evaluated by a faculty member;

   b. GRE score of 300 or better on the combined verbal and quantitative sections based on the new score reports. Test scores are valid for five years after the testing year in which the student was tested;

   c. Sample of published work from a refereed publication within the criminal justice or related discipline

   d. Successful completion of J.D. or doctorate in related field.

6. Submit a copy of current curriculum vitae.

7. Complete an interview with program faculty.

8. It is preferred that the Criminal Justice doctoral candidate have a background that encourages and enables him or her to conduct serious academic research across a variety of subject areas. Encouraging students with graduate degrees other than criminal justice to join the program furthers this objective.

9. The student's background should reflect strong dedication to the field of criminal justice either through academic or professional endeavors. Academic achievement would be represented by experience as an instructor/researcher or administrator within a university or criminal justice training facility. Professional history may include years of progressively responsible administrative positions within a criminal justice

agency.

How to Apply

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

Orientation Information

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

Academic Advisement

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

Graduation Requirements

Please refer to Graduation Information in the NSU/FCE&SCJ Student Handbook at which can be found at *https://www.nova.edu/student-affairs/student-handbooks.html*. Specific program completion requirements are located within each concentration or consult an academic advisor.

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

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

Program Completion Timeline

Doctor of Philosophy (Ph.D.) students are allotted five (5) years from the initial term of enrollment to complete all required coursework and the dissertation.

Students may be granted an additional two (2) years, for a maximum of seven (7) years, only if they have a dissertation proposal approved and defended by the end of Year 5. Failure to meet this requirement may result in academic dismissal.

Students who do not complete all program or degree requirements within the established seven-years' timeframe will be subject to academic dismissal.

Criminal Justice (Major Code J001)

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

each influence and relate to one another.

Program of Study

Core Courses (33 credits)

Complete all of the following 11 core courses:

CJI 7000: Criminological Theory (3 credits)

CJI 7003: Applied Statistics I (3 credits)

CJI 7004: Applied Statistics II (3 credits)

CJI 7006: Research Methods I (3 credits)

CJI 7007: Research Methods II (3 credits)

CJI 7008: Administration of Justice (3 credits)

CJI 7009: Comparative Criminology & Criminal Justice (3 credits)

CJI 7010: Teaching in the Criminal Justice Classroom (3 credits)

CJI 7011: Policy and Program Evaluation (3 credits)

CJI 7012: Grantsmanship & Publishing in Criminal Justice (3 credits)

CJI 7013: Graduate Orientation Seminar (3 credits)

Concentrations (15 credits)

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

Concentration 1: Behavioral Science (15 credits) (Concentration Code J005)

CJI 8210: Risk Assessment in Criminal Justice (3 credits)

CJI 8220: Family and Relationship Violence(3 credits)

CJI 8230: Specialty Courts and Therapeutic and Restorative Justice(3 credits)

CJI 8240: Predatory Crimes and Trauma (3 credits)

CJI 8250: Children and Adolescents in the Criminal Justice System (3 credits)

Concentration 2: Criminal Justice Policy, Practice, and Leadership (15 credits) (Concentration Code J032)

CJI 8410: Strategic Planning, Policy, & Program Development (3 credits)

CJI 8420: Criminal Law, Procedure & Individual Rights (3 credits)

CJI 8430: The Police & Society (3 credits)

CJI 8440: Ethics in the Criminal Justice System (3 credits)

CJI 8450: Correctional Programming & Services (3 credits)

Concentration 3: Juvenile Justice and Human Services (15 credits) (Concentration Code J033)

CJI 8510: Juvenile Justice Strategic Policy & Practice (3 credits)

CJI 8520: Contemporary Challenges in the Juvenile Justice System (3 credits)

CJI 8530: Violence & Victimization (3 credits)

CJI 8540: Schools & Society: Challenges & The School to Prison Pipeline (3 credits)

CJI 8550: Drugs & Society (3 credits)

Concentration 4: Crisis and Emergency Management (15 credits) (Concentration Code J034)

CJI 8610: Disaster Preparedness, Planning, and Mitigation (3 credits)

CJI 8620: Disaster Response and Recovery (3 credits)

CJI 8630: Terrorists and Their Threat to the United States and the World (3 credits)

CJI 8640: Serving Vulnerable Populations in Disasters (3 credits)

CJI 8650: Human Response to Stress and Managing Disaster Mental Health (3 credits)

Dissertation Credits (12 credits)

Complete 12 dissertation credits:

CJI 9010: Dissertation I (3 credits)

CJI 9020: Dissertation II (3 credits)

CJI 9030: Dissertation III (3 credits)

CJI 9040: Dissertation IV (3 credits)

CJI 9050: Continuing Services (1 credit) (Billed at 3 credits)

CJI 9060: Continuing Services (1 credit) (Billed at 3 credits)

NOTE: After completing the Dissertation course sequence, CJI 9010-9040 if students have not completed their dissertation, then they will be required to enroll in CJI 9050 and CJI 9060 until the completion of their final dissertation defense.

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

Total Credits for Degree Completion 60

FULL-TIME FACULTY (ACADEMIC YEAR 2026-2027)

Kimberly Durham
Psy.D., Nova Southeastern University
M.S., Nova Southeastern University
Dean/Professor

Julie Alemany
Ed.D., Nova Southeastern University
M.Ed., Florida Atlantic University
Associate Professor

Elizabeth M. Aguila
Ph.D., Florida International University
M.S., Florida International University
Assistant Professor

Jennifer Allen
Ph.D., Southern Illinois University
M.S., Southeast Missouri State University
Professor

Georgina Arguello
Ed.D., Nova Southeastern University
M.B.A., Nova Southeastern University
Professor/Assistant Dean

Jia Borror
Ed.D., Nova Southeastern University
M.S., Nova Southeastern University
Professor

Stephanie G. Brown
Ed.D., Florida Atlantic University
M.B.A., Nova Southeastern University
M.S., Nova Southeastern University
Associate Professor

Lisa J. Carbone
Ed.D., Nova Southeastern University
M.B.A., Nova Southeastern University
Director/Associate Professor

Marcelo Castro
Ph.D., University of Miami
M.S., Nova Southeastern University
M.S.Ed., University of Miami
M.S., University of Belgrano, Argentina
Professor/Associate Dean/Chair

Melinda Coleman
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M.Ed., Ashland University
Associate Professor

Maribel Del Rio-Roberts
Psy.D., Carlos Albizu University
M.A., Florida International University
Associate Professor

Charlene M. Desir
Ed.D., Harvard University
M.A.Ed., Harvard University
M.A., Tufts University
Professor

W. Alex Edmonds
Ph.D., Florida State University
M.S., Florida State University
Professor

Brooke Elvington
Ph.D., Nova Southeastern University
J.D., Pennsylvania State University
Assistant Professor

Suleira Fontanez Quinones
Ed.D., Nova Southeastern University
M.A., Inter American University of Puerto Rico
Administrative Director/Assistant Professor

David Griffin
Ed.D., Florida International University
M.A., State University of New York
Professor

Steven Hecht
Ph.D., Florida State University
M.S., Florida State University
Professor

Tammy Kushner
Psy.D., Nova Southeastern University
M.S., Nova Southeastern University
Executive Associate Dean/Associate Professor

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M.A., Boston College
Associate Professor

Emmy Maurilus
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M.Phil. Columbia University
M.A. Columbia University
Associate Professor/Assistant Chair

Dana S. Mills
Ph.D., University of Rhode Island
M.A., University of Rhode Island
Assistant Professor/Associate Dean

Roxanne V. Molina
Ph.D., Florida International University
M.S., Florida International University
Associate Professor/Assistant Dean of Finance and Data Analysis

James M. Pann
Ph.D., University of Miami
M.S.Ed., University of Miami
Professor

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M.Ed., University of Puerto Rico
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M.S., University of Kentucky
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Associate Dean/Chair/Assistant Professor

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M.S., Florida International University
Program Administrator/Assistant Professor

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Professor/Director

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M.A., John Jay College of Criminal Justice New York
Associate Professor/Director

Lucas Williams
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M.A., Nova Southeastern University
Assistant Professor

Angela Yehl
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M.S., Nova Southeastern University
Associate Professor/Assistant Dean