Institute for the Study of Human Service, Health, and Justice (HSHJ)
2014–2015 Student Handbook
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President’s Message

Nova Southeastern University is the largest independent, not-for-profit university in the Southeast, and the seventh largest in the United States. As president of NSU, I invite you to become an ambassador of this extraordinary educational institution that is in its fourth decade of existence.

When it began, NSU served 17 Ph.D. students from one building. Today, we have nearly 29,000 students and more than 5 million square feet of classroom space, libraries, and recreation areas. Our programs are offered throughout Florida and the United States, as well as in 23 countries. And with more than 136,000 alumni, our graduates reside in all 50 states and in more than 63 other countries.

The university continues to experience a sustained period of academic growth, due in large part to its exploration of alternative strategies in educating professionals and its commitment to excellence in academics, clinical training, community service, and well-rounded opportunities for all students. Collaboration at all levels with diverse partners is the essence of NSU.

The entire NSU community is dedicated to providing service and academic excellence to you as you continue on the road to success as you wish it to be defined. We look forward to a lifelong partnership with you, our student.

George L. Hanbury II, Ph.D.
NSU President/CEO
Dean’s Message

Welcome to the Institute for the Study of Human Service, Health and Justice at Nova Southeastern University. Our aim is to provide programs that are designed for individuals interested in pursuing careers in a variety of human services professions. As such our programs are well suited for both individuals who may already be in the criminal justice or human services field and are working to advance in a current career path or individuals who are setting out in a new direction altogether. In meeting this goal, we offer programs of study that allow our students to build upon the strengths they already possess while also engaging them in coursework that will ensure both depth and breadth of understanding. We feel that this approach provides students with learning opportunities that support the acquisition of practical and relevant knowledge and provides the basis for individuals to mature in their abilities to think critically and communicate effectively. With this comprehensive education, our students are provided the competitive edge needed when it comes to either entering the workforce or continuing their education in graduate or professional school.

On behalf of our faculty and staff, I extend best wishes for a successful academic year and continued progress toward your personal and professional goals.

Kimberly Durham, Psy.D.
Dean, Institute for the Study of Human Service, Health, and Justice
Nova Southeastern University

Nova Southeastern University is an independent, nonsectarian, fully accredited, coeducational university chartered by the state of Florida in 1964. It is located on a 232-acre main campus west of Fort Lauderdale, 10 miles inland from the Atlantic Ocean, and is easily accessible from major highways, including I-75, I-95, I-595, the Sawgrass Expressway, and Florida's Turnpike. Additional centers of study offer campus-based instruction from prekindergarten through grade 12, as well as undergraduate and graduate programs leading to degrees in education, law, psychology, marine medicine, computer sciences, social sciences, business, and public administration, criminal justice, osteopathic medicine, dental medicine, pharmacy, medical education, optometry, and allied health (physician assistant, occupational therapy, and physical therapy). As an acknowledged leader in field-based degree programs, NSU offers courses of study leading to the bachelor's, master's, educational specialist, and doctoral degrees in education, in business and public administration in psychology, in the health professions, and in physical, social, and computer sciences.

From the beginning, the university has distinguished itself by its innovative outlook, its unique programs that provide both traditional and nontraditional choices in educational programs, and its research in many fields aimed at solving problems of immediate concern to mankind. The university's centers and programs share a common mission to educate students for leadership roles in a variety of professions. In the Nova Southeastern University educational continuum, pre-professional training begins as early as University School, continues through the college level and the various centers for professional studies, and culminates in the Institute for Learning in Retirement. Through the Nova Southeastern University education plan, students master appropriate skills and disciplines at each academic level, develop a sense of professional ethics and responsibility, and learn to appreciate the role of the professional as a key individual in society.

"The NSU Plan" stresses the critical relationship between theory and practice; it reinforces and tests the classroom experience through applied research and community service as integral parts of academic experience. Consistent with its mission, the university extends its resources to provide educational opportunities to working professionals nationwide, with faculty teaching at corporate and other locations across the country. NSU also delivers programs through a variety of educational technologies, including telecommunications. Nova Southeastern University is committed to the idea that education should not be time-bound or place-bound. Through its educational offerings, research projects, and programs of public service, the university encourages the free exchange of ideas and the search for knowledge that is the cornerstone of the academic tradition.

Nova Southeastern University programs are approved for educational benefits by the Bureau of State Approval for Veterans Training, Florida Department of Veterans Affairs. The university is authorized under federal law to enroll nonimmigrant alien students.

Nova Southeastern University's general policies on student relations are on file in the Office of the University Registrar.

Nova Southeastern University Mission Statement

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

Vision 2020 Statement:

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

Core Values:

Academic Excellence
Student Centered
Integrity
Innovation
The Mission Statement, Vision 2020 Statement, and Core Values were adopted by the NSU Board of Trustees on March 28, 2011.

**Regional Accreditation**
Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, GA 30033-4097: Telephone number 404-679-4501) to award associate’s, bachelor's, master's, specialist, and doctoral degrees. Nova Southeastern University was first accredited by the Southern Association of Colleges and Schools (SACS) as Nova University in 1971.

**HSHJ Programs:**
All masters and doctoral programs at the Institute for the Study of Human Service, Health, and Justice are delivered in an online format.

1. **Doctor of Philosophy in Criminal Justice**
   The doctor of philosophy 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 opportunity 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.

2. **Master of Science in Criminal Justice**
   The Master of Science degree in Criminal Justice trains individuals through an interdisciplinary focus. The program prepares students through the core curriculum and allows for specialty training through various concentrations. This facilitates choice for students and fosters the development of specialized expertise.

   This 36-credit-hour Master's degree program will provide students with a) a solid background in the theoretical, historical, public policy, behavioral, and political perspectives related to Criminal Justice, b) an introduction to the organizational structure, operation, administration, and management of the criminal justice system at the federal, state, and local levels, c) an in-depth knowledge of the legal issues that govern criminal justice activities, including fundamental principles and concepts of criminal and civil law, rules of law and evidence, and state and constitutional laws and their development., d) a foundation in evaluation methods of criminal justice programming, and e) special knowledge in an area of choice including, but not limited to, public & business administration, psychology, substance abuse, conflict resolution, and information security.

3. **Master of Human Services in Child Protection Program**
   The Master of Human Services in Child Protection degree program will provide competency-based child protective services instruction aimed at closing the gap between ground level on-the-job training and scientifically grounded best-practices. It will develop the critical knowledge, values, and skills necessary for child protection professionals to respond effectively to the complex problems confronting children and families in the child protective services system.
The 33-credit hour degree program consists of coursework to increase professional effectiveness, productivity, and retention of case managers/caseworkers/child advocates and administrators in order to improve the quality of care, well being and safety of children and families using child protection services.

4. Master of Science in Developmental Disabilities
A 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. 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.

5. Master of Arts in Gerontology
The Master of Arts in Gerontology was developed from the perspective that human beings require meaning and purpose in order to experience life with a sense of well-being as they grow older. The human experience of meaning is experienced in a multiplicity of ways. In each of the six core courses within this curriculum, we explore how meaning is promoted or impeded through the lens of our individual selves and our societal selves. Meaning is socially constructed and reflected in psychological theories and social policies. Our students will develop their critical thinking skills to observe ageist practices and beliefs in our current culturally diverse climate. In addition to this competency, students will acquire leadership skills through experiential activities that will be embedded in each of the core courses. Leadership skills will be based on critical analyses of the policies and programs that affect older adults and the institutions that serve them, as well as analyses of societal structures that create connections for older adults to serve others. Students will then be able to identify and formulate effective means of creating change in these areas. Projects in each of the core courses, immersion in the student’s chosen specialty concentration, culminating in the Capstone Project will provide students with opportunities to apply and test their new knowledge in real world settings.

Our program is designed to prepare future leaders in the field of aging. Gerontology is the study of growing older. Our emphasis is on growing knowledge and skills, while challenging attitudes about aging that limit the potential of older lives in the 21st century. Traditional Fields are expanding related to the Health Care, Human Services, and Social Services Field.

6. Bachelor of Science in Human Service Administration
The Human Services Administration program is designed to provide students with an understanding of administration, public policy, ethics and practice in the field of Human Services Administration, in addition to a working knowledge of vulnerable and underrepresented populations.

The program is designed for a broad range of students and working professionals with an interest in enhancing the quality of life of individuals and families in need through the development and administration of agencies involved in service delivery. Successful degree completion will prepare students to work in administrative capacity in non-profit agencies, schools, health care centers, and other community-based organizations.

The Bachelors in Human Services Administration will provide an excellent foundation for those wishing to pursue graduate studies in areas including but not limited to, Human Factors in Aviation, Health Administration, Public Administration, Business Administration, Gerontology, and Social Work. More information regarding this program of study can be found at the following website:
http://www.nova.edu/humanservices/administration/curriculum-requirements.html

7. Bachelor of Science in Recreational Therapy
The B.S. in Recreational Therapy major at Nova Southeastern University provides students with the therapeutic and evaluation skills necessary to pursue certification as a certified therapeutic recreation specialist (CTRS) with the potential for employment in a multitude of settings. The degree trains students to interact with clients, create and manage a therapeutic environment, and apply a working knowledge of best practices and issues related to the provision of services. There is an emphasis on training in clinical interventions that will assist individuals with illnesses or disabling conditions in improving or maintaining physical and emotional well-being.
Students select from three concentration areas: Child Life and Development Adult Therapeutic Services, and Health and Recreation Management as a way of specializing their training in an area of their interest. In addition, under the direction and guidance of on-site and faculty supervisors, students apply practical learning to a real world work experience.

The B.S. degree in Recreational Therapy will also be valuable to those who would like to pursue careers in other related health and human services professions following graduation and Recreational Therapy provides an excellent foundation for those wishing to pursue graduate studies in areas such as Human Services, Mental Health Counseling, Family Therapy, Social Work, Gerontology, Developmental Disabilities, and other Social Sciences. More information regarding this program of study can be found at the following website: http://www.nova.edu/humanservices/rectherapy/index.html

8. Executive Leadership Program
The Executive Leadership Program is a 17-week (one day per week) leadership development program offered in conjunction with Broward County Sheriff’s Office (BSO) Institute for Criminal Justice Studies (ICJS). The program is a partnership among the Broward Sheriff’s Office, Nova Southeastern University and the Sheriff’s Foundation of Broward County and focuses on the development of key leadership competencies. All courses are taught by a team of university professors and public safety professionals.

9. Psychology Postdoctoral Residency Program
Nova Southeastern University’s (NSU) Postdoctoral Residency program began in fall 2004. Residents rotate through the Fischler School of Education and Human Services, the College of Dental Medicine, the Mailman Segal Institute for Early Childhood Studies, the Center for Psychological Studies and the University School. At Nova Southeastern University's flagship education school, the Fischler School of Education and Human Services, prides itself in creating, customizing, and delivering the highest quality graduate educational programs to educators worldwide - keeping you truly "ahead of the curve." The College of Dental Medicine fosters innovative teaching, research, scholarship and community service. Furthermore, the College of Dental Medicine instills an inquisitive mindset and the need for lifelong learning among its faculty and students. The Center for Psychological Studies, organized in 1967, is committed to providing the highest-quality educational experience to current and future psychologists and counseling professionals. These training experiences provide individuals with a sophisticated understanding of psychological research and the delivery of the highest-quality mental health care. The University School of Nova Southeastern University is a pre-kindergarten through twelfth grade, independent college preparatory school that provides a challenging and personalized education within a supportive environment for students of average to gifted abilities. The students are prepared for productive lives and leadership roles through a program that focuses on academic excellence, extracurricular participation and service to others. Nova Southeastern University's Mailman Segal Institute for Early Childhood Studies, formerly known as the Family Center, provides a range of programs designed to strengthen families and enhance the ability of parents and caregivers to foster the healthy development of children. The Mailman Segal Institute’s Baudhuin Preschool, located on the main campus of Nova Southeastern University, is an internationally recognized, model program for children with autism spectrum disorder. In partnership with Broward County Schools, the program benefits from its affiliation with NSU through natural collaboration with other university departments.

The Nova Southeastern University’s Postdoctoral Residency Program is a member of the American Association of Psychology Postdoctoral and Internship Centers (APPIC).

Association of Psychology Postdoctoral and Internship Centers
10 G. Street, N.E., Suite 750
Washington, DC 20002
www.appic.org

10. Undergraduate Criminal Justice “Fast Track” Program
For those considering the Master of Science degree in Criminal Justice, but who have not yet earned an undergraduate degree, a concentration provides an opportunity to complete the undergraduate degree at the Farquhar Center for Undergraduate Studies. Such candidates will complete their undergraduate degree, and then can apply and if accepted, enter the M.S. program. This helps to create a seamless transition and the possible award
of dual-credit for some courses, expediting degree completion. Please click on the following link for more information on undergraduate admissions: [www.nova.edu/undergrad](http://www.nova.edu/undergrad)

**Academic Policies** (Master's and Doctoral programs only)

**Student Enrollment**
In order to maintain an active student status, all students are to be in continuous registration until they receive their degree unless prior approval is received from the Master's Program Office. Failure to remain in continuous registration will be considered formal withdrawal from the program.

**Full-Time Status**
Students are considered to be full-time if they complete six credit hours each semester. Ph.D. students are required to follow the “Course of Study Plan.” A student on financial aid considering completing less than the scheduled credit hours in any given semester should discuss this with the Financial Aid Office prior to the time of registration.

**Attendance**
Students are required to attend all scheduled learning activities, which include but are not limited to, lectures, chats, seminars, and exams. It is the policy of the university to excuse, without penalty, absences due to religious observances and to allow students to make up missed work. Course instructors should be notified in advance in the case of any anticipated absence. Excessive absences may result in a lower grade at the discretion of the course instructor. Students should review the course syllabus for course-specific policies related to attendance.

**Leave of Absence**
Matriculated students (degree candidates) who must interrupt their studies for an adequate reason such as illness may be granted a leave of absence. Students must apply in writing or by e-mail for a leave of absence to the program Office. If granted, the leave shall be for a stated period of time, not to exceed one year. Under normal circumstances students should apply for a leave of absence prior to registration for each semester. Time spent on an approved leave of absence is not charged against the degree program time limit (5 years for master’s degree and 7 years for doctoral degree). Students who interrupt their studies without being on an approved leave of absence will be assumed to have terminated their studies. Such students must make formal application for readmission if they wish to continue the program at a later date.

**Time Limits**
*Masters Programs:* Students must complete their program within five years from the date of first enrollment. This means that students are expected to graduate with the Master degree within this time period.

*Doctoral Program:* Students must complete their program within seven years from the date of first enrollment. This means that students are expected to graduate with the Doctoral degree within this time period.

In order to remain an active and matriculated student, registration is required in every semester, until the completion of degree requirements unless a leave of absence has been granted. Failure to remain in continuous registration will be deemed the student's formal withdrawal from the program. All other program, center, and university requirements will be in effect.

**Failure to Register**
Students who fail to register for a regular semester without a leave of absence are considered to have withdrawn from their program. Such students must make formal application and go through the admissions process if they wish to reenter the program at a later date.

**Matriculation Requirements (Degree Candidacy)**
*Masters Program:* Students are admitted into graduate study at the Master's level and are reviewed for degree candidacy (matriculation) after successful completion of the required credit hours within their chosen degree program.

*Doctoral Program:* Students are admitted into graduate study at the Doctoral level and are reviewed for degree candidacy (matriculation) after successful completion of the required credit hours within their chosen degree program and successful completion & defense of dissertation.
**Academic Standing (Following Matriculation)**

The grading policy for the graduate program in the HSHJ requires students to maintain a minimum cumulative grade point average of 3.0. In addition, other minimum requirements are in existence. Failure to meet these requirements will result in either academic probation or dismissal as detailed below.

**Remediation Policy**

A student receiving a grade of "F" in a required course must repeat and successfully complete that course. Both grades shall remain on the student's record and shall count toward an accumulation of below "B" grades; however, only the higher of the two grades will be counted toward the student's grade point average.

**Probation**

Academic probation will occur automatically when any of the following conditions exist:

1. The cumulative grade point average falls below 3.0.
2. A grade of "F" is received in a required course.
3. Three concurrent incompletes ("I") appear on the transcript.

The Criminal Justice program office will notify the student, the Office of Student Registration and the Office of Student Financial Planning of any changes in academic status.

**Dismissal**

Dismissal from the graduate program in the HSHJ will occur when the following conditions exist:

1. Academic probation extends beyond 2 semesters
2. More than 2 grades below "B" are received
3. Two grades of "F" are received.

**Readmission**

Students dismissed from the program may petition for readmission after one academic year. Such students will need to reapply (repeat the application process) and have their records examined by the HSHJ Program Office. Upon approval, the student will be readmitted to the program in effect at that time. Only those courses within the past 5 years with grades of "B" or higher will be applied toward the degree.

**Textbooks**

Barnes & Noble College Bookstores, the university’s official bookstore, offers comprehensive services to local and online students. While students have the option to purchase textbooks from other online and local sources, there may be benefits from purchasing from the university’s bookstore (on-campus or online). The university’s bookstore provides a wide range of shipping options; to access the NSU Bookstore website please visit [http://nsubooks.bncollege.com/](http://nsubooks.bncollege.com/)

**Tuition and Fees for the 2014-2015**

Students should anticipate an annual review of fees by the university and possible increases. Students are expected to pay tuition in full at the time of registration. Students receiving financial aid must familiarize themselves with the requirements of that office with regard to payments and may defer payment only if they have been officially notified of an award. Based on an academic year

**Masters Programs**

<table>
<thead>
<tr>
<th>Fee</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$ 650 per credit hour</td>
</tr>
<tr>
<td>Application Fee</td>
<td>$ 50 (non-refundable)</td>
</tr>
<tr>
<td>Registration Fee</td>
<td>$ 50 per semester</td>
</tr>
<tr>
<td>Text Books and Supplies</td>
<td>$ 70 – 200 per course</td>
</tr>
<tr>
<td>Application for Degree Fee</td>
<td>$ 100</td>
</tr>
<tr>
<td>Student Service Fee</td>
<td>$ 350 (based on two courses per term with a cap of $1050 per year)</td>
</tr>
</tbody>
</table>

Some courses may require additional fees for laboratory and/or equipment (e.g., calculator, testing materials) and supplemental course materials.
*Please note that all above fees are subject to change without notice.

**Doctoral Programs**

- **Tuition**: $970 per credit hour
- **Seat Deposit**: $250 (credited toward tuition)
- **Application Fee**: $50 (non-refundable)
- **Registration Fee**: $50 per semester
- **Text Books and Supplies**: $70 – 300 per course (approximate cost)
- **Application for Degree Fee**: $100
- **Student Service Fee**: $350 (based on two courses per term with a cap of $1050 per year)

Some courses may require additional fees for laboratory and/or equipment (e.g., calculator, testing materials) and supplemental course materials.

*Please note that all above fees are subject to change without notice.

**Registration**

**Policies and Procedures**

Students will participate in course selection via SharkLink/WebStar prior to the start of each term. General registration procedures and information are provided to students at the time of entrance to the program. It is the students’ responsibility to register for their courses by logging onto the official Nova Southeastern University (NSU) SharkLink portal which can be found under “Quick Links” on the University homepage or the HSHJ website:

The procedures for class registration are as follows:

1) Login to the SharkLink portal using your SharkLink ID and Password
2) Once logged, look under the QuickLinks menu and select WebStar and then click on the Student tab/Registration/Registration and Add/Drop Classes and follow the instructions from that point

After students have registered, should any problems arise related to registration information or credit fees, students should contact the HSHJ Program Office (1-800-541-NOVA, Ext. 27001 or directly at 954-262-7001)

**Refund Schedule**

The following schedule applies to refund payments for each class:

- Drops during the first week of the class in which it begins: 100% refund
- Drops during the second week of the class: 75% refund
- Drops during the third week of the term: 50% refund
- Drops during the fourth week of the term: 25% refund
Changes to course registrations will not be accepted 30 days after each semester ends. Students are responsible for reviewing their registration and academic records each semester for accuracy.

**Withdrawal Deadlines:**
Withdrawal deadline is three weeks before the end of the class: No Refund

Call the program office and/or notify the instructor concerning unanticipated withdrawals (e.g., sudden illness) or class absences. For advisement on withdrawals and refunds, contact the program office in Ft. Lauderdale.

**Drop/Add**
A course must be added before the end of the first week of the semester and/or with the approval of the course instructor. A course that is dropped within the drop (refund) period (see Refund Schedule) will not appear on the student's official transcript.

**Withdrawal from a Course**
A "W" grade is assigned when a student officially withdraws from a course within the Withdraw Deadline period as indicated in the Withdraw Deadline section. Failure to report your withdrawal from a class during the withdrawal period will result in a grade of "F."

**Grading Policy Regarding Withdrawals**
Course withdrawal requests must be submitted to the program office in writing or by email. Requests for withdrawal must be received by the program office on or before the withdrawal deadline. Withdrawals sent by e-mail must be sent from the student’s assigned NSU e-mail account. Requests for withdrawal received after 11:59 pm EST on the withdrawal deadline date will not be accepted. Failure to attend class or participate in course activities will not automatically drop or withdraw a student from the class or the university. However, if a student has not attended class or contacted the professor by the end of the first week and attempts to contact the student by the professor and/or program office by the end of the first week of class are unsuccessful the student may be dropped from his/her course(s) by the Registrar’s Office. Students who have attended class and have not withdrawn by the withdrawal deadline will receive letter grades that reflect their performance in the course. When a withdrawal request is approved, the transcript will show a grade of W (Withdrawn) for the course(s).

**Transfer of Credit**
Students requesting transfer of credit must submit a written request for transfer along with supporting documentation to the HSHJ Program Administration (e.g., associated official transcript). Sufficient documentation should be presented to allow for evaluation by the HSHJ Program Office, including an official transcript from the institution where the course was taken. Other documentation may include a course/catalog description, syllabi, course notes, or other material may be requested from the petitioning student. Transfer credit must be approved by the Executive Associate Dean of the HSHJ.

The maximum number of transfer credits that will be credited towards graduation is six and is typically applied toward the electives requirement in the program. Transfer of credit will be awarded when the course(s) being evaluated meets all the following criteria:

1. It is a graduate level course taken at an institution accredited as degree-granting by a recognized regional accrediting body for higher education at the time the course was completed. A graduate level course is defined as one that would be credited toward a Master's degree at the institution where the course was taken.

2. It was completed no longer than five (5) years prior to the student's first enrollment in the program; and

3. A grade of "B" or higher was received. A grade of "P" (Pass) or "CR" (Credit) or other such grades cannot be accepted as equivalent unless it can be officially verified as such.

Course work submitted from a foreign institution will be evaluated for equivalency in accordance with accreditation standards.
Courses completed at other institutions after the student has enrolled in the Master's Program will be considered only if there has been prior approval by the HSHJ Executive Associate Dean. Typically, such transfer credit is granted only under special circumstances. Transfer credits may be taken into account when computing the student's grade point average.

**Grading Policy**

The Masters degree programs in HSHJ assign grades to course work according to the following system:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Achieving Rating</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>Satisfactory</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>Marginal Pass</td>
<td>2</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
<td>-</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>-</td>
</tr>
<tr>
<td>PR</td>
<td>In Progress</td>
<td>-</td>
</tr>
<tr>
<td>W</td>
<td>Withdraw</td>
<td>-</td>
</tr>
</tbody>
</table>

In all courses, a grade of "A", "B", "C", or "F" will be assigned based upon the individual instructor's assessment and evaluation of the student's work.

A "PR (In progress) grades indicates that coursework and/or course related activities are ongoing. For example, it may be used for a Thesis: Research course.

An "I" (incomplete) indicates that the student has not completed the course requirements during the scheduled course time and the instructor has given additional time to do so. An "I" is not routinely assigned in courses and is not a valid grade, but merely a placeholder, and therefore must be replaced with the appropriate grade.

A student must request an incomplete from the instructor. If the instructor approves an incomplete, a contract form is signed by the instructor and student and submitted to the HSHJ Program Office. The contract must specify the following:

1. The requirements to be completed by the student to remove the incomplete.
2. The time period within which the student must satisfy the incomplete. The time limit is to be specified by the instructor, but must not exceed 10 weeks from the end of the course.
3. The grade that the student will receive if the incomplete is not satisfied by the conclusion of the specified time period.

Should the instructor choose not to assign an incomplete, the student will receive the grade earned in the course.

**Challenge of Course Grade**

A student who wishes to challenge a grade assigned for an entire course must communicate with the course professor, in writing, within ten days of receipt of the grade. In this communication, the student must state the reason(s) for requesting a change in the grade. A decision will be made by the course professor following his or her review of the appeal. The student will not be permitted further appeal. If, however, evidence of discrimination or a violation of the student’s rights is presented, then the Student Grievance Procedure shall be followed.

**Degree Conferral**

*Masters Program*: Students who have completed all requirements for the master's degree must submit an application for degree. A fee is required upon submission of the degree application form which is accessible in the NSU SharkLink portal or on the Registrar’s webpage.
**Doctoral Program:** Students who have completed all requirements for the doctoral degree must submit an application for degree. A fee is required upon submission of the degree application form which is accessible in the NSU SharkLink portal or on the Registrar’s webpage.

Once approved by the HSHJ Program Office, the application is electronically sent to the University Registrar’s Office for final processing and which verify that requirements are met and that the student's accounts, records, etc. are in good standing.

Upon approval, the application is presented to the University Board of Trustees for conferral. Following the official conferral of the degree, which is noted on the transcript, a diploma is mailed to the student. Degree conferral on transcripts typically happens at the end of the month in which the application for degree/diploma was approved by the HSHJ Program Office and the Office of the Registrar.

**Graduation**

Graduation exercises for Nova Southeastern University generally take place in June. Eligibility is determined by having completed all requirements prior to the end of June. Students eligible to participate in the commencement ceremony will receive an invitation prior to the annual graduation exercise.

**Student Rights and Responsibilities**

**Nova Southeastern University Statement of Academic Rights and Responsibilities**

Nova Southeastern University, as a community of women and men, is committed to furthering scholarships, academic pursuits, and services to our society. As an institution, our purpose is to assure all students an equal opportunity to fulfill their intellectual potential through pursuit of the highest standards of academic excellence.

Certain rights and obligations flow from membership in any academic community committed to such goals:

- the rights of personal and intellectual freedom, which are fundamental to the idea of a university
- a scrupulous respect for the equal rights and dignity of others
- dedication to the scholarly and educational purposes of the university and participation in promoting and assuring the academic quality and credibility of the institution

Students are responsible for obtaining, learning, and observing the established university and institute policies as listed in all official publications. In addition, students must comply with the legal and ethical standards of the institution, as well as those of Broward County and the state of Florida. All members of the community should inform the appropriate official of any violation of conduct regulation.

**A. Academic Standards**

The university expects its students to manifest a commitment to academic integrity through rigid observance of standards for academic honesty. The academic honesty standards include:

1. **Original Work.** Assignments such as course preparations, exams, texts, projects, term papers, practica, etc., must be original work of the student. Original work may include the thoughts and words of another author, but if that is the case, those ideas or words must be indicated in a manner consistent with the university-recognized from and style manual.

2. **Work is not original that has been submitted previously by the author or by anyone else for academic credit.** Work is not original that has been copied or partially copied from any other source, including another student, unless such copying is acknowledged by the person submitting the work for the credit at the time the work is being submitted or unless copying, sharing, or joint authorship is an express part of the assignment. Exams and tests are original work with no unauthorized aid is given, received, or used before or during the course of the examination.
3. Referencing the Works of Another Author. All academic work submitted for credit or as partial fulfillment of course requirements must adhere to each center's specific reference manuals and rules of documentation. Standards of scholarship require that proper acknowledgement be given by the writer when the thoughts and words of another author are used. Students must acquire a style manual approved by their center and become familiar with accepted scholarly and editorial practice in their program. Students' work must comport with the adopted citation manual for their particular center.

4. At Nova Southeastern University, it is plagiarism to represent another person's work, words, or ideas as one's own without use of center-recognized method of citation. Deviating from center standards (A) (1) or (A) (2) is considered plagiarism at Nova Southeastern University.

5. Tendering of Information. All academic work must be the original work of the student giving or allowing one's work to be copied, giving out exam questions or answers, or releasing or selling term papers is prohibited.

6. Acts Prohibited. Students should avoid any impropriety, or the appearance thereof, in taking examinations or completing work in pursuance of the educational goals.

    Violations of academic responsibility include, but are not limited to:
    a. plagiarism
    b. any form of cheating
    c. conspiracy to commit academic dishonesty
    d. misrepresentation
    e. bribery in an attempt to gain an academic advantage
    f. forging or altering documents or credentials
    g. knowingly furnishing false information to the institution

7. Additional Matters of Ethical Concerns. Where circumstance are such as to place students in positions of power over university personnel, inside or outside of the institution, students should avoid any reasonable suspicion that they have used that power for personal benefit or in a capricious manner.

B. Conduct Standards

1. Students should not interfere with the rights, safety, or health or members of the university community not interfere with other students' right to learn. Students are expected to abide by all university, center, and program rules and regulations and all local, state, and federal laws.

    Violation of conduct standards include, but are not limited to:
    a. Theft
    b. Vandalism
    c. Disruptive behavior
    d. Possession or use of firearm, fireworks, explosives, or other dangerous substances or items
    e. Possession, transfer, sale, or use of illicit drugs
    f. Appearance in class or on campus under the apparent influence of or alcohol or illicit drugs or chemicals.
    g. Violation of housing regulations
    h. Any act of conspiracy to commit an act that is harassing or abusive or that invades an individual's right to privacy, including, but not limited to, sexual harassment and abuse against members of a particular racial, ethnic, religious, or cultural group
    i. Threats of or actual damage to property or physical harm to others
    j. Nova Southeastern University prohibits any activity that may be construed as hazing ("hazing" is defined as: any action or situation that recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization operating under the sanction of a university)
    k. Failure to pay tuition and fees in a timely manner
2. Students must have authorization from the university to have access to university documents, data, programs, and other type of information and information systems. Any use of the above without authorization is prohibited.

C. Supplementary Standards

Students are expected to comply with the legal and ethical standards of this institution and those of their chosen field of study, including the code of ethics for computer usage. The university and each center or program may prescribe additional standards for student conduct as would comport with the letter and spirit of this code.

D. Violations

Any violation(s) of any of the academic standards, conduct standards, or supplemental standards may result in a complaint being filed against a student to enforce the Code of Student Conduct and Academic Responsibility. Deans or directors may, in their discretion, immediately suspend students pending a hearing on charges of academic misconduct or supplementary standard violations. Any student found guilty of a violation of the academic, conduct, or supplementary standards will be subject to disciplinary action, including expulsion from the university.

Student Code of Computer Ethics

Student user of Nova Southeastern University's computer systems are subject to all applicable federal, state, and international computer laws. A copy of the Florida Computer Crimes Act and referenced Florida state statutes may be examined online or in a student's academic program office.

Nova Southeastern University provides computer systems with access to hardware, software, and networks to enhance academic experience. Ethical conduct by students in the use of this technology is the same as in all other areas of university life and it is of equal importance. All students are expected to abide by the Nova Southeastern University Code of Student Conduct and Academic responsibility.

Computer Use Policies

This policy provides guidelines for the appropriate and inappropriate use of the computing resources of Nova Southeastern University. It applies to all users of the university's computing resources including students, faculty, staff, alumni, and guests of the university. Computing resources include all computers, related equipment, software, data, and local area networks for which the university is responsible as well as networks throughout the world to which the university provides access.

The computer resources of NSU are intended to be used for its programs of instruction and research and to conduct the legitimate business of the university. All users must have proper authorization for the use of the university's computing resources. Users are responsible for seeing that these computing resources are used in an effective, ethical, and legal manner. Users must apply standards of normal academic and professional ethics and considerate conduct to their use of the university's computing resources. Users must be aware of the legal and moral responsibility for ethical conduct in the use of computing resources. Users have a responsibility not to abuse the network and resources, and to respect the privacy, copyrights, and intellectual property rights of others.

In addition to the policy contained herein usage must be in accordance with applicable university policies (see "Related Policies listed elsewhere in this policy) and applicable State and Federal laws. Among the more important laws are the Florida Computer Crimes Act, the Feral Computer Abuse Amendment Act of 1994, the Federal electronic Communications Privacy Act, and the U.S. Copyright Act. Copies of these laws and the NSU Copyright Policy may be examined in the Office of Academic Affairs.

Policy violations generally fall into four categories that involve the use of computing resources to:

1. harass, threaten, or otherwise cause harm to specific individuals or classes of individuals;
2. impede, interfere with, impair, or otherwise cause harm to the activities of others;
3. download, post, or install to university computers, or transport across university networks, material that is illegal, proprietary, in violation of license agreements, in violation of copyrights, in violation of university contracts, or otherwise damaging to the institution;

4. recklessly or maliciously interfere with or damage computer or network resources or computer data, files, or other information.

Examples (not a comprehensive list) of policy violations related to the above four categories include:

- sending an individual or group repeated and unwanted (harassing) e-mail or using e-mail to threaten someone.
- accessing, or attempting to access, another individual's data or information without proper authorization (e.g., using another's computing account and password to look at their personal information).
- propagating electronic chain mail or sending forged or falsified e-mail.
- obtaining, possessing, using, or attempting to use someone else's password regardless of how the password was obtained.
- copying a graphical image from a website without permission.
- posting a university site-licensed data/software, or suing licensed data/software in violation of their licenses or purchase agreements.
- releasing a virus, worm, or other program that damages or otherwise harms a system or network.
- preventing others from accessing services.
- attempting to tamper with or obstruct the operation of NSU’s computer systems or networks.
- using or attempting to use NSU’s computer system or networks as a means for distributing child pornography via the web.
- using university resources for unauthorized purposes (e.g., using personal computers connected to the campus network to set up web servers for illegal, commercial, or profit-making purposes.
- violating federal copyright laws or the NSU copyright policy.

Inappropriate conduct and violation of this policy will be addressed by the appropriate procedures and agents (e.g., the Office of the Executive Associate Dean, the Office of the Vice president for Academic Affairs, of the Office of Human Resources) depending on the individual's affiliation with the university.

**RELATED POLICIES:**

Student-Related: Student Code of Conduct and Academic Integrity
Faculty-Related: Faculty Policy Manual
Staff-Related: Employee Handbook
General policies: Copyright and Patent Policy, Computing Account Security Agreement

**World Wide Web Pages**

The university's "Format and Design Guide" outlines the procedures for establishing official university web pages and offers useful information about the university's Internet resources, including common libraries containing standard html templates and graphics, as well as guidelines for creating a user-friendly web page. Individuals interested in creating official web pages must sign the Information provider agreement and attend training sessions before beginning.

Recognizing the values of free expression and academic freedom, NSU encourages faculty and students to take advantage of the creative possibilities and intellectual benefits of Internet exploration and communication. The policies contained in this guide do not apply to "unofficial" pages, such as faculty homepage, student resumes, etc. Creators of "unofficial" pages are expected to abide by existing policies governing computer use, including the university's policy on the Acceptable Use of Computing Resources (see above).

In order to access the university's computing resources from off campus, all Nova Southeastern University students must provide their own Internet access service through a suitable Internet service provider.
Use of Material in Web Pages

You should assume that materials you find on the web page are copyrighted unless a disclaimer or waiver is expressly stated. You may not place any materials owned by other, i.e., copyrighted works, on your Web page(s) without the express permission of the copyright owner. (Example: graphic images from other Web pages, articles, video, audio, photographs, software, or images scanned from published works). You may include short quotations of text provided you identify in an obvious way (e.g., in a footnote) the author and the work from which the quotation is taken. If you want to include something from another web page in one of your Web pages, then link to it rather than copy it. The occurrence of plagiarism on your Web page is subject to the same sanctions as apply to plagiarism in any other media. Images in the NSU graphics repository may be used if permitted in the license agreement for such software. You may not place any picture or videos of people on a web page without the expressed permission of the people in the video. Every person has the right to privacy which includes the right to restrict the use of his/her own image. In addition, the picture or video may be protected by copyright.

If you have received formal permission to use material owned by another, place the following notice on the page that contains the copied material:

Copyright 2001 by <name of copyright owner>. Used with permission.

Although a copyright notice is not required to assert your rights to own original material, you may want to include a minimal notice of copyright in a Web page footer when appropriate. When used, the copyright notice should appear as follows:

Individual Web pages:
  Copyright 2001 <your name>. All rights reserved.

Organization web pages (examples):
  Copyright 2001 Cornell Law Review. All rights reserved.
  Copyright 2001 Nova Southeastern University. All rights reserved.
  Copyright 2001 the School of Computer and Information Sciences. All rights reserved.

Drug-Free Schools and Campuses

In order to comply with the Drug-Free Schools and Communities Act (Pub. L. No. 101-226, title 34 C.F.R., part 86) Nova Southeastern University has adopted the following policy for all workplace, school, campus, and field-based programs.

The unlawful manufacture, distribution, dispensation, possession, or use of illicit drugs and the abuse of alcohol are prohibited in and on Nova Southeastern University-owned or -controlled property and as a part of any of its activities. No Nova Southeastern University employee or student is to report to work or school while under the influence of illicit drugs or alcohol.

Smoking and Nonsmoking

The use of tobacco products is strictly prohibited at Nova Southeastern Facilities.

Privacy of Records

Nova Southeastern University maintains a system of records that includes application forms, admission test scores, and transcripts of students’ previous academic records and performance. These records are available for review by current and former students upon written request to the Office of the University registrar. However, the registrar will not release transcripts of students’ academic records until all accounts, both academic and nonacademic, have been paid.

The law limits access by and disclosure to a third party. Such access is given only upon consent of the student or if required by law, except for the following information, which may be released as directory information: a) student's name, b) address, c) dates of attendance, d) degree and awards received. Requests for such information must be submitted in writing to the university. The university reserves the right to refuse the above information if the reason for the request is not considered to be sufficient need to know.
Any student or parent not wishing to have this information disclosed should notify the Office of the University Registrar in writing before September 1 of the relevant School year.

Students do not have the right of access to educational records until they have been admitted to and have actually begun attending Nova Southeastern University. There is no prohibition from disclosing such information to the parents of students who are listed on their parents’ federal income tax forms.

Parents or eligible students will be provided a hearing by the university if they wish to challenge the content of the record. If they are still not satisfied, the parents or eligible students may add explanatory or rebuttal matter to the record.

If students’ are denied access to a hearing or if the records are alleged to have been illegally disclosed to a third party, the student or parent(s) may file a complaint with the U.S. Department of Education.

**Reservation of Power**

Nova Southeastern University reserves the right to amend, modify, add to, or delete its rules, policies, and procedures affecting its institutional relationship with students as deemed necessary by the administration. Any such amendment, modification, addition, or deletion shall not be considered a violation of the relationship between the university and the student. Such right includes modification to academic requirements, curriculum, tuition, and/or fees when in the judgment of the administration such changes are required in the exercise of its educational responsibility.

**Policies Governing Student Relations**

**General**

Nova Southeastern University has established specific policies, procedures, and guidelines defining its relationship with its students. The term “student” as used in this handbook defines the student, or parents of the student if the student qualifies as a dependent under the provisions of the Internal Revenue Code.

**Institutional and Academic Information**

NSU and its composite academic units periodically publish bulletins or catalogs describing the university and its academic programs. These bulletins are available to enrolled and prospective students through the various admissions offices associated with the academic units or from the Office of the University registrar. Each academic unit, group of units, and/or the Office of the University registrar maintains at least one full-time employee to assist all students in obtaining information.

**Communications by E-Mail**

E-mails sent to students from the HSHJ Program Office will only be sent to the students’ SharkLink/NSU e-mail account; therefore it is important for students to regularly check their NSU e-mail which is found within the NSU SharkLink portal. Students wishing to communicate via e-mail with their instructors should do so within their course while the course is active.

**Notice of Nondiscrimination**

Nova Southeastern University admits students of any race, color, sex, age, nondisqualifying disability, religion or creed, or national or ethnic origin to all rights, privileges, programs, and activities generally accorded or made available to students at the school, and does not discriminate in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

The Office of the University registrar is designated as the policy coordinator to assure compliance with all federal, state, and local laws and regulations relative to nondiscrimination.

**Grievances**

When questions about procedures, decisions, or judgments occur, counseling is available for discussion and resolution of differences. Students may also have recourse to more formal avenues of appeal and redress.
The purpose of the student grievance and appeals process is to allow for the orderly resolution of student grievance concerning a policy, procedure, or administrative action.

Course and competency examination evaluations reside within the expertise of faculty members who are uniquely qualified by their training and experience. Such evaluations and grades are the prerogative of the instructor and are not subject to formal appeal unless there is compelling evidence of discrimination, arbitrary or capricious action, differential treatment, or procedural irregularities.

Informal Procedure

Prior to initiating a formal appeal, the student must first communicate with the party against whom the complaint is being made and present supporting information in an attempt to resolve the matter informally. If this does not result in an acceptable resolution, the student shall bring the matter to the attention of the Executive Associate Dean of the HSHJ within 30 days of its occurrence, where informal resolution will continue.

Formal Procedure

A student wishing to proceed with the grievance must file a written appeal with the Executive Associate Dean. This document should contain a brief, concise statement of the particular manner of harm, along with all relevant facts and compelling supporting evidence.

Upon receipt of a written appeal, the Executive Associate Dean and Assistant Dean shall review the document to determine if the complaint warrants further review.

- If the Executive Associate Dean and Assistant Dean decide that no further action should be taken, the appeal will be terminated and a brief written explanation will be submitted to the student.

- If the Executive Associate Dean and Assistant Dean decide that a further review should occur, the appeal shall be referred to the Center's standing appeals Committee. The committee will conduct a substantive review of all facts it deems pertinent to the appeal. The committee at its discretion, may interview the student or any other pertinent person which it judges has information relevant to the review.

- No persons may have legal counsel accompany them or appear in their behalf.

The Appeals Committee will file a written recommendation, with justification, to the Executive Associate Dean, including whether sufficient evidence exists to uphold or overturn the action being grieved. The Assistant Dean will notify the student of a determination in writing within a reasonable period following the filing of the appeal.

If the student has evidence that there have been any procedural irregularities within the appeals process, such irregularities must be presented in writing to the Executive Associate Dean within 5 days of the notification of determination. The Executive Associate Dean will review the document and notify the student of a decision. Should any irregularities have occurred, the Executive Associate Dean will return the appeal to the Appeals Committee for consideration consistent with the process described in this Handbook.

Following a review of the committee's report, the decision of the Executive Associate Dean, and Dean shall be final. Students acknowledge upon their acceptance into this program that the above procedures provides for adequate review of the university action by any other outside parties or jurisdictions. Further, the jurisdiction for all grievance issues related to policies, procedures, and/or administrative action shall be Broward County, Florida.

Student Publications

Nova Southeastern University, as publishers, bears the legal responsibility for the contents of student publications. In the delegation of editorial responsibility to students, the university of purpose has sufficient editorial freedom for the student publications to maintain their integrity of purpose as vehicles of free inquiry and free expression in the Nova Southeastern University academic community.
The delegated editorial freedom of student editors and managers is subject to corollary responsibilities to be governed by the canons of responsible journalism, such as the avoidance of libel, indecency, undocumented allegations, attacks on personal integrity, and the techniques of harassment and innuendo.

As safeguards for the delegated editorial freedom of student publications, the following provisions are made:

1. The student press shall be free of censorship and advance approval of copy, and its editors and managers shall be free to develop their own editorial policies and news coverage.
2. Editors and managers of student publications shall be protected from arbitrary suspension and removal because of student, faculty, administrative, or public disapproval of editorial policy or content. Only for proper and stated causes shall editors and managers be subject to removal, and then by orderly and prescribed procedures.
3. All university-published and -financed student publications shall explicitly state on the editorial page that the opinions therein expressed are not necessarily those of Nova Southeastern University or of the student body.

**Academic Support Services**

**Library Resources**
The university library system is composed of the East Campus Branch Library, Einstein Library, Health Professions Division Library, Law Library, North Miami Beach Branch Media Union, Oceanographic Library, and four school libraries on the main campus. Also, branch libraries are located in the Bahamas, Jamaica, and Panama. Agreements have been signed with 19 academic libraries throughout the world to provide library support for NSU programs offered in specific geographical areas. The catalogs of all libraries are accessible to local and distance education students and faculty, wherever they may be located, via computers using the Electronic Library. Overall, the university's libraries house approximately 360,000 volumes and 1,300,000 microfilm units. Online and CD-ROM databases complement the paper-based holdings and provide full-text resources. Interlibrary loan arrangements through networked organizations such as the Online computer Library Center (OCLC), the Southeast Florida Library Information Network (SEFLIN), the Consortium of Southeastern Law Libraries (COSELL), and the National Library of Medicine (NLM) provide broad access to a wide range of materials.

Distance education student have access to books, journal articles, microfiche, dissertations, index searches, catalog searches, and reference librarians. Librarians travel to class sites to teach students at a distance from the campus. Distance students can request library material using fax, mail, or computer.

NSU has recently completed construction on a 300,000-square-foot, high-tech Library, Research, and Information technology Center. The new library houses 800,000 volumes, electronic classrooms, a 500-seat auditorium, museum-style collections and exhibits, and has access to educational resources throughout the country.

**Career Development**
The purpose of the Career Development Office is to assist students and alumni in all aspects of the career decision making, planning, and job search process. Our mission is to support Nova Southeastern University undergraduate students, graduate students, and alumni in implementation of successful career plans. Through counseling and career-related resources, the center strives to educate students and alumni to:

- Develop a career life plan, from choosing a major to conducting a job search
- Explore career and/or graduate/professional school opportunities
- Secure employment

The Career Resource center encourages personal responsibility on the part of students and alumni in planning a career and exploring opportunities as they relate to educational and personal development throughout the college years and into the future.
Center for Media and Technology
The Center for Media and Technology (CMT) exists to provide the faculty, staff, and students at all Nova Southeastern University locations with the basic tools of instruction, to develop and produce learning materials, to assist faculty in the development of learning materials, and to provide information consultation on using technology effectively.

CMT staff is dedicated to helping its clients overcome personal, psychological, social, and geographical obstacles to learning through the effective use of technology, particularly teleconferencing and videoconferencing.

In addition to video production, CMT circulates films, videos, and other nonprint resources to faculty from an extensive in-house collection, as well as from other university and commercial rental sources.

Financial Aid
Nova Southeastern University's Office of Student Financial Assistance administers comprehensive federal, state, institutional, and private financial aid programs. The purpose of these programs is to provide monetary assistance to students who can benefit from further education but who cannot do so without such assistance. Students interested in applying for financial aid should contact the Office of Student Financial Assistance at (954) 262-3380 or toll free at 800-806-3680 or via e-mail at finaid@nova.edu.

When to apply for Financial Aid
It is recommended that students apply for financial aid well in advance of the date the funds will be needed because normal application processing can take up to twelve weeks. It is extremely important that students complete all forms correctly and respond promptly to all inquiries in order to prevent delays in processing. Awards are made only for the academic year. Applications are generally available each January for the following academic year.

General Eligibility Requirements
In order to participate in the financial aid programs, participants generally must:
1. Be U.S. citizens, permanent residents, or in the United States for other than temporary purpose and be able to provide proof of such
2. Be accepted for enrollment in an eligible degree-seeking program at Nova Southeastern University
3. Be making satisfactory progress in their course of study
4. Not be in default of or owe a refund for any financial aid received previously
5. Sign a statement of educational certification
6. Be registered with Selective Service if required to do so by federal law.

Veterans' Benefits
Nova Southeastern University programs are approved for the training of veterans and other eligible persons by the Bureau of State Approval for Veterans' Training, Florida Department of Veterans' Affairs. Eligible veteran's and veterans' dependents should contact:

NSU Veteran Benefit Administrator/Certifying Official
800-541-6682, ext. 27236
Fax (954) 262-3864
Office Hours: Monday - Friday, 8:30 am - 5:00 pm EST

Standard of Progress
A student receiving veterans' benefits must maintain satisfactory progress. Students will be considered to be making satisfactory progress as long as they meet the academic standards set by their school for retention in their degree programs.

A student who, at the end of any evaluation period, has not attained and maintained satisfactory progress will be certified, in a probationary status, for only one additional evaluation period. Should this student not attain and maintain satisfactory
progress by the end of the probationary period (one evaluation period), the student’s VA educational benefits will be terminated for unsatisfactory progress.

A student whose VA educational benefits have been terminated for unsatisfactory progress may petition the school to be re-certified after one evaluation period has elapsed. The school may re-certify the student for VA educational benefits only if there is a reasonable likelihood that the student will be able to attain and maintain satisfactory progress for the remainder of the program.

For VA payment of benefits purposes, an “I” (Incomplete) designation for a course must be converted to a credit grade counting toward graduation, or a failing grade, by the end of one calendar year unless permission for a delay is granted by the Academic Dean for that program. An “NG” (no grad) designation for a course must be converted to a credit grade counting toward graduation, of a failing grade, by the end of one regular semester unless permission for a delay is granted by the Academic Dean for that program.

Grade/Progress Reports

Each VA student will be provided a grade/progress report at the end of every evaluation period (e.g., term, semester). A copy of each report will be placed in the student’s permanent file maintained by the school. The university periodically furnishes each student with a working transcript that shows current status of grades and earned semester hours for all courses completed and/or attempted, plus grades for courses in which the student is currently enrolled.

Credit for Prior Training (CPT)

Nova Southeastern University complies with federal regulations for veterans’ training that it is mandatory for all veterans benefits recipients to report either prior education and/or training. A student receiving veterans benefits that have previous post secondary educational training/experience must request official transcript(s) be sent to the school. If the transcript has not been received prior to the end of the student’s second term here at Nova Southeastern University, the student can not be certified for veteran’s benefits for the upcoming term. The student can be certified for veteran’s benefits after the transcript has been received.

The school will evaluate the student’s previous training and/or experience and grant credit as appropriate. Should credit(s) be accepted and/or granted, the student’s tuition and training time will be reduced proportionately, with the veteran and VA so notified.

Student Conduct

All students are expected to comply with the legal and ethical standards of this institution.

Academic dishonesty and/or nonacademic misconduct will result in disciplinary action. Specific instances of misconduct include, but are not limited to, cheating, plagiarism, knowingly furnishing false information to the institution, and forging or altering institution documents and/or academic credentials.

The institution reserves the right to require a student to withdraw at any time for misconduct as described above. It also reserves the right to impose probation or suspension on a student whose conduct is determined to be unsatisfactory. Students who feel their rights have been denied are entitled to due process.

International Students

International students who intend to reside in the United States and who are required to obtain an I20 visa should contact the Office of International Students and Scholars (OISS) to determine eligibility. The degree programs offered through the NSU HSHJ are offered only online and may not meet the requirements necessary to obtain an I20 visa.

Intl. Students and Scholars
Nova Southeastern University
Horvitz Admin. Bldg, 1st Floor
3301 College Avenue
Ft. Lauderdale, FL 33314
Housing
Housing is available on the main campus. Applicants are encouraged to apply early. Interested students are invited to obtain further information from:

Residential Life and Housing
Nova Southeastern University
3301 College Avenue
Ft. Lauderdale, FL 33314
(954) 262-7052
800-541-6682, ext. 27052

Students with Disabilities
Nova Southeastern University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. No qualified individual with a disability shall be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by reasons of his or her disability. For additional information on the university ADA policy and obtaining reasonable accommodations, please contact the Administrative Executive Associate Dean at the HSHJ.

Student requests for accommodation will be considered on an individual basis in accordance with the Institute’s procedures.

Doctor of Philosophy in Criminal Justice

Admission Requirements

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

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

1. Master’s degree from a regionally accredited University. Among those who hold doctoral degrees in Criminal Justice it is not unusual to find individuals who have earned graduate degrees in other fields such as Psychology, Sociology, Anthropology, and Political Science. This diversity recognizes that criminal justice is not restricted to a particular kind of academic preparation for it shares aspects of many others. This multi-dimensional approach to academic study is repeated in the field as practitioners engage in research, problem solving and system reform.
2. The Criminal Justice doctoral candidate must have a background that encourages and enables him or her to conduct serious academic research across a variety of subject areas. Encouraging students with graduate degrees other than criminal justice to join the program furthers this objective.
3. GPA 3.0 for master’s level work
4. Three letters of recommendation that assess the individual’s capacity to successfully handle graduate-level academic work. Letters may be from employers, professors or others in the student’s life that have had sufficient opportunity to observe and evaluate the student’s dedication to the field of criminal justice, his or her academic or professional background, the student’s level of interest as well as his or her capacity for intense academic study.
5. The student’s background should reflect strong dedication to the field of criminal justice either through academic or professional endeavors. Academic achievement would be represented by experience as an instructor/researcher or administrator within a university or criminal justice training facility. Professional history may include years of progressively responsible administrative positions within a criminal justice agency.
6. A personal statement detailing the student’s goals, research interests, and special qualifications for the program.
7. One of the following must be submitted:
   a) copy of a successfully defended master’s thesis,
b) GRE score of a score 300 or better on the combined verbal and quantitative sections.
c) Sample of published work from a refereed publication within the criminal justice or related discipline.

**How to Apply**

Admission to the Ph.D. program requires:

1. Complete all parts of the online Application for Admissions form accessible on the ISHSHJ website: www.nova.edu/humanservices/index.html
2. Submit official transcripts from each post-secondary school(s) attended.
3. One of the following must be submitted/satisfied:
   a. copy of a successfully defended master's thesis;
   b. GRE score of a score 300 or better on the combined verbal and quantitative sections. For general information on the GRE please visit the following site: www.ets.org/gre
   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
4. Provide a personal statement of 300 words detailing the student's goals, research interests, and special qualifications for the program.
5. Provide three original signed letters of recommendation that refer to an assessment of the individual's capacity to successfully handle graduate-level academic work. Letters may be from employers, professors or others in the student’s life that have had sufficient opportunity to observe and evaluate the student’s dedication to the field of criminal justice, his or her academic or professional background, the student's level of interest as well as his or her capacity for intense academic study.
6. Completion of a master's degree from an accredited program.
7. Provide a current copy of your Curriculum Vitae.

**Orientation Information**

HSHJ students will be provided with important orientation information, via e-mail, after the signed acceptance letter and seat deposit are received by the HSHJ program office.

**Academic Advisement**

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

**Course Work**

The doctorate of philosophy 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 Outcomes**

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

1. Discuss past and current theories that have influenced the development of the criminal justice system
2. Analyze the history of criminal justice in the United States and identify significant events and their relation to current trends and policies
3. Demonstrate an awareness of current trends and issues in criminal justice and what they indicate in the future
4. Evaluate current methods of crime control, prevention, and identify weaknesses and strengths
5. Apply scientific research methods to examine issues and questions of significance in the criminal justice field
6. Demonstrate the ability to evaluate scholarly papers and articles
7. Demonstrate the ability to evaluate research results for validity and document these findings.
8. Demonstrate the ability to use appropriate and ethical research methods to develop policies and procedures that advance the mission of criminal justice systems
Doctorate in Philosophy in Criminal Justice Course Descriptions

Core Courses (33 Credits Required: Students must complete all 11 core courses)

CJI 700 Theories of Crime (3 credits) Theories of crime causation ranging through biological, psychological, sociological and cultural and political theories, giving close attention to the problems inherent in approaching the study of crime from a "cause of crime" perspective. Emphasis around the key concepts used in theories of crime (e.g. responsibility, rationalization) and the multidisciplinary source of these concepts, how they are applied to criminological theory and their importance for understanding the present state of criminological theory.

CJI 701 The Police and Society (3 credits) A social psychological examination of current issues and problems in municipal law enforcement, including topics such as the informal exercise of police authority, police role conflict, the relative significance of law enforcement and social services and interactional dynamics of police subculture.

CJI 702: Criminal Law (3 credits) The criminal justice system is based upon substantive and procedural criminal law, criminal procedures and criminal rights with emphasis on constitutional theory and practice.

CJI 703: Applied Statistics I (3 credits) This course will introduce concepts, and methods in descriptive and inferential statistics. The course is designed to provide students with the statistical background required for doctoral level applied research. Application of statistics educational and human service research will be emphasized. Areas of study will include estimation, probability, variables, normal distribution, t-distribution, chi-square distribution, F-distribution, confidence intervals, hypotheses testing, and correlation. This course will provide the skills necessary to properly apply descriptive and inferential statistics by helping students understand the role of statistics in scientific research. Further, the assignments were designed to help students identify and implement the correct statistical procedure for a research question through data analysis, using a microcomputer (e.g., SPSS). Students will gain the requisite knowledge necessary to learn more complex statistical/research procedures and become more critical of various statistical presentations in academic journals and the mass media.

CJI 704: Applied Statistics II (3 credits) The goal of this course is to prepare students to use advanced statistics. The course provides an introduction to some of the statistical tools commonly used. While students taking this class will have already taken a course in statistics, this course will place a much stronger emphasis on conceptually understanding the statistical methods. Since the course is targeted to students already familiar with mathematical concepts, we will not shy away from using the mathematical tools needed to develop the conceptual understanding. But the emphasis of the course will be on the conceptual understanding and application of the tools rather than on the math or the mechanics behind the tools. So for example, when studying hypothesis testing, we will place a heavier emphasis on what the test is doing, when to use it and how to interpret its results, than on mechanical repetitions of the calculations involved in conducting the test. (prerequisite HSHJ 703)

CJI 705: Qualitative Methods (3 credits) This course will 1) to suggest the kinds of phenomena for which qualitative approaches are most apt to be useful and 2) to equip students with the skills necessary in order to successfully conduct rigorous and ethical studies. The epistemological bases for such approaches and the complimentary aspects of qualitative approaches will be explored in great detail. The emphasis, however, will be on a hands-on approach on how to do field research, case studies, interviews etc. In addition to a common core of readings, the students may choose from a wide menu of readings in terms of their particular research interests. Course assignments will be topics from the chapters of the textbooks. Feedback will be provided on the evolving research projects including the possible utility of the various approaches listed. Colleagues who are experts at doing field research, analysis, interviewing etc., will be asked to make their contributions at relevant places in the course. For the last five to ten years, there has been burgeoning literature on the value of qualitative research, and guidelines on how to do it well. Most of these earlier studies have drawn from other disciplines.

CJI 706: Research Methods I (3 credits) The overall purpose of this class is to familiarize the student with the language and major issues confronting criminal justice research and researchers. As such, students will learn the basic rudiments of social science inquiry with special focus on how one conceptualizes a problem, uses theory to structure research questions, designs a method to examine the problem and answer the questions of interest, and implements that research
approach. This is the first of a required two course sequence. In addition to class exams, during this semester students will begin the design of one research project.

**CJI 707: Research Methods II** (3 credits) This course is an on-line, doctoral level core course within the HSHJ at Nova Southeastern University. This course is the second part of the research methods requirement. Because a basic understanding of research methods has been addressed in the previous course, Research Methods II will provide detailed instruction on scientific methods and research designs, as applied to problems of criminal justice, as well as the superiority of scientific knowledge over other forms of human knowledge. It will cover topics such as problem conceptualization and formulation, experimental and quasi-experimental design, sampling, measurement, survey research, observation, unobtrusive measures, and methods of data management and analysis. The final product of this course can, and should, serve as a dissertation prospectus, grant proposal, or publishable article. (Prerequisite HSHJ 706).

**CJI 708: Program Evaluation I** (3 credits) This course will examine key concepts, methods, and approaches in the field of program evaluation research. Students will be exposed to the theoretical and methodological diversity inherent in current evaluation practices across a number of substantive areas. The comprehensive range of activities involved in designing, implementing, and assessing the utility of social programs will be a primary focus of the course.

**CJI 709: Program Evaluation II** (3 credits) This course is intended to provide students with an in-depth and comprehensive foundation in advanced program evaluation methods. Topics will include the development and use of logic models, as well as the use of quasi-experimental and randomized designs in evaluation research. A wide range of data-collection procedures, including conventional (e.g., systematic surveys) and unconventional (e.g., trained observer ratings) will be highlighted. The course will introduce a range of strategies for analysis of evaluation data that will facilitate the use of statistical procedures in evaluation research, address qualitative approaches to analysis of evaluation data, and provide guidance on the application of cost-effectiveness and cost-benefit techniques in program evaluation. (Prerequisite HSHJ 708).

**CJI 710: Data Analysis and Interpretation** (3 credits) The purpose of this course is to provide you with a rudimentary understanding of data analysis and interpretation in order to help you read and understand research literature. No previous experience in statistics or data analysis is expected. The course is designed with a focus on you as a consumer of the research literature, not as the person doing the research (although you will get some suggestions about that as we go along). The course is designed to teach you concepts; it is not designed to teach you how to do statistics and thus it will not focus on statistical formulas or computation. Rather, this course will involve reading, writing, and, interpretation of basic research and statistical concepts and models.

**Concentrations (15 Credits Required: Choose one concentration and complete the 5 courses within that concentration).**

**Concentration I: Organizational Leadership**

**CJI 8110 Criminal Justice Organization and Management:** (3 credits) Students will explore various organizational systems such as information and communication, policy, politics and accountability, power and influence, finance, budget and stewardship and decision-making and conflict resolution. Topics to be explored include the identification of innovative approaches currently being implemented or that may be required; “best practices” and “innovative excellence”, the application of change theory for new approaches, and the exploration of leadership initiatives and strategies.

**CJI 8120 Criminal Justice Organizational Planning and Change:** (3 credits) To be an organizational leader demands an understanding of the basic principles and practices underlying the management of large and diverse organizations. The contrast of management of stability and control with the management of chaos and instability suggests different techniques of leadership and management. Students will explore various organizational systems such as information and communication, policy, politics and accountability, power and influence, finance, budget and stewardship and decision-making and conflict resolution. Topics to be explored include the identification of innovative approaches currently being implemented or that may be required; “best practices” and “innovative excellence”, the application of change theory for new approaches, and the exploration of leadership initiatives and strategies.
CJI 8130 Ethical Practices in Criminal Justice Leadership: (3 credits) This course explores the role of ethics in criminal justice service and policy. The course is designed to empower emerging leaders to be prepared for ethical issues and conflicts that are likely to arise in the field of criminal justice. Participants will explore various concepts, such as what ethics is, what morality is, how does morality and realism affect criminal justice policy decision makers, and in what practical situations have ethics become an issue in criminal justice. Students will have the opportunity to evaluate a variety of ethical conflicts in criminal justice, and the results of those implementations.

CJI 8140 Current Trends and Issues in Criminal Justice Organizations: (3 credits) This course identifies and examines the current issues and trends influencing the roles, responsibilities, and management challenges in a criminal justice setting. The course explores contemporary political, managerial, and cultural issues impacting criminal justice organizations. The student will develop a critical understanding of contemporary issues in criminal justice leadership; identify and analyze the major trends impacting organizational function, processes, and accountability; review conceptual and theoretical models and strategies to meet the inherent challenges; and critically examine the leader’s role in shaping and guiding organizational response to changing public expectations and demands.

CJI 8150 Advanced Study: Ideas, Issues and Practices in Criminal Justice: (3 credits) This is a course that includes a menu of topics and issues in criminal justice that students will select for further study, contingent upon faculty approval. Students are expected to synthesize and integrate the learning experiences in criminal justice and to evaluate research and current topics relative to the field. Topics for consideration include but are not limited to: leadership perspectives on criminal justice; the changing nature of criminal justice in the United States; evolving models and practices; and self-care and burnout prevention strategies for criminal justice practitioners.

Concentration II Behavioral Science

CJI 8210 Risk Assessment (3 credits) One of the most controversial areas in forensic psychology is the ability of mental health professionals to predict violent behavior. This course will review the controversy from a historical point of view, and then look at the different methods of assessing the potential for violent behavior. The course will conclude with a discussion of ethical issues involved in the assessment of violent behavior, such as harm to others, and making statements based on insufficient information.

CJI 8220 Gender Violence: Domestic Violence & Sexual Abuse (3 credits) Domestic violence and sexual abuse crimes are different from other criminal acts in that the victims, usually but not always women, often have an intimate relationship with the perpetrators, usually but not always, men. The victims’ testimony, which is often the most compelling evidence to prosecute the crime, must be obtained despite the fact that the victims have experienced trauma and may develop psychological symptomology subsequent to the events. This course will explore the current psychological theories about the impact of abuse on the victim and the best practices in working with victims who have been traumatized both to obtain their cooperation in prosecution and to prevent future abuse by exploring domestic violence courts and offender-specific treatment programs.

CJI 8230 Mental Health Courts and Therapeutic and Restorative Justice (3 credits) In this course the theoretical underpinnings and psychological practices used by therapeutic and restorative justice courts will be examined. An appreciation of the difficulties of blending therapeutic and punishment systems will be explored. The Mental Health Court is the newest member of the therapeutic and restorative justice courts in the criminal justice system. The first mental health court opened in 1997 when it became clear that close to 25% of those people arrested for non-violent misdemeanor crimes suffer from serious mental illness. Most had no permanent home, few family ties left, and were recycling in and out of the criminal justice system. The court is modeled after drug and domestic violence courts that have been operational for a longer period of time. The goal is to identify the seriously mentally ill defendants at the point they entered the justice system and defer them to treatment facilities in the community to restore them to optimum mental health functioning.

CJI 8240 Sexual Offenders (3 credits) This course will examine sexual deviance and sexual criminality from the perspectives of victims, offenders, investigators, prosecutors, mental health professionals, and supervision/parole officers. Special emphasis will be paid to the burgeoning problem of online sexual criminality, including Internet predation and the production and distribution of child pornography. The course will identify and integrate psychological factors (e.g.,
diagnostic and treatment issues, offender typology) with law enforcement factors (e.g., investigative strategies, online undercover operations, interrogation and interviewing techniques, and community supervision of sex offenders). Causal and maintaining factors involved in sexual offending also will be discussed within a context of risk assessment and relapse prevention.

**Learning Outcomes**

**CJI 8250 Psychological Issues for Children and Adolescents in the Legal System** (3 credits) Children and adolescents may be involved with many different areas within the legal system such as delinquency, dependency, family, drug, domestic violence, and criminal/juvenile courts. Courts dealing with youth often rely heavily on the mental health expert to assist in understanding the psychological needs of the youth. Psychology can provide information about the child’s cognitive, emotional, and behavioral development as compared to others his or her age by using standardized tests, expert consultation, and evaluation. Psychological interventions available for use with children involved with the legal system, such as medication, psychotherapy, competency restoration, and cognitive retraining will be reviewed. Forensic psychologists can use these data to inform the court as to the special needs of these justice involved youth as well as assist the judge in meeting the legal standards.

**Concentration III Juvenile Justice**

**CJI 8310 Contemporary Challenges in Juvenile Justice Leadership:** (3 credits) This course is designed to provide a comprehensive overview of the various challenges facing the juvenile justice system in the 21st century. A range of contemporary issues central to juvenile justice will be analyzed including: trends in juvenile violence; the proliferation of gangs; the impact of significant institutional influences (family, peers, schools and community) on delinquents; gender and racial disparity in the administration of justice; the correlates of delinquency including childhood abuse, exposure to violence, drugs; and the philosophical shift toward balanced and restorative justice.

**CJI 8320 Legal and Ethical Issues in Juvenile Justice:** (3 credits) This course examines contemporary legal and ethical issues from the perspective of their integration into the practice of leadership in juvenile justice systems. Students will research a variety of topics, including institutional values and ethical decision making processes, punishment and treatment of the juvenile offender, criminal culpability, police handling of juveniles, the juvenile court, and juvenile corrections and rehabilitation.

**CJI 8330 Comparative Juvenile Justice Systems:** (3 credits) Examines world crime and criminal justice surveys of the United Nations; analyzes the relationship between crime rates and differential juvenile justice systems, as well as socioeconomic development indicators. This course will cover an in-depth analysis of different approaches to law enforcement, juvenile-criminal procedure and juvenile law, and juvenile justice and corrections worldwide.

**CJI 8340 Advanced Juvenile Justice Policy:** (3 credits) This course provides a comprehensive overview of the origin, philosophy and objectives of the juvenile justice system. An extensive and systematic analysis of juvenile justice policies and practices will be undertaken, especially those reflecting the philosophical shift toward offender accountability and public safety. Topics include an examination of Supreme Court decisions and legislative reforms related to the treatment, prevention and control of juvenile delinquents.

**CJI 8350 Advanced Study: Ideas, Issues and Practices in Juvenile Justice:** (3 credits) This is a course that includes a menu of topics and issues in juvenile justice that students will select for further study, contingent upon faculty approval. Students are expected to synthesize and integrate the learning experiences in juvenile justice and to evaluate research and current topics relative to the field. Topics for consideration include but are not limited to: leadership perspectives on juvenile justice; the changing nature of juvenile justice in the United States; evolving models and practices; and self-care and burnout prevention strategies for juvenile justice practitioners.

**Dissertation Credits**

12 Dissertation credits required:

**CJI 9000 Dissertation I:** (3 credits) This course provides the student with an opportunity to examine the dissertation process. The course focuses on structure and design of a concept for PhD dissertation research that includes peer/colliegial
review and scholarly discourse leading to a draft of Chapter one of the proposal development. (Prerequisites: HSHJ 700-HSHJ 710).

**CJI 9001 Dissertation II** (3 credits) This course provides the student with a continuation of the dissertation process. The course focuses on structure and design of PhD dissertation research that includes chairperson review and scholarly discourse leading to proposal development. (Prerequisites: HSHJ 700-710 & HSHJ 9000).

**CJI 9002 Dissertation III** (3 credits) This course provides the student with a continuation of the dissertation process. The course focuses on structure and design of PhD dissertation research that includes chairperson review and scholarly discourse leading to proposal development. (Prerequisites: HSHJ 700-HSHJ 710, HSHJ 9000 & HSHJ 9001).

**CJI 9003 Dissertation IV** (3 credits) Students enroll in this course after enrolling in Dissertation I-III and before they receive final dissertation approval from their dissertation committee.

**CJI 9004 Continuing Services (0 credits)** Students will be required to enroll in this course after the completion of Dissertation I-IV, each term, until the completion of their final dissertation defense.

### Application Deadlines

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<th>APPLICATION TERM</th>
<th>APPLICATION DEADLINE</th>
<th>INTERVIEW PERIOD</th>
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<td>Fall 2014</td>
<td>May 2014</td>
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### Academic Calendar

<table>
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<th>Terms</th>
<th>Term Codes</th>
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<tr>
<td>FALL 2014</td>
<td>201520</td>
<td>8/25/14 - 12/8/14</td>
<td>5/5/14 - 8/24/14</td>
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### Master of Science in Criminal Justice

**Admission Requirements**

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

1. baccalaureate degree from a regionally accredited institution
2. cumulative grade point average (GPA) of 2.5 or higher or GPA of 3.0 or higher in major, or GPA of 3.0 or higher within the last two years or a total score of 950 or higher on the combined verbal and quantitative sections of Graduate Record Exam (GRE) taken within the last five years;
3. relevant professional experience or accomplishment;

Applicants will also be required to submit a brief statement of interest in the program, articulating career plan, capabilities, special achievements, etc. accompanied by three letters of reference from professional references familiar with the candidates’ aptitude to perform adequately at a graduate level. Students may seek admission to the program for fall, winter or summer sessions. The HSHJ admits students on a rolling basis throughout the year.
How to Apply
Those interested in seeking their Master of Science degree in Criminal Justice should apply online at the HSHJ website: (www.nova.edu/humanservices/index.html) where an application and all necessary application information may be obtained.

Application Procedures:
1. Complete all parts of the admissions application form
2. Submit an official transcript from each post-secondary school you attended.
3. Provide a personal statement of between 150 and 300 words (half a page) indicating your goals in pursuing a graduate criminal justice degree.
4. Provide two letters of recommendations from individuals who are familiar with your aptitude in pursuing a graduate degree; friends/family should not be used as references.
5. Optional: Submit official scores from the GRE. This submission is optional and may be used to supplement your academic record.
6. Once an application is submitted, a non-refundable $50 application fee (payable to Nova Southeastern University) will be assessed by the University.

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

Orientation Information
HSHJ students will be provided with important orientation information, via e-mail, after the signed acceptance letter and seat deposit are received by the HSHJ program office.

Academic Advisement
HSHJ students seeking academic advisement or degree planning should consult with an HSHJ Academic Advisor by calling 954-262-7001 or via email at humanservices@nova.edu.

Course Work
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 concentrations. 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 professional. The program requires successful completion of the thirty-six hour program that includes core courses, concentration courses, and electives.

Program Outcomes
At the completion of the degree students will be able to:
1. Demonstrate the ability to identify and describe major classical and contemporary criminology theories that attempt to explain delinquent and criminal behavior.
2. Demonstrate the ability to 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 a designated concentration.
5. Demonstrate the ability to communicate effectively both orally and in writing on a variety of topics related to criminal justice.
Master of Science in Criminal Justice Course Descriptions

Core Courses (15 Credits Required: Students must complete all five core courses)

CJI 0510  Survey Issues in Criminal Justice (3 Credits):
This course will review historical context, theory, policy making, political factors, and behavioral influences related to criminal justice policy department.

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

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

CJI 0540  Program Evaluation in Criminal Justice (3 Credits):
This course will provide a fundamental analysis of research and methodology as related to evaluation of criminal justice administration. Included in this course will be an introduction to statistical analysis and the use of current technology.

CJI 0550  Investigative Processes (3 Credits):
This course will provide a fundamental background for investigative processes to include the responsibilities of the investigator from the initial crime scene all the way through follow-up. Felony cases will be used to demonstrate examples of criminal principles.

Concentrations (15 Credits Required: Choose one concentration and complete the 5 courses within that concentration (Please note Concentration 10 requires 18 credits) to fulfill the minimum concentration requirements.)

Concentration 1 Legal Perspectives of Criminal Justice (15 Credits)
Concentration Description: This concentration will provide specialized training in the fundamentals of criminal law and procedure, criminal evidence and legal writing for the non-lawyer. It will also provide specific training regarding procedural and legal issues that affect the criminal justice system. It will offer an in-depth knowledge of criminal law and enable the criminal justice professional to interface with lawyers regarding legal issues that may arise during the criminal investigation. Consequently, the concentration will provide knowledge and skills to those who work in law enforcement and criminal justice agencies, and related organizations and who are required to have a working knowledge of the theory and application of criminal law.

CJI 6110 Criminal Evidence (3 credits)
This first course in the criminal justice concentration will offer students an in-depth analysis of the Federal Rules of Evidence as a legal foundation for understanding criminal law and procedure. Topics covered will include trial procedure, examination of witnesses, circumstantial evidence, opinion evidence, hearsay and character evidence, privileged communications, declarations against interests, presumptions and judicial notice.

CJI 6120 Advanced Criminal Procedure (3 credits)
This course will provide the criminal justice professional with an in-depth introduction to the role of the court, the law, and the judge. It will include the advanced study of the constitution with a specific focus on the Fourth, Fifth and Sixth Amendments. The impact of these provisions during a criminal investigation will be examined with a focus on arrest, warrants, Miranda, the right to counsel and the exclusionary rule

CJI 6130 Criminal Law (3 credits)
This course will introduce students to the common law elements and principles of criminal law as a legal foundation for understanding the criminal justice system. It will include the study of substantive criminal law including offenses against persons and property, public morality, public health, public order and safety, and justice and public administration.
Alcohol and drug offenses, white collar and organized crime and criminal responsibility and defenses will also be covered.

**CJI 6140 Legal Research and Writing for Non-Lawyers (3 credits)**
In this course the student will research, analyze and write about legal issues in the criminal justice system. This course is intended to assist the legal professional in recognizing the need for legal intervention and to identify relevant issues. Topics covered will include the fundamentals of case research, statutory law, administrative law, secondary sources, and electronic research.

**CJI 6150 Selected Issues in Forensic and Social Science (3 credits)**
This final course in the concentration is intended to offer the criminal justice professional an opportunity to conduct in-depth analysis of forensic and social science as an administrative tool for litigation. Social Sciences in the law will enable the student to understand the interrelationship between the forensic science, social science and the admission of evidence. Topics covered will include social sciences as a basis for determining facts and making law.

**Concentration 2 Behavioral Science (15 Credits)**

**Concentration Description:** This concentration will provide specialization training in the behavioral science issues, providing knowledge and skills to those who work in law enforcement and criminal justice agencies.

**CJI 6210 Law Enforcement and the Mentally Disordered Offender (3 Credits)**
This course provides students with knowledge of the various forms of mental disorders and disabilities that law enforcement officers will likely see in people during their policing careers. Understanding the origin of various forms of mental illnesses together with practical application for law enforcement officers in how to recognize and techniques for handling victims and offenders will be addressed. Topics include distinguishing behavioral problems such as those caused by temporary situations such as grief or abuse impact from those of a long-lasting and pervasive impact from internal events like delusions and hallucinations, differentiating impulsive behavior caused by immaturity, bi-polar disorder, or brain dysfunction, understanding mental retardation versus psychotic behavior, figuring out who needs to be immediately taken to a detoxification center, and identifying those who might be attempting to avoid consequences of their violent behavior. Focus is also on helping law enforcement officers identify those who need to be deferred into specialty courts such as mental health, drug, and domestic violence courts as well as management of the mentally ill once they are detained. Victim impact will also be discussed.

**CJI 6220 Police Psychology and Criminology (3 Credits)**
The purpose of this course is to examine current strategies and issues in the field of police psychology. Specific topics that will be covered include: selection and fitness for duty evaluations, mental health issues in law enforcement (e.g., stress, family problems, critical incident debriefings, domestic violence), role of psychology in crisis (hostage) negotiations, and supportive functions of the police psychologist in police operations. Tactical operations and police procedures relevant to the work of the police psychologist also will be covered.

**CJI 6230 Behavioral Criminology (3 Credits) (replaces CJI 6260)**
This course will familiarize the student with various techniques for analyzing and understanding criminal behavior through crime and crime scene analysis. These techniques include an introduction to the fundamentals of criminal investigative analysis and profiling. Critical thinking skills will be emphasized in crime and crime scene analysis in order to draw logical inferences regarding any underlying psychopathology, motive, criminal history or other dynamics unique to that particular offender.

**CJI 6240 Police Stress and Mental Health (3 Credits)**
This course provides an overview of stress management in law enforcement. The course will cover the physiological and psychological basis of the stress response. The physical, emotional, mental, rational, and spiritual signs of distress will be examined. Understanding, recognizing, and coping with the stressors associated with modern policing helps prevent maladaptive responses such as domestic violence and suicide. Lectures and case studies will emphasize the application of successful stress management techniques within a law enforcement context.
CJI 6250 Forensic Psychology (3 Credits)
This survey course provides students with knowledge of psychology that can be used in law and the criminal justice system. Practical and research applications to psychology will be addressed. Topics include an overview of the legal system, expert witness testimony, assessment of various mental states to meet legal requirements for competency; insanity; abuse syndromes, and other psychological harm; assessment of violent behavior; working with police and the criminal justice system; and child custody and dependency issues. The legal system will be reviewed.

Concentration 3 Business Administration: (15 Credits)
Concentration Description: This concentration will provide specialization training in the issues of business administration and will focus on areas such as 21st century management practices, legal, ethical, and social values of business, delivering superior customer value, managing organizational behavior, and managing human resources.

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

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

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

CJI 6340 Managing Human Resources (3 Credits)
Students will gain a working knowledge of planning, organizing, and managing human resource systems; and will gain hands-on abilities to design, direct, and assess human resource systems in enhancing relationships with internal and external customers, leading to organizational effectiveness.

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

Concentration 4 Public Administration: (15 Credits)
Concentration Description: This concentration will provide specialization training in the issues of public administration and will focus on areas such as budget analysis administration, ethics, strategic management, and public administration theory.

CJI 6410 Administrative Law and Ethics in the Public Sector (3 Credits)
This course introduces students to fundamental legal concepts regarding administrative law and the administrative process. The course also introduces students to the field of ethics and shows how ethical principles are applied to administrative agencies to ensure not only legal but also moral government decision-making. Administrative law is the body of law concerned with the actions of administrative agencies, frequently called the “4th branch of government” in the United States. The course thus examines how administrative agencies are created, how they exercise their powers, how they make laws and policy, formally as well as informally, the laws that govern agency rulemaking and adjudications, especially the Administrative Procedures Act, Constitutional and other legal protections afforded against agency actions, and how agency actions are reviewed and remedied by the courts and legislative branch of government. The course also examines the intergovernmental relations and the political and practical constraints that influence
administrative policy.

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

**CJI 6430 Strategic Planning in the Changing Public Environment (3 Credits)**
This course emphasizes two broad approaches to strategic planning: explicit planning and adaptive planning. Students develop a working knowledge of how to do planning in the public sector according to these two approaches. In the usual way, students learn about the SWOT method, but then much more is gained by studying how planning is actually carried out according to three adaptive perspectives and other ancillary and explicit approaches including learning theory and contingency theory. Students learn what went wrong in the Katrina disaster and what continues to go wrong. The question is put: Can Americans plan? Finally, students review how local community and economic development planning occurs through resort to charrettes and public-private partnerships.

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

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

**Concentration 5 Substance Abuse: (15 Credits)**
**Concentration Description:** This concentration will provide specialization training in the issues of substance abuse including treatment issues for drug users, family/community impact of illegal drugs, and cultural issues will be investigated as it relates to the criminal justice system.

**CJI 6510 Psychopharmacology of Illicit and Licit Drugs (3 Credits)**
This course reviews the physical and psychodynamic effects of legal and illegal drugs. Mental disorders, symptomatology, assessment measures for addicts and dual diagnosis, along with a thorough examination of the DSM-IV.

**CJI 6520 Alcohol and Other Drug Treatment in the Criminal Justice System (3 Credits)**
This course will examine treatment and intervention approaches that are effective with the offenders in correctional settings. Such topics to be introduced are drug and alcohol treatment in correctional institutions, treatment modalities, principles of the therapeutic communities, characteristics and traits of the offender and issues related to the transition into the community.

**CJI 6530 Substance Abuse Treatment in the Community (3 Credits)**
This course will examine various models of community-based programs for the individual who has a substance abuse disorder and is in the criminal justice system. It will focus on research regarding factors of recidivism, treatment matching, and case management, relapse prevention techniques, setting treatment goals and resources in the community.

**CJI 6540 Cultural Factors in Treatment Associated with Substance Abuse Issues and the Criminal Justice System (3 Credits)**
This course will introduce students to cultural and racial identity development, The impact that class, race, ethnicity and sexual orientation have on court disposition, sentencing and the correctional process, culturally specific treatment techniques, racial and sexual dynamics in institutional settings and in community programs, including knowledge of cross-cultural interviewing skills.
CJI 6550 Special Topics in Substance Abuse and the Criminal Justice System (3 Credits). (replaces HSHJ 6560)
This course is designed to give the student an opportunity to research a specific topic related to substance abuse services and the Criminal Justice System. Students are expected to work in an independent fashion and engage in in-depth research through the use of various sources. Such sources may include journal articles, books, online resources, and other scholarly works as deemed appropriate by the instructor. Students will receive guidance from the instructor regarding topic selection, along with scope and focus of the required paper.

Concentration 6 Strategic Community Planning: (15 Credits) ***Students may choose any five courses listed to complete this concentration***

Concentration Description: This concentration will expose students to issues/topics about communities from a strategic perspective, identifying: social, economic, demographic and cultural trends and patterns within the community. Partnerships with public safety agencies and other community agencies and groups will be examined. Data and data collection and analysis related to community development, problem solving and funding initiatives will be evaluated.

CJI 6610 Human Factors (3 Credits)
This course presents communication theories relevant to conflict resolution as well as theories about understanding, analyzing, and managing conflict. The course focuses on the human and emotional aspects of conflict, and includes the influence of gender and culture. This course is pragmatic as well as theoretical, and presents communication and conflict resolution models in a practice-based approach.

CJI 6620 Critical Incidents Response (3 Credits)
This course will provide an in-depth analysis and understanding of intergroup and intra-group dynamics associated with the organizational response to critical incidents such as hostage/barricade management, terrorism, kidnapping, natural and other disasters, and tactical operations, which comprises the negotiations team, the tactical team, and the on-scene commander, as well as coordination of efforts with government, organizations, and the community. Topics include: intergroup and intragroup conflict intervention and communication strategies, negotiation, tactical, and command protocols, hostage/barricade resolution continuum options, and case studies.

CJI 6630 Conflict and Crisis Management Theory and Practice (3 Credits)
This course is an overview of the theories of conflict and crisis management and the intervention models and protocols used. Conflict and crisis management will be explored among and between individuals and groups, organizations, communities, and governments around the globe. Topics will include the management of violent conflicts, such as kidnapping, hostage-barricade and terrorist acts, homeland security, and the response to natural disasters. There will be interactive exercises as well as a case study approach used.

CJI 6640 Family Violence: The Effects on Families, Communities and Workplaces (3 Credits)
This course explores the overall effects of trauma and violence on individuals, families, communities, and the workplace. Issues of abuse, violence, and systemic responses are explored in relation to their effect on individual behavior, family dynamics, service provision, and community systems. Methods for identifying such issues in the context of family mediation and other types of conflict intervention are explored.

CJI 6650 Strategic Community Planning and Partnerships (3 Credits)
An overview of the community from a strategic perspective, identifying: social, economic, demographic and cultural trends and patterns within the community; areas of concern for law enforcement and government; ways to initiate and develop community-wide strategic planning for peaceful community relations and growth; building community partnerships between law enforcement, the criminal justice system and community agencies and groups; community justice; and the use of data, data collection and analysis in developing and implementing collaborative long and short term plans for community development, problem solving and funding initiatives.

CJI 6660 Race and Ethnic Relations in America (3 Credits)
This course examines the social constructionist approach toward the study of racial and ethnic conflict and conflict analysis in the U.S. It is designed to assist students in increasing their ability to analyze racial issues from a historical and contemporary perspective, and to explore the basic theoretical paradigms that have been used to conceptualize the idea of race and ethnicity from the 9th century to the present. The course will also explore the effects of contemporary policies in addressing racial and ethnic inequities, and strategies to combat racism.
CJI 6670 Metropolitan Conflict (3 Credits)
This course will explore historical and theoretical explanations for the different types of conflict prevalent in various metropolitan areas. A series of case studies, focusing on both cities within the United States and abroad, students will explore such topics as the role of ethnicity in conflict, structural inequalities of the system, urban/suburban relations, urbanization, and metropolitan growth and development.

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

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

Concentration 7 Information Systems: (15 Credits)
Concentration Description: This concentration will focus on the application of technological concepts of information systems to the collection, retention, and dissemination of information for management planning and decision making.

CJI 6710 Information Security Management (3 Credits)
Provides an understanding to implement effectively the information security vision and strategy set forth by the executive management. The emphasis will be on the management of an information security program. Focus is on the implementation of information security policy, information security planning, development of information security processes, and establishment of information security measures. Concepts and techniques from the management and organizational behavior disciplines will be integrated in order to identify and propose solutions to the problems of information security administration.

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

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

CJI 6740 Database Systems (3 credits)
The application of database concepts to management information systems. Design objectives, methods, costs, and benefits associated with the use of a database management system. Tools and techniques for the management of large amounts of data. Database design, performance, and administration. File organization and access methods. The architectures of database systems, data models for database systems (network, hierarchical, relational, and object-oriented model), client-server database applications, distributed databases, and object-oriented databases.
CJI 6750 Telecommunications and Computer Networking (3 credits)
This course provides a framework for understanding computer network functionality, characteristics, and configurations. Topics include network topologies, protocols, and architectures and emerging trends in network technologies and services. The role of optical technologies in supporting national and international implementations is explored. Strategies for network planning, implementation, management, and security are introduced. Recent advances in standardization, internetworking, and deployment of LANs (local area networks), MANs (metropolitan area networks), and WANs (wide area networks) are introduced.

Concentration 8 Conflict & Crisis Management: (15 Credits)
Concentration Description: This concentration will provide specialization training in law enforcement conflict and crisis management, emphasizing nonviolent, negotiation-oriented approaches to both individual and organizational responses to hostage/barricade and other crisis situations. The concentration will provide knowledge and skills to those who work in law enforcement and criminal justice agencies, and related organizations.

CJI 6810 Violence Prevention (3 Credits)
This course examines various theories of human aggression and violence, exploring their underlying assumptions about human nature and the causes of violence. Also included is an introduction to a range of violence intervention and prevention approaches developed for use at the interpersonal, intergroup, and societal level.

CJI 6820 Human Factors (3 Credits)
This course presents communication theories relevant to conflict resolution as well as theories about understanding, analyzing, and managing conflict. The course focuses on the human and emotional aspects of conflict, and includes the influence of gender and culture. This course is pragmatic as well as theoretical, and presents communication and conflict resolution models in a practice-based approach.

CJI 6830 Conflict & Crisis Negotiation (3 credits)
This course will provide an overview of law enforcement crisis negotiation and its application to crisis situations, such as domestic violence encounters on an individual level and hostage/barricade encounters on an organizational level. Lecture, expert demonstration, and interactive negotiation with role-play will provide an experiential learning environment for understanding and applying active listening skills, empathy, rapport, influence, and behavioral change concepts to conflict and crisis situations.

CJI 6840 Conflict and Crisis Management Theory and Practice (3 credits)
This course is an overview of the theories of conflict and crisis management and the intervention models and protocols used. Conflict and crisis management will be explored among and between individuals and groups, organizations, communities, and governments around the globe. Topics will include the management of violent conflicts, such as kidnapping, hostage-barricade and terrorist acts, homeland security, and the response to natural disasters. There will be interactive exercises as well as a case study approach used.

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

Concentration 9 Child Protection and Juvenile Justice: (15 Credits)
Concentration Description: This concentration is designed to meet the specific need of child protective workers, law enforcement officers, child advocates, school resource officers, community mental health workers, school police, Department of Juvenile Justice, Department of Children and Family Services, and others.

CJI 6910 Theory of Child Protection, Investigation, and Advocacy (3 credits)
This course will focus on the interpretation of social and systemic policies and procedures of child welfare agencies and nongovernmental agencies with emphasis on child advocacy, due process, and institutional standards. Emphasis will also
be included regarding the remediation, intervention, rehabilitation, education, and other services designed to reduce recidivism amongst children and their families.

CJI 6920 Juvenile Justice: Systems, Structure, and Process (3 credits)
Emphasis will be placed on an examination of the juvenile court as an institution and the policies and practices involved in processing children and youth through the juvenile justice system. The course introduces students to the juvenile justice system as it explores the history, development, and evolution/progress of the way juveniles have been treated by our country's criminal justice systems. This course will focus on the response of law enforcement in the protection of children in trouble or in need of services. The formal and informal processing of youth involved in the juvenile justice system or community-based agencies will then be examined. Adapting an assessment instrument to ensure that all children are given due process protection, treatment, and delinquency prevention is reinforced.

CJI 6930 Family Dynamics: Motivation, Support and Communication (3 credits)
This course will examine the protective and risk factors associated with the developmental pathways internalized by youth through interaction with their family system. Emphasis will be given to child and youth development as it is affected by the family system, peer groups, schools and teachers, community and other social influences. In addition, the dynamics of traditional, non-traditional and culturally diverse family construction in contemporary society will be explored. Basic cause of crimes and the various social issues confronting children and their families will be explored. Students will look at the various layers of services available for families and how they connect in reducing risk factors associated with the children.

CJI 6940 Victimology: Child Abuse and Exploited Children (3 credits)
This course introduces students to the field of victimology and explores its conceptual boundaries, basic concepts and literature. The course will be delimited by the exploration of the topics: family violence, child abuse including neglect, physical abuse, sexual abuse, and emotional and verbal abuse; and prevention, intervention and treatment issues associated with exploited children.

CJI 6950 Safe Schools: Climate and Culture (3 credits)
This course provides students with an overview of school safety and is intended to prepare students to develop or strengthen strategies, activities, and processes that will enhance the safety and well being of students, staff, and community members. Emphasis will be placed on the interaction between stakeholders and the importance of building and sustaining community collaboration for the purpose of school safety. The importance of policies and procedures, legislative mandates, and current safe school standards will be explored.

Concentration 10 Information Security: (18 Credits)
Concentration Description: This concentration will focus on the rapidly growing global problems of maintaining and securing computer information. Important areas addressed include threats and vulnerabilities, cryptography, authentication and access control, security models, network security, trusted computer systems, distributed systems security, World Wide Web security, applications security, and security management and policies.

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

CJI 6102 Information Security Management (3 credits)
Provides an understanding to implement effectively the information security vision and strategy set forth by the executive management. The emphasis will be on the management of an information security program. Focus is on the implementation of information security policy, information security planning, development of information security processes, and establishment of information security measures. Concepts and techniques from the management and organizational behavior disciplines will be integrated in order to identify and propose solutions to the problems of information security administration.
CJI 6103 Information Security Governance (3 credits)
Challenges and opportunities of effectively governing an organization’s information security requirements and resources. Information security governance lays out the vision for the information security program. Discussions include what constitutes good information security governance, and development of an effective information security strategy and policy. Also focuses on how to improve information security accountability, regulatory compliance, and maturity. **Prerequisite: CJI 6102.**

CJI 6104 Information Systems Auditing (3 credits)
Fundamental concepts related to an information systems audit. Principles and practices related to secure operation of existing information technology. Information security accountability, development of internal control objectives and framework, and identification of appropriate audit procedures for a secure information system. **Prerequisites: CJI 6101 and CJI 6102.**

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

CJI 6750 Telecommunications and Computer Networking (3 credits)
This course provides a framework for understanding computer network functionality, characteristics, and configurations. Topics include network topologies, protocols, and architectures and emerging trends in network technologies and services. The role of optical technologies in supporting national and international implementations is explored. Strategies for network planning, implementation, management, and security are introduced. Recent advances in standardization, internetworking, and deployment of LANs (local area networks), MANs (metropolitan area networks), and WANs (wide area networks) are introduced.

Concentration 11 Forensic Investigative Technologies: (15 Credits)
**Concentration Description:** This concentration will provide specialization training in the burgeoning field of forensic investigation. Students will be exposed to investigative and analysis techniques used during criminal investigations.

CJI 6111 Firearms, Fingerprints and Other Impression Evidence (3 Credits)
This course will provide students with a broad overview of the impression evidence discipline in forensic science. Topics discussed will include firearms and tool mark examination and microscopy, footwear and tire track examination, and latent fingerprints. Current courtroom challenges such as Daubert issues related to impression evidence will also be discussed. Students will be evaluated on the concepts learned based on practical exercises, tests, final exam, and research paper.

CJI 6112 Forensic Analysis of Trace and Drug Evidence (3 Credits)
This course will be divided into two sections: Trace and Drugs. In the first segment we will cover the different drugs of abuse, the controlled substances act, dependency, and the forensic analysis of these samples. The Trace Evidence segment will include basic microscopy, fibers, paint, glass, fractures, hairs, explosives and arson. Concepts will be solidified via case studies.

CJI 6113 Crime Scene (3 Credits)
This course will provide students with an in depth understanding of the various steps to processing a crime scene such as: scene documentation, evidence collection and preservation, and interpretation. In addition, scene safety and current court room challenges will be discussed.

CJI 6114 DNA – Technology that Revolutionized Criminal Investigations (3 Credits)
This course will provide students with a survey of the field of forensic genetics in an understandable manner. Topics will include presumptive testing, a history of serological analyses, the beginning of the era of DNA technology including RFLP and AMPFLP analysis. Newer methods of typing such as Short Tandem Repeat, Y-chromosome STR, SNP analysis, mitochondrial sequencing and finally mini-STRs will be explored. Case studies and examples of these methods will be examined and fully investigated empirically. This course would be an invaluable tool for the criminal investigator and attorneys or those students planning to work in such fields.
CJI 6115 Overview of Crime Laboratory Management (3 Credits)
A review of process management, work flow and future growth will be discussed. This course will provide students with a survey of manpower, quality assurance, safety, and budgeting issues. What job requirements are needed to perform the various jobs from Crime Scene Detective to DNA analyst. Accreditation, certification and outside review of laboratory performance will be explored. The C.S.I. effect and its impact on the modern forensic laboratory will be examined. The competing interests of case analysis, prosecution and investigation will be detailed.

Concentration 12 Emergency Preparedness Leadership: (15 Credits)
Concentration Description: This concentration will instruct the student on All-Hazards Preparedness at the local, state, and national levels. Topics such as education and training for all professionals, other health care workers, and executives to: prevent, protect, respond, prepare for, and recover from hazardous events and serve as a resource center in all-hazards preparedness and perform research related to all-hazards preparedness will be examined.

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

CJI 6122 Communicable Diseases and Chemical, Biological, Radiological, Nuclear, Explosive (CBRNE), Challenges (3 credits)
Major challenges in all-hazards preparedness, response, and recovery center around issues and challenges with pandemic influenza and other communicable diseases and effects to humans and the environment due to chemical, biological, radiological, nuclear and explosive events. This course will provide students with an understanding of pandemic influenza, including the risk factors for first responders and the community at large. During a pandemic or a wave of contagious disease, decisions about how to protect the public before an effective vaccine or treatment is available will be reviewed and discussed. Communities, individuals and families, employers, schools, and other organizations will be asked to plan for the use of these interventions to help limit exposure, prevent disease and death, lessen the impact on the economy, and keep societies functioning. The course participants will learn the expectations of preparation and response to a pandemic and to issues related to a CBRNE event or combination of events and the support measures necessary to enforce prevention strategies defined by the community, region, state, nation, and global society. Prerequisite: CJI 6121

CJI 6123 Interagency Disaster Communication (3 credits)
This course provides the student with information on the Incident Command system (ICS) joined with the state and federal response efforts in the event of a public emergency. Students will identify the core components in the ICS and the National Incident Management System (NIMS). An overview will describe the history, principles and organizational structure of the ICS and enable the responders to operate efficiently during an incident. The material presented will expand upon information covered in the ICS 100 and ICS 700 courses, and include topics such as; communication, pre and post mitigation planning, operational concepts, prioritization of target capabilities, and development of a local Incident Response Plan (IRP). Students will participate in online tabletop exercises utilizing the ICS. Prerequisite: CJI 6121

CJI 6124 Community Disaster Preparedness (3 credits)
An all-hazards plan provides a basis for a higher state of readiness. These courses will emphasize “disaster resistant communities” to build on ongoing “Culture of Preparedness. Regardless of whether the incident is non-intentional (as in a natural disaster) or intentional (as in a terrorist threat), law enforcement’s role may include enforcing public health orders, securing contaminated areas and health facilities, providing support for transfer of national stockpiles and control of civic unrest. Resources may be overwhelmed and the ability to respond will depend on preparation and partnerships within the community. This course will provide information on development of law enforcement and operational continuity, protection of the officers to contagion and maintaining public order. The importance of law enforcement working in partnership with public health will be emphasized throughout the course. Prerequisite: CJI 6121
CJI 6125 Special Topics in All-Hazards Preparedness (3 credits)
This course is a capstone research and experience course for the student. Each student will select a topic of interest related to all-hazards preparedness research. In addition, students must take part in an approved community project at the volunteer or professional level in the all-hazards field. **Prerequisite: CJI 6121**

**Electives (6 Credits Required: Choose one or a combination of the following)**
Please note that typically only two or three electives will be offered each term. Elective courses are offered on a rotating basis.

CJI 0601 Examining the Role of Police and Minority Communities (3 Credits)
The course will examine the ever-changing roles of the police and those of minority communities that presently exist within the boundary of most jurisdictions in South Florida. What were viewed, as traditional minority communities no longer exist within the same context. Minority groups from different countries that have settled in the United States are displacing those traditional minority groups or subcultures that have evolved separated from the dominant culture. The demands of policing those communities have put strains on police agencies and involved a great deal of educational efforts to train both the police and the community. Laws that are effective to the society as whole often conflict with the social and moral fibers of these communities creating turmoil for the parties involved in these conflicts.

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

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

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

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

CJI 0606 Terrorism from a Criminal Justice Perspective (3 credits)
This course addresses the problem of terrorism from a criminal justice perspective. It is designed to provide students with an understanding of terrorism and the major issues associated with responding to terrorism in a democratic society. The first half of the course defines and conceptualizes international criminal law generally and terrorism specifically, reviews the history of terrorism, and discusses criminological theories that can best be applied to terrorism. The second half of the course focuses on the threat of terrorism in and against the United States. We will review and analyze trends in terroristic activity, terroristic groups, and specific strategies used to respond to terrorist threats in the United States.

CJI 0608 Forensic Odontology (Dental Forensics) (3 credits)
This course is an introductory course to describe the role and function of the dental scientist as an important (essential) part of the term of Forensic Scientists.

CJI 0609 White Collar Crime (3 credits)
White-collar crime is a serious social problem and is among the greatest threats to public health and safety. Indeed, the physical, financial, and emotional costs of white-collar crime dwarf those caused by traditional street crimes, such as homicide, robbery, and burglary. We will approach the study of white-collar crime from sociological and criminological perspectives. We begin by defining the various forms of white-collar crime and then move on to an examination of a number of instances/cases of the phenomenon. Next, we shall engage in a rigorous theoretical examination of the causes and correlates of white-collar crime. Finally, we will focus on what we can do “in the real world” about the problems associated with white-collar crime.
CJI 0610 Private and Public Policing (3 credits)
This course is a survey of the security field, including private, corporate, industrial, and retail applications. Comparisons are made between private and public policing. This course discusses the history evolution of private security and its role in American society. The course will cover various types of private security agencies and the varying types of services provided. The interaction of private security law enforcement and the restrictions placed upon each by the law and various legal decisions will be addressed.

CJI 0611 Clinical Applications of Hypnosis (1 credit)
This course is intended to familiarize students with both research issues and clinical applications of hypnosis. Such topics as the nature of hypnosis; physiological and psychological manifestations of hypnosis; the effects of hypnosis on physical, cognitive, and intellectual performance; applications of hypnosis to psychosomatic disorders; hypnotic amnesia; and applications of hypnosis to a variety of clinical and addictive disorders will be examined.

CJI 0612 Women and the Criminal Justice System (3 credits)
The Women and the Criminal Justice System class will provide an overview of the roles of women as victims, offenders, and professional workers within the system. Students will have the opportunity to learn and evaluate social issues that may motivate women to engage in criminal activities. The interaction of race, culture, class and gender in the criminal justice system will be infused throughout weekly discussions. Topics of emphasis include victims of domestic violence, rape, and delinquent adolescent girls. Compassionate techniques for working with female victims of crime will also be reviewed.

CJI 0613 Crime and the Media (3 credits)
This course examines the relationship between the mass media, crime, and criminal justice in the United States. The way in which the criminal justice system, criminals, and crime are depicted in the entertainment and news media will be surveyed, as well as the effects that these depictions have on society and the criminal justice system.

CJI 0614 Becoming an Effective Expert Witness (3 credits)
Professionals have numerous opportunities to testify as “Expert Witnesses” in litigation. This includes both civil and/or criminal cases. This may include accident litigation, malpractice litigation, forensic evidence in criminal cases, or various other cases. This course will help professionals understand the sequence of events leading to becoming an expert, the preparation involved, and the art of testifying.

CJI 0615 Correctional Psychology (3 credits)
This course will provide an overview of correctional psychology. Students will obtain a general overview of the various components of the correctional system and the role of psychologists within that system. In addition, students will gain an understanding of working with offenders in an institutional setting. Themes covered include: The role of power in corrections, Ethical Concerns, The mission of mental health, Assessment, Treatment, Special Populations, Suicide, Self-mutilation, malingering etc.

CJI 0616 Communication and Problem Solving Techniques (3 credits)
This course examines various theories of effective interpersonal communication. The course focuses on strategies to better deal with communication issues presented to those who work in law enforcement and criminal justice agencies. In addition, the course provides the student with appropriate step by step problem solving strategies alleviating his/her work environment stress level.

CJI 0617 Street Gangs (3 credits)
This course introduces students to the area of Criminal Street Gangs and explores its impact on our society. The course will be delimited by the exploration of the topics: gang history, typology, causations, organizational structure, criminal activities of gangs, girls and gangs, community impact, community based and national intervention strategies.

CJI 0618 Forensic Laboratory Technologies (3 Credits)
This course will provide students with a broad overview of forensic science with emphasis on the latest technologies. Topics will include trace evidence (fibers, paint, glass, fractures, hairs, etc), arson, impression evidence (firearms,
toolmarks, and latent fingerprints), questioned documents, drugs/narcotics, DNA and the CSI effect. Crime scene topics, as they relate to the laboratory, will also be covered. Concepts will be solidified via case studies.

**CJI 0619 Interview and Interrogation (3 Credits)**
This course covers the basic skills and explores the personality traits that contribute to conducting successful interviews. It covers detection of deception in verbal communications, nonverbal behavior and written statements. In addition, the course contrasts interviewing and interrogation and covers the seven steps comprising effective interrogations.

**CJI 0620 Executive Leadership (6 credits)**
This comprehensive course is designed to “bridge theory and practice” of leadership in the criminal justice and public safety environments. Particular emphasis is placed on three areas of leadership: management and leadership, organizational change and strategic management, and leadership during critical incidents and emergency response. Specifically, this course will cover topics such as leadership theory, practices, traits and skills; organizational behavior; performance management; decision making and problem solving; leadership and personality types; dealing with and initiating organizational change; developing strategic plans, developing and justifying budgets; planning and engaging in labor relations; crisis and emergency operations; critical incident stress management, conflict management; group dynamics; trauma; psychological effects of crises; and crisis response in the context of natural and manmade disasters. Students are exposed to an innovative approach to learning by providing them with both in class and online delivery of subject matter. In-class lectures, in-class and online discussions, and analyses of case studies will provide each student with the opportunity for understanding and applying theory to a real-world setting. (Prerequisites: ELC 0020, ELC 0030, ELC 0040)

**CJI 0621 Political and Public Policy Basis of Emergency Management (3 credits)**
This course is an examination of the political and public policy environment in which Emergency Planning and Management is practiced. It examines the political dynamics of emergency management, and analyzes governmental decision-making before, during, and after disasters. Students learn how political factors play a role in all phases of emergency management. Students also analyze various disaster policy studies for lessons learned.

**CJI 0622 Preventing Juvenile Delinquency (3 credits)**
The course will provide students with up-to-date research on prevention in the area of juvenile delinquency ---what programs exist, what works and what does not work based on research evidence. The course will address the history of the juvenile justice system focusing on the policies and programs undertaken currently as well as those of the past. Varying views on juvenile violence will be covered including the epidemic and the non epidemic views. Juvenile offender careers involving entry, continuation in and exit from these careers will be dealt with using developmental theories of delinquency. A review of effective and not so effective prevention programs will be presented. In the weekly discussions, the instructor will incorporate her research and administrative experience in the area of prevention and the challenges prevention presents as an alternative perspective within criminal justice. In addition to readings from the main text, the course will incorporate supplemental readings in the area of cost benefit analysis. It is partly due to the impact of cost benefit analyses that prevention as a policy approach has emerged as a hot-button issue.

**CJI 0623 Sociological Dynamics of Youth Gangs (3 credits)**
This course is designed to introduce students to the cultural and structural components of gang activity and will present a comprehensive review of all the critical elements relevant to the growing phenomenon of gang life. It will provide an overview of criminal street gangs and explore its impact on our society. The course will be delimited by the introduction of the topics: history of gangs, typology, theoretical explanations, causations, organizational structure, criminal activities of gangs, girls and gangs, community impact, community based and national intervention strategies. The interaction of race, culture, class and gender in the criminal justice system will be infused throughout weekly discussions. Additionally, psychological and sociological dynamics will be explored. Furthermore, how to work with and treat children and adolescents as well as their families who have been associated with street gangs will be investigated. Along with this, students will also examine the short and long term goals of child and family protection, laws, as well as future relationships with regards to gang life.

**CJI 0624 Ethics in Law and Criminal Justice (3 credits)**
This course is an intense examination of the ethical considerations facing the criminal justice practitioner. Topics include determining moral behavior, developing moral and ethical behavior, legal ethics, ethics and law
enforcement, ethics and the courts, ethics and corrections, the ethics of punishment, policy and management issues, professionalism, pride and ethics for practitioners

CJI 0625 Child Sexual Abuse (3 credits)
This course is designed to prepare students to identify factors and indicators associated with childhood sexual abuse, crisis assistance and intervention. Students will enhance their knowledge and skills required to assess and interview children, families, and offenders in child sexual abuse cases. Students will gain critical knowledge to assess the placement needs, make appropriate referrals, and prepare for the placement of the child, when indicated. Additionally, students will learn the worker's role in a multidisciplinary team and be able to prepare agency workers to identify and become effective in handling child sexual abuse matters.

CJI 0626 International Crime (3 credits)
While most criminal justice academics, professionals, and researchers focus on problems related to domestic criminality, another type of serious criminality occurs at the international level. International crimes are violations of international criminal law, while transnational crimes refer to violations of the laws of more than one country. This course covers both types of law violations and seeks to familiarize the student with the distinct types of causation, victimization, and control problems the global community faces as nation states become increasingly interdependent. The growing interdependence of all members of the international community is manifested through wrongdoings and illicit enterprises that involve several countries at one time. References are constantly made through the media about international bodies seeking to resolve disputes that transcend national borders (e.g., the United Nations and the World Court). Offenders and victims are frequently located in different jurisdictions. Often we may look beyond our state or national frontiers in order to better understand the nature of even domestic crime and problems of its control. The causes of international and transnational crime may be traced to developments and policies in several nations. The only effective response to such problems requires close collaboration and coordination of efforts of all countries concerned.

CJI 0627 Critical Issues in Corrections (3 credits)
This course will address selected issues in the field of corrections from various theoretical perspectives including conventional and critical sociology perspectives. Topics addressed include the growing incarcerated population, the composition of this population and efforts to reduce this rate of incarceration. The course will also address the risk factors contributing to becoming an inmate and recidivating, correctional education and substance abuse treatment services, the corrections experience for inmates and corrections staff, privatization of prisons, community reentry and evidence-based corrections programs.

CJI 0628 Administrative Investigations (3 credits)
This course will provide an in-depth exploration of the administrative investigations process required of criminal justice organizations when allegations of misconduct surface. The general focus will be on the investigative, legal, procedural, managerial, and ethical issues directly related to the administrative / internal investigations process. Specific concentrations will also explore specialized investigation techniques, interview processes, evidence requirements, training, disciplinary proceedings, and case management. Emphasis is placed on the objectivity of the administrative investigation process triangle of procedural, civil, and criminal implications of every case. This course is designed for investigators and administrators to examine and manage the process so as the administrative, legal, and social justice requirements can all be served equally.

CJI 0629 Thesis I (3 credits)
Thesis will require 6 credits of course registration. These courses may fulfill 6 credits of elective requirement for the MS in Criminal Justice. The thesis committee will consist of two faculty members, approved by the Executive Associate Dean of the HSHJ. One member will be approved by the Executive Associate Dean to serve as Chair. The thesis will require a proposal defense and a final defense. All members of the thesis committee must unanimously approve both the proposal defense and the final defense. The thesis proposal will include the following written sections: A critical review of relevant literature, a statement of the research question (hypothesis), and a statement of methodology (including statistical analysis to be applied to the data collected). -The final thesis will include the following written sections: The thesis proposal sections revised in final form, a statement of the results found, and a written discussion of the implications of the thesis findings.
CJI 0630 Thesis II (3 credits)
Thesis will require 6 credits of course registration. These courses may fulfill 6 credits of elective requirement for the MS in Criminal Justice. The thesis committee will consist of two faculty members, approved by the Executive Associate Dean of the HSHJ. One member will be approved by the Executive Associate Dean to serve as Chair. The thesis will require a proposal defense and a final defense. All members of the thesis committee must unanimously approve both the proposal defense and the final defense. The thesis proposal will include the following written sections: A critical review of relevant literature, a statement of the research question (hypothesis), and a statement of methodology (including statistical analysis to be applied to the data collected). - The final thesis will include the following written sections: The thesis proposal sections revised in final form, a statement of the results found, and a written discussion of the implications of the thesis findings. Prerequisite: CJI 0629

CJI 0631 Managing Generational Cohorts (3 credits): This course will provide an in-depth exploration of the opinions, attitudes, values, and management techniques for generational age cohorts that are employed in the criminal justice field. The general focus will be on the cohorts whom are employed in all strata and in all types of criminal justice organizations: to wit, Veterans, Baby Boomers, Generation X, and Generation Y / Millennials. Applications of the contemporary theories, methods, and practices that relate to law enforcement, corrections, and other organizational entities in the criminal justice system for the purposes of recruiting, hiring, retention, and ongoing management issues will all be addressed. Students should feel free to focus their research and writing in the specific areas of interest as well as their own criminal justice organizations to develop their acumen in the topic area.

CJI 0632 Continuing Services (for continuing Thesis students): This course will be utilized for the thesis student who needs additional time to complete the thesis. Prerequisites CJI 0629 and CJI 0630

CJI 0633 Law Enforcement Interviewing (3 credits): This course introduces students to interviewing skills and criminal assessment. The fundamentals of interviewing are presented to establish a baseline of knowledge even though the students may have previous interviewing experience. Students will learn: the basic structure of interviews, the distinction between hearing and listening, the efficacy of neuro-linguistic rapport, and the value of the cognitive approach in stimulating memory. Special techniques for interviewing children and using translators will be covered in depth. The desirability of detecting non-verbal, verbal and written deception will be introduced. The ramifications of challenges arising from differences in personality, age, gender, culture & language, as well as the necessity for recognizing dangerous behavior in interviewees will be established. The main difference between an interview and an interrogation will be briefly covered.

CJI 0634 Animals in Criminal Justice (3 credits): This course discusses different service animals, e.g. K-9s, and their roles and limitations in the Criminal Justice System. This course will also discuss criminal animal neglect and abuse. This class will consider the role that law enforcement and the justice system plays in protecting animals. Students will also learn about animal rights activism in the context of domestic terrorism, undercover surveillance, and Constitutional rights.

CJI 0635 Pre-Employment Investigations for Criminal Justice Professionals (3 credits): This course is designed to meet the contemporary needs of pre-employment screeners in criminal justice / public safety organizations. The course delivers the processes, techniques, and information sources that also have implications for many private sector organizations that conduct these types of investigations. The unique presentation provides complete guidance on the investigative, legal, procedural, organizational, and social issues that must be considered when completing the screening process of bringing new employees into the organizational fold. The course also addresses the required medical and psychological standards for these types of positions. The course will be of immense value to investigators, through and including the highest level criminal justice, human resource, and legal administrators.
### Application Deadlines

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<th>PREFERRED ADMISSIONS DEADLINE</th>
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<td>Summer - May 11, 2015</td>
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### Academic Calendar

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<td>8/25/14 - 12/8/14</td>
<td>5/5/14 - 8/24/14</td>
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### Master of Human Services in Child Protection

The 33-credit hour degree program consists of coursework to increase professional effectiveness, productivity, and retention of case managers/caseworkers/child advocates and administrators in order to improve the quality of care, well being and safety of children and families using child protection services.

**How to Apply**

Those interested in seeking their Master of Human Services in Child Protection degree should apply online at the HSHJ website (www.nova.edu/humanservices/index.html) where an application and all necessary application information may be obtained.

**Application Procedures:**

1. Complete all parts of the admissions application form
2. Submit an official transcript from each post-secondary school you attended.
3. Provide a personal statement of between 150 and 300 words (half a page) indicating your goals in pursuing a graduate degree in child protection. Provide two letters of recommendations from individuals who are familiar with your aptitude in pursuing a graduate degree; friends/family should not be used as references.
4. Optional: Submit official scores from the GRE. This submission is optional and may be used to supplement your academic record.
5. Once an application is submitted, a non-refundable $50 application fee (payable to Nova Southeastern University) will be assessed by the University.

**Provisional Admissions**

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

**Orientation Information**
HSHJ students will be provided with important orientation information, via e-mail, after the signed acceptance letter and seat deposit are received by the HSHJ program office.

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

**Course Work**
The Master of Human Services in Child Protection degree program will provide competency-based child protective services instruction aimed at closing the gap between ground level on-the-job training and scientifically grounded best-practices. Students will develop the critical knowledge, values, and skills necessary as child protection professionals to respond effectively to the complex problems confronting children and families in the child protective services system.

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

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

**Master of Human Services in Child Protection Course Descriptions**

**Core Courses (24 Credits Required: Students make complete all six core courses)**

**HCP 0510 - Foundations in Child Protection Law (4 Credits)**
This course will introduce students to the legal framework for child protection proceedings. It is designed to introduce students to the basic legal concepts governing child protection law, providing them with a background in the legal process and assisting them in understanding how that process responds to the particularized needs of children in the child protection proceedings. This background will also be helpful in analyzing material in other courses in the degree program that focus on the legal process of child protection.

**HCP 0520 - Foundations in Family Diversity & Conflict Resolution (4 Credits)**
This course will focus on the fundamental concepts of family structure and interpersonal family dynamics that impact family functioning including communication and cultural diversity. Students will be introduced to the theoretical aspects of family systems functioning and investigate through practice the most effective application of theories introduced.

**HCP 0530 - Foundations in Child Development (4 Credits)**
This course reviews child growth and development and individual differences in brain development, temperament and biology. Physical, social, emotional, intellectual, and language developmental sequences will be emphasized. Major theories of development will be reviewed.

**HCP 0540 - Foundations in Placement Risk & Protective Factors (4 Credits)**
This course will provide an overview of perspectives on placement and permanency, child protection trends, children in need, and the processes used to support children and their families while moving them through the system.
HCP 0550 - Foundations in Assessment and Case Planning (4 Credits)
This course introduces students to various forms of family assessments and case planning. It introduces students to multiple and holistic family assessments and provides students with skills to increase their effectiveness and efficacy while providing services to their clients.

HCP 0560 – Program Evaluation (4 credits)
This course will provide a fundamental analysis of research and methodology as related to evaluation of criminal justice administration. Included in this course will be an introduction to statistical analysis and the use of current technology.

Concentrations (9 Credits Required: Choose one concentration and complete 3 courses within that concentration to fulfill the minimum concentration requirements)

Concentration 1 Psychological Foundations in Child Advocacy (9 Credits)
**Concentration Description:** This concentration is designed specifically to enable professionals in child welfare and/or protection fields to develop specialized training in responding and promoting the psychological and social well-being of children and their families and to maximize the potential for positive outcomes in child welfare cases.

HCP 6110 Intervention Strategies (3 Credits)
This course is designed to give students a foundation in the issues involved in interpersonal communication, basic intervention strategies, and interviewing techniques in a multicultural world. Effective interviewing relies on knowledge of child development, mental health diagnoses, culture, family systems, and conflict resolution. Emphasis will be placed on learning strategies to effectively deal with difficult individuals and minimizing potential for conflict situations. **Prerequisite:** HCP 6120 and HCP 6130

HCP 6120 Overview: Childhood and Adolescent Development (3 Credits)
This course covers how developmental maturation and social learning shapes personality in early childhood through the adolescent years. Theory and research in social and psychological development and learning are covered in topics such as attachment, aggression, sexuality, morality, cognitive development, self-regulation and self concept. This course will also focus on the developmental process as it relates to special populations.

HCP 6130 Overview: Childhood & Adolescent Psychological Disorders (3 Credits)
Through the course readings, assignments and discussion boards, the students are expected to gain a working knowledge of the psychological disorders affecting children and adolescents and how these children with special needs are classified in the educational system. The objective of this course is to prepare students for assessing children and adolescents with the intent to understand how their needs will affect their ability to function in an academic setting.

HCP 6140 Overview: Children and Trauma (3 Credits)
This course will provide an overview of how to assist children who have been traumatized, and emphasis will be placed on understanding the developmental level of children and how that affects their behavior. This course will include information on building resilience in children.

HCP 6150 Special Topics: Seminar & Case Studies (3 Credits)
This course focuses on building concepts and skills in critical thinking and application. It will offer students the opportunity to consider cases and explore varying intervention and management strategies with consideration for ethical and legal issues. Topics of interest include: addressing the current and emerging models of the Mental Health Delivery System and the core principles of system care approach, testifying in court, waiver of juveniles to adult court, differences in family and juvenile court protection of children, competency for Miranda and other issues for children, placement decisions, report writing, case management, reducing work stress/burn-out and enhancing professional functioning, legal rights of children in termination of their parent’s rights, what are the ‘best interests of a child’ in domestic violence or sexual abuse cases, and other contemporary issues. **Prerequisites:** HCP 6110, HCP 6120, and HCP 6130

Concentration 2 Child Protection and Juvenile Justice (9 Credits)
**Concentration Description:** This concentration is designed to meet the specific needs of child protective workers, law enforcement officers, child advocates, school resource officers, community mental health workers, school police,
Department of Juvenile Justice, Department of Children and Family Services, and others in related fields of child protection. Topics such as family dynamics, victimology, substance abuse, and cultural factors will be evaluated in order to help train those seeking to protect children and juveniles to learn to recognize catalysts, both positive and negative, which influence the health and well-being of the youth population.

HCP 6210 Theory of Child Protection, Investigation & Advocacy (3 Credits)
This course will focus on the interpretation of social and systemic policies and procedures of child welfare agencies and nongovernmental agencies with emphasis on child advocacy, due process, and institutional standards. Emphasis will also be included regarding the remediation, intervention, rehabilitation, education, and other services designed to reduce recidivism amongst children and their families.

HCP 6220 Family Dynamics: Motivation, Support & Communities (3 Credits)
This course will examine the protective and risk factors associated with the developmental pathways internalized by youth through interaction with their family system. Emphasis will be given to child and youth development as it is affected by the family system, peer groups, schools and teachers, community and other social influences. In addition, the dynamics of traditional, non-traditional and culturally diverse family construction in contemporary society will be explored. Basic cause of crimes and the various social issues confronting children and their families will be explored. Students will look at the various layers of services available for families and how they connect in reducing risk factors associated with the children.

HCP 6230 Victimology: Child Abuse & Exploited Children (3 Credits)
This course introduces students to the field of victimology and explores its conceptual boundaries, basic concepts and literature. The course will be delimited by the exploration of the topics: family violence, child abuse including neglect, physical abuse, sexual abuse and emotional and verbal abuse; and prevention, intervention and treatment issues associated with exploited children.

HCP 6240 Juvenile Justice: Systems, Structure & Process (3 Credits)
Emphasis will be placed on an examination of the juvenile court as an institution and the policies and practices involved in processing children and youth through the juvenile justice system. The course introduces students to the juvenile justice system as it explores the history, development, and evolution/progress of the way juveniles have been treated by our country’s criminal justice systems. This course will focus on the response of law enforcement in the protection of children in trouble or in need of services. The formal and informal processing of youth involved in the juvenile justice system or community–based agencies will then be examined. Adapting an assessment instrument to ensure that all children are given due process protection, treatment, and delinquency prevention is reinforced.

HCP 6250 Substance Abuse Treatment in the Community (3 Credits)
This course will examine various models of community-based programs for the individual who has a substance abuse disorder and is in the criminal justice system. It will focus on research regarding factors of recidivism, treatment matching, case management, relapse prevention techniques, setting treatment goals and resources in the community.

HCP 6260 Cultural Factors in Tx Associated w/ Substance Abuse Issues & the CJ System (3 Credits)
This course will introduce students to cultural and racial identity development. The impact that class, race, ethnicity and sexual orientation have on disposition, sentencing and the correctional process, culturally specific treatment techniques, racial and sexual dynamics in institutional settings and in community programs, including knowledge of cross-cultural interviewing skills.

Concentration 3 Conflict & Crisis Management for the Child Protective Cast Worker (9 Credits)
Concentration Description: This concentration will provide specialization training in conflict and crisis management, emphasizing nonviolent, negotiation-oriented approaches to both individual and organizational responses and other crisis situations. Students will gain knowledge, in regard to conflict and crisis management issues related to the child protection and/or associated fields.

HCP 6310 Human Factors (3 Credits)
This course presents communication theories relevant to conflict resolution as well as theories about understanding, analyzing, and managing conflict. The course focuses on the human and emotional aspects of conflict, and includes the
influence of gender and culture. This course is pragmatic as well as theoretical, and presents communication and conflict resolution models in a practice-based approach.

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

**HCP 6330 Mediation Theory and Practice (3 Credits)**
This course examines theories, methods, and techniques of mediation. Students will have the opportunity to demonstrate their knowledge of mediation skills. (Prerequisite required: HCP 6310)  **(***THIS COURSE REQUIRES STUDENTS TO PHYSICALLY ATTEND THE MAIN NSU CAMPUS TO ATTEND THE "RESIDENTIAL INSTITUTE" (RI)***)

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

**HCP 6350 Conflict and Crisis Management Theory and Practice (3 Credits)**
This course is an overview of the theories of conflict and crisis management and the intervention models and protocols used. Conflict and crisis management will be explored among and between individuals and groups, organizations, communities, and governments around the globe. Topics will include the management of violent conflicts, such as kidnapping, hostage-barricade and terrorist acts, homeland security, and the response to natural disasters. There will be interactive exercises as well as a case study approach used.

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

**HCP 6370 Family Violence: The Effects on Families, Communities and Workplaces (3 Credits)**
This course explores the overall effects of trauma and violence on individuals, families, communities, and the workplace. Issues of abuse, violence, and systemic responses are explored in relation to their effect on individual behavior, family dynamics, service provision, and community systems. Methods for identifying such issues in the context of family mediation and other types of conflict intervention are explored.

**Concentration 4 Legal Perspectives of Child Protective Services (9 Credits)**
**Concentration Description:** This concentration will train students in the unique policies and laws related to children and families in contemporary society. Legal issues such as child custody, alimony, child support, child abuse and neglect, adoption, spouse abuse, will be investigated and evaluated. Students will develop interviewing, counseling, and negotiation skills to effectively discharge their roles regarding doctrinal, procedural, and evidentiary issues in the legal system. Legal research and reasoning, and critical thinking will be incorporated into the curriculum. The rights of children and families and familial roles, relationships, and responsibilities will be researched.

**HCP 6410 Family Law (3 Credits)**
This course covers the law regarding the family relationship - including the rights and responsibilities of parents, spouses, grandparents, and children - and the creation and dissolution of the family. Topics include adoption, spouse and child abuse, alimony, property distribution, child support, and child custody.

**HCP 6420 Children's Rights Seminar (3 Credits)**
Children have distinct rights recognizable at law even though they are considered to be incompetent minors as a matter of law. Even though their legal status is not equivalent to those of emancipated adults, children are entitled to specific legal protections in a variety of specific situations. To some extent they are entitled to similar constitutional protections of their adult counterparts. The course will also examine parental authority over minor children when there is disharmony between parent and child.
HCP 6430 Juvenile (including Delinquency) Law (3 Credits)
This is a course examining the juvenile justice system, focusing on issues of delinquency, dependency (abuse and neglect), and status offenses (non-criminal misbehavior).

HCP 6440 Interviewing, Counseling, and Negotiating (3 Credits)
ALSV Workshop examining and developing skills involved in investigating facts, interviewing and counseling clients, settling disputes, and negotiating transactions. Instructional techniques include readings, discussions, audiovisual presentations, and extensive participation in role-plays and simulations. Students also investigate doctrinal, procedural, and evidentiary issues in order to discharge effectively their role in each step of the process.

HCP 6450 Civil Rights of Children in State Care (3 Credits)
This course will provide the student with an introduction to Constitutional Law and federal legislation regulating the legal rights of children in state care. This field includes, among other subjects: (1) the constitutional/statutory rights of children in juvenile detention; (2) the constitutional/statutory rights of children in state protective custody, i.e., those children who have been adjudicated as state dependent. This second category includes, among other things, the rights of children: (a) while under state guardianship, (b) with respect to foster care and adoption resulting from an initial adjudication of dependency.

HCP 6460 Domestic Violence Seminar (3 Credits)
Domestic violence is a societal problem of epidemic proportions that affects families across America in all socioeconomic, racial, and ethnic groups. As information about the extent and impact of domestic violence emerges, it has been identified as a criminal justice issue, a public health crisis, and a costly drain in economic productivity. Domestic violence has a tremendous impact on the legal profession. Domestic violence and interpersonal family violence have direct connections to the child protection system and family court system as well. This course will explore those links from a legal standpoint and explore the system protections designed to stop the violence.

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

Concentration 5 Advocating for the Child as an (Associate) Applied Behavioral Analyst (BCABA) or (BCBA) (9 Credits)
Concentration Description: This concentration will train students in the basic tenets and science of applied behavior analysis. Students will begin with a basic study of the philosophy and science, in the areas of education, psychology, and behavioral issues, and strategies related to behavioral analysis evaluation and development. Students will progress to the application of applied behavioral principles and theories, evaluating field techniques/data, and experiences from a variety of settings for effectiveness and ethical issues. Students may choose to be certified as a BCABA or BCBA by completing additional coursework and supervision requirements.

**Students who wish to sit for the Applied Behavior Analysis certification exam should consult with an advisor as additional courses within the concentration must be completed.**

HCP 6510 Principles of Applied Behavioral Analysis (3 Credits)
This course will focus on the basic tenets of the science of applied behavior analysis that are the underpinnings of effective teaching strategies. Students will study the philosophy and science of applied behavior analysis, an overview of the areas of the field of ABA and its relation to education and psychology, basic vocabulary and concepts in the field, strategies for measuring behavior, basic strategies for increasing and decreasing behaviors of students, and ethical considerations in the application of ABA in a variety of settings.
HCP 6520 Application of Applied Behavioral Analysis (3 Credits)
This course will extend the Basic Principles and Concepts course to include application of the principles of applied
behavior analysis in educational and other therapeutic settings. It will focus on behavioral intervention strategies and
change procedures, evaluation and assessment strategies, and methods of accountability in ABA interventions. In
addition, focus will be placed on the ethical use of intervention strategies and making decisions regarding ethical
treatment for individuals with a variety of challenges. The course will emphasize applications in applied behavior
analysis in education as well as other areas of study. Prerequisite: HCP 6510.

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

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

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

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

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

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

HCP 6590 Ethical Conduct for Applied Behavior Analysis (3 Credits)
This course will focus on the ethical practice of applied behavior analysis across clinical, research and professional
settings. The Behavior Analyst Certification Board’s Guidelines for Responsible Conduct for Behavior Analysts and
Professional Disciplinary and Ethical Standards will be reviewed, explored and applied. Additional focus will be given to
common ethical dilemmas that may arise during clinical research and practice in applied behavior analysis and strategies
and guidelines for resolving ethical issues. Prerequisite: HSDD 0710.
Concentration 6 Advocating for the Special Needs Child’s Education (9 Credits)
Concentration Description: This concentration will explore the education environment for the special needs child. Fundamental information on laws, policies and practices as it pertains to the special needs child’s education, will be researched. Evaluation and assessment techniques and modalities within education/school systems and their influence on the development of special needs children will be investigated. The importance of independence and personal autonomy training among this population will be explored.

HCP 6610 Survey of Exceptionalities of Children & Youth (3 Credits)
This course will provide students with fundamental information on laws, policies and practices in exceptional student education and on specific categories of exceptionality, including definitions, prevalence, causes, assessment techniques, educational strategies, and current and future trends in the field of exceptional student education.

HCP 6620 Inclusive Education for Exceptional Students (3 Credits)
This course will introduce students to the current information on how exceptional children are served within inclusive school environments. Students will learn about the role of working with other professionals and parents to determine student eligibility for special education, to carry out educational programs, and to monitor learning. Information will also be provided about students who are not necessarily eligible for special education, but who would benefit from the same instructional strategies as exceptional students because of their own special needs.

HCP 6630 Teaching Social & Personal Skills to Exceptional Students (3 Credits)
This course will present students with a wide range of information regarding the social and personal skills that children with disabilities need in order to achieve their personal independence in school, at home, and in the community. Emphasis will be on the importance of teaching personal management and independent living skills, on providing appropriate adaptations to promote personal autonomy, and on creating supports and services that maximize independence and community integration of students with disabilities.

HCP 6640 Consultation & Collaboration in Exceptional Student Education (3 Credits)
This course will help students become more proficient in working together within school contexts. Emphasis will be on the context of school and home collaborations, and on the diversity issues that may affect the way people work together. Students will learn that school consultation, collaboration, and teamwork are essential in transforming school learning environments into settings where teachers, administrators, and parents of exceptional students work together and trust each other for the benefit of the students.

HCP 6650 Special Education Law (3 Credits)
This course focuses on laws and policies that apply to the education of students with disabilities. The legal system, constitutional and statutory provisions of federal and state law, and the judicial decisions relating to the education of students with disabilities are reviewed. Students will examine the foundational concepts of equal protection, procedural and substantive due process in general and as they relate to special education specifically. Students will examine IDEA legislation and its six principles, The Rehabilitation Act of 1973 (Section 504) and the Family Education Rights and Privacy Act (FERPA). In addition, students will examine similar principles in state legislation with particular emphasis on school practices in special education.

Concentration 7 Family Systems and Support Concentration (9 Credits)
Concentration Description: This concentration will examine the protective and risk factors found within the framework of the family system. Emphasis will be given to child and youth development as it is affected by the family system, peer groups, schools and teachers, community and other social influences. Also, the dynamics of traditional, non-traditional and culturally diverse family constructs will be researched.

HCP 6710 Family Systems (3 Credits)
This course provides a framework for understanding the dynamics of traditional, nontraditional, and culturally diverse families.

HCP 6720 Program Models (3 Credits)
This course represents a comprehensive overview of family support programs and identifies emerging trends and unresolved issues.
HCP 6730 Parent Support & Education (3 Credits)
This course examines the acquisition of knowledge and technical skills for practitioners working with families.

HCP 6740 The Profession in the Field of Family Support (3 Credits)
This course provides a historical review of the field of family support and a sociopolitical analysis of its status as an occupation and a human service.

HCP 6750 Public Policy in the Field of Family Support (3 Credits)
This course examines the policy-making process as it relates to children and families. It reviews current agencies and organizations involved in developing and implementing child and family policy programs. Social issues and principles of advocacy are covered.

HCP 6760 Assessment & Evaluation of Family Support Programs (3 Credits)
This course identifies dimensions of differences in families and family support systems and describes formative and summative evaluation systems that tap these dimensions.

Concentration 8 Administration for Child Protective Services (9 Credits)
**Concentration Description:** This concentration will provide the student with knowledge and skills regarding the supervision and evaluation of programs for children and youths. Budget, compliance, and regulatory topics, among others, will be discussed as well fiscal management challenges and public policy issues will be discussed as it relates to such organizations and groups in the field of child protection.

HCP 6810 Supervision Methods & Approaches for Child & Youth Care Administrators (3 Credits)
This course provides a survey of specific approaches and aspects for the supervision of staff in programs for children and youths.

HCP 6820 Public Policy & the Child & Youth Care Field for Program Administrators (3 Credits)
This course examines the process and dynamics involved in the development of public policy as it relates to programs for children and youths.

HCP 6830 The Development & Acquisition of Resources for Child & Youth Care Program (3 Credits)
This course reviews a number of strategies for seeking and obtaining financial and non-financial resources for child and youth care programs.

HCP 6840 Supervision of Family Support Programs (3 Credits)
This course provides an orientation to a range of supervision issues, including staff motivation, in-service training, and evaluation of personnel

HCP 6850 Legal Aspects of the Management of Programs for Children & Youths (3 Credits)
This course examines many of the legal elements involved in the daily management of programs for children and youths. Personnel law, licensing, child abuse, and liability are among the topics addressed.

HCP 6860 Financial Aspects of the Management of Programs for Children & Youths (3 Credits)
This course covers the basic components of financial management in programs for children and youths. The budget process, fiscal management, and policy determination will be covered.

Concentration 9 Public Health and Child Protection (9 Credits)
**Concentration Description:** This concentration will expose students to public health issues such as wellness, preventative interventions, community health care, and general health impacts of abused and neglected children. Organizational and community interventions and resources will be investigated as it pertains to health education strategies and related topics such as health maintenance among various populations.
HCP 6910 Public Health Issues in Child Protection (3 Credits)
In this course students will learn to apply public health planning principles to the creation and refinement of programs to protect children from negative health impacts of abuse and neglect. This includes both follow-up restorative programs for children already identified as abused/neglected and community programs to prevent abuse/neglect before they occur. Since research knowledge in this field is expected to continue to growing, students will become accustomed to adding to their personal knowledge base through critical study of new findings.

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

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

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

Concentration 10 Emergency Preparedness for Vulnerable Populations (9 Credits)
Concentration Description: The concentration will provide students with the knowledge and basic skills to enable them to work with vulnerable populations in the preparation for and recovery from an all-hazards event. Vulnerable populations include hard-to-reach and disadvantaged groups, including the homeless, frail elderly, at-risk mothers and children, persons with physical and mental disabilities, tourists and seasonal residents, migrant farm workers, and non-English speakers. This concentration can be integrated with, and is highly suitable, for students from any of the health, human services, or law enforcement professions. A community-based research or service project is required.

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

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

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

**HCP 6104 Community Planning, Response, and Recovery for Families and Children (3 Credits)**
The design of this course will address interdisciplinary roles in preparation and post disaster community health among families and children. Topics will include: best practice methods and evaluations the impact of the disaster on health and family, dissemination of health information, guides to family emergency planning, and avenues for public health and safety disciplines to interface with the health management organizations in place. Students will have an opportunity to interview families and assess their individual and family plans.

**HCP 6105 Special Topics in All-Hazards Preparedness for Vulnerable Populations (3 Credits)**
This course is a capstone research and experience course for the student. Each student will select a topic of interest related to all-hazards preparedness for vulnerable populations research. In addition, students must take part in an approved community project at the volunteer or professional level in the all-hazards field.

**Electives (Optional):**
Please note that typically only one or two electives will be offered each term. Elective courses are offered on a rotating basis.

**HCP 604 Practicum I (3 credits)**
This practica will provide the MHS student with first-hand experience working alongside organizations, agencies, and employees in the field of child protection. During a ten-week term, students will have the opportunity to observe various entities within a department of child protection or other child protection related field 8 hours per week.

**HCP 605 Practicum II (6 credits)**
This practica will provide the MHS student with first-hand experience working alongside organizations, agencies, and employees in the field of child protection. During a ten-week term, students will have the opportunity to observe various entities within a department of child protection or other child protection related field 24 hours per week.

**HCP 606 Practicum III (9 credits)**
This practica will provide the MHS student with first-hand experience working alongside organizations, agencies, and employees in the field of child protection. During a ten-week term, students will have the opportunity to observe various entities within a department of child protection or other child protection related field 40 hours per week.

**HCP 0612 Thesis I (3 credits)**
Thesis will require 6 credits of course registration. These courses may fulfill 6 credits of elective requirement for the MHS:CP. The thesis will consist of two faculty members, approved by the Executive Associate Dean of the HSHJ. One member will be approved by the Executive Associate Dean to serve as Chair. The thesis will require a proposal defense and a final defense. All members of the thesis committee must unanimously approve both the proposal defense and the final defense. The thesis proposal will include the following written sections: A critical review of relevant literature, a statement of the research question (hypothesis), and a statement of methodology (including statistical analysis to be applied to the data collected). The final thesis will include the following written sections: The thesis proposal sections revised in final form, a statement of the results found, and a written discussion of the implications of the thesis findings.

**HCP 0613 Thesis II (3 credits)**
Thesis will require 6 credits of course registration. These courses may fulfill 6 credits of elective requirement for the MHS:CP. The thesis will consist of two faculty members, approved by the Executive Associate Dean of the HSHJ. One member will be approved by the Executive Associate Dean to serve as Chair. The thesis will require a proposal defense and a final defense. All members of the thesis committee must unanimously approve both the proposal defense and the final defense. The thesis proposal will include the following written sections: A critical review of relevant literature, a statement of the research question (hypothesis), and a statement of methodology (including statistical analysis to be applied to the data collected). The final thesis will include the following written sections: The thesis proposal sections
revised in final form, a statement of the results found, and a written discussion of the implications of the thesis findings.

Prerequisite: HCP 0612

Application Deadlines

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<th>TERM OFFERED</th>
<th>PREFERRED ADMISSIONS DEADLINE</th>
<th>REGISTRATION DEADLINE</th>
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<tr>
<td>Summer - May 11, 2015</td>
<td>April 24, 2015</td>
<td>May 10, 2015</td>
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Academic Calendar

<table>
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<tr>
<th>Terms</th>
<th>Term Codes</th>
<th>Full Term Dates</th>
<th>Registration Periods</th>
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<tr>
<td>FALL 2014</td>
<td>201520</td>
<td>8/25/14 - 12/8/14</td>
<td>5/5/14 - 8/24/14</td>
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Master of Science in Developmental Disabilities

Admissions Requirements

In order to be admitted to the program, applicants must meet the following requirements:
- A bachelor’s degree from an accredited university
- GPA (3.0) or higher during the last 60 semester hours of undergraduate coursework.
- Two letters of recommendation.
- Interview conducted via telephone.
- The GRE or no other standardized test is required but may be submitted for additional consideration.

Provisional Admissions

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

Orientation Information

HSHJ students will be provided with important orientation information, via e-mail, after the signed acceptance letter is received by the HSHJ program office.

Curriculum

Students enrolled in the Masters of Science in Developmental Disabilities are required to complete 18 credit hours of foundational coursework, 9 credit hours in one of the concentrations, and 3 credit hours of a Developmental Disabilities
Master's Research Project. Following is a sample of a degree plan for full-time students. Degree plans will be modified based on a student’s enrollment date and pace of study.

**Academic Advisement**

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

**Program Outcomes**

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

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

**Sample Degree Plan**

<table>
<thead>
<tr>
<th>YEAR ONE</th>
<th>First Semester</th>
<th>Second Semester</th>
<th>Third Semester</th>
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<tbody>
<tr>
<td>HSDD 5000: Survey of Developmental Disabilities (3 credits)</td>
<td>HSDD 5100: Program Design and Evaluation (3 credits)</td>
<td>HSDD 5200: Disability and the Family Cycle (3 credits)</td>
<td>HSDD 5300: Legal and Ethical Issues in Disability (3 credits)</td>
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<tr>
<td>HSDD 5400: Healthcare Issues in Developmental Disabilities (3 credits)</td>
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<td>HSDD 5500: Disability Services Administration (3 credits)</td>
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<tr>
<th>YEAR TWO</th>
<th>Fourth Semester</th>
<th>Fifth Semester</th>
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<tbody>
<tr>
<td>Concentration course (3 credits)</td>
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<td>Concentration course (3 credits)</td>
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<tr>
<td>HSDD 6000: Developmental Disabilities Master's Research Project (3 credits)</td>
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<td>Concentration course (3 credits)</td>
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Foundational Coursework

HSDD 5000: Survey of Developmental Disabilities
This course provides an overview of the various types of developmental disabilities as experienced throughout the lifespan. Students will have the opportunity to develop a working knowledge of the unique challenges faced by individuals with developmental disabilities, including problems associated with transitional periods in development. In addition, the course will provide an understanding of the assessment process in diagnosing developmental disabilities, as well as how to select the services that will meet the unique needs of individuals and assist them and their families in developing and implementing an individual plan. The course will also address cultural factors in the experience of developmental disabilities and in service provision. The course will also outline strategies for working with families in order to improve access and engagement in services. (3 credits)

HSDD 5100: Program Design and Evaluation
This course familiarizes students with the different components of program design such as developing a program philosophy, mission and vision, marketing and budgeting. In addition, the process of program evaluation, including needs assessment, formative research, process evaluation, impact assessment, and cost analysis will be covered. Students will gain practical experience through a series of exercises involving the design of a conceptual framework, development of indicators, and development of an evaluation plan to measure impact. In addition, the course covers experimental, quasi-experimental, and non-experimental study designs, including the strengths and limitations of each. (3 credits)

HSDD 5200: Disability and the Family Life Cycle
This course focuses on disability viewed from the perspective of lifespan development and the family life cycle. The course will discuss a wide range of issues in this area including: the sociology of the family; the experience of family members of persons with a disability; the educational system and its impact on outcomes of children with disabilities; characteristics of successful inclusion efforts, and the relationship between inclusion and school reform. Transitional issues from youth to adult life for individuals with disabilities will also be discussed. These will include: family life of adults with disabilities such as, marriage, parenting, and caring for aging parents; the importance of social networks and support in the lives of people with disabilities; and approaches to challenging dynamics, such as individuals dually diagnosed with intellectual disabilities and mental illness. Finally, the use of various treatment approaches and support options for individuals with disabilities will be discussed. (3 credits)

HSDD 5300: Legal and Ethical Issues in Disability
This course discusses current laws related to disabilities such as ADA and IDEA as well as contemporary issues affecting the lives of individuals with disabilities and the daily responsibilities of disability professionals. This course further examines the application of ethical principles to matters associated with genetics, treatment decisions, and competency. (3 credits)

HSDD 5400: Healthcare Issues in Developmental Disabilities
Provides an introduction to the health disparities experienced by individuals with developmental disabilities. This course will cover the Declaration on Health Parity for Persons with Disabilities issued by the American Association of Intellectual and Developmental Disabilities (AIDD). Challenges faced by individuals with disabilities in access to appropriate medical, dental, and mental health services will be discussed as well as the importance of health promotion for those with developmental disabilities. The significance of attention to inclusion of the impact of developmental disability upon individuals, families, schools, and other organizations and agencies in the education of health professionals will be addressed. (3 credits) Prerequisites: HSDD 5000, HSDD 5100

HSDD 5500: Disability Services Administration
The application of management and leadership theory and research in non-profit and public agencies will be addressed. This course will focus on strategic planning, employee motivation, recruitment, retention, fiscal management, long-term planning, board development and succession planning. In addition, effective communication skills will be addressed and strengthened through interactive exercises with feedback. (3 credits)

HSDD 6000: Developmental Disabilities Masters Project
In this course, students are expected to work with a faculty member advisor to complete a research project in which they will design a social service program targeting individuals with developmental disabilities or will evaluate an existing program that serves developmentally delayed individuals. Program design and evaluation methodology, analytic thinking, and writing skills will be infused throughout the curriculum to prepare students to complete this research project. Specific
deadlines will be provided so that the student can complete the project in a timely manner. Students may register for this course more than once if necessary to complete their project. (3 credits)

Concentrations (one required)

Leadership/Advocacy

HSDD 5110: Grant Writing
Students in this course will learn the basic principles of grant writing and will develop the critical thinking and writing skills required to effectively define a problem or recognize an opportunity (Assessment), map a viable plan (Proposal Writing), weigh funding options and create funding relationships (Grant Development) and communicate information and leverage collaboration (Report Generation). (3 credits)

HSDD 5120: Leading for Change in Disability Services
This course will examine the role that public policies currently in place play in providing quality services to individuals with developmental disabilities, as well as analysis of the costs of these services. Organizational factors will examine the impact of program administration in public and private agencies servicing individuals with disabilities. Also, the design and evaluation of community-based services are addressed. (3 credits)

HSDD 5130: Trends and Issues in Disability Advocacy
This course provides insight into disability policy through the examination of policy making. The course will focus on different political/ideological approaches to disability policy. In addition, examines how the federal government addresses discrimination against individuals with disabilities in public (e.g. transportation, housing education, and employment). Participants will gain basic skills and knowledge in: contextual analysis; problem/issue identification; analysis and prioritization; power mapping; goal/objective setting; analysis of advocacy arenas and strategies; message development, writing reports and working with the media; engaging in public outreach and mobilization; lobbying and negotiation; advocacy leadership and coalition building; and assessment of program success. (3 credits)

Adult Services/Transition

HSDD 5310: Aging and Disability Across the Lifespan
This course will provide an interdisciplinary focus on aging and disability from different theoretical perspectives. The dynamics of aging across the lifespan will be addressed and specific challenges faced by young adults, middle age individuals, and older adults with developmental disabilities will be reviewed. Students will be able to apply knowledge obtained to specialized population and be able to assume leadership roles and engage in support efforts for these individuals as demonstrated through paper and presentations. (3 credits)

HSDD 5320: Students with Disabilities in Higher Education
Examines the experience of students with developmental disabilities in higher education and crucial components related to their full participation in college life. Knowledge of demographic trends of students with developmental disabilities in higher education, awareness of important transition issues of students from K-12 to postsecondary education, strategies for increasing retention, and understanding the different types of accommodations typically required of students with developmental disabilities will be covered. (3 credits)

HSDD 5330: Employment and Independent Living
This course provides an analysis of the integration of individuals with developmental disabilities into the community and within institutions. Challenges faced by individuals with developmental disabilities in obtaining and maintaining employment and independent living will be addressed as well as strategies for promoting successful community integration.

Early Childhood

HSDD 5410: Early Identification and Assessment of Developmental Disabilities
This course will provide students with the opportunity to obtain knowledge of the assessment, evaluation, and diagnostic skills of young children with developmental disabilities from an interdisciplinary perspective. Risk factors and early
warning signs of atypical development will be reviewed. Students will be exposed to commonly used assessments to identify developmental delays in various fields and will be exposed to different diagnostic approaches such as the DSM-IV, ICD-10, and Zero to Three. (3 credits) **Prerequisites: HSDD 5000, HSDD 5100**

**HSDD 5420: Early Intervention in Developmental Disabilities**
This course helps students apply their knowledge of challenging behaviors such as aggression, self-injury, tantrums, etc. and of different modalities of intervention typically applied with individuals with developmental disabilities such as developmental (speech, physical, occupational), behavioral [Applied Behavior Analysis (ABA), Relationship Development Intervention (RDI), and Floortime], and educational supports through case analysis and discussion. Factors that contribute to treatment success will be addressed. (3 credits)

**HSDD 5430: Integrating Children with Disabilities in Educational Settings**
This course will focus on historical approaches to the education of children with disabilities. It will address current models utilized in educational settings such as inclusion, mainstreaming, and self-contained classrooms. Supports that can be provided to children with developmental disabilities to promote successful educational outcomes will be assessed. The common approaches to providing supports including individualized education plans, frequency assessments of behavior, behavioral intervention plans, and the role that they each play in the educational system will be critiqued. (3 credits)

**Applied Behavior Analysis**

**HSDD 710: Principles of Applied Behavior Analysis**
This course will focus on the basic tenets of the science of applied behavior analysis that are the underpinnings of effective teaching strategies. Students will study the philosophy and science of applied behavior analysis, an overview of the areas of the field of ABA and its relation to education and psychology, basic vocabulary and concepts in the field, strategies for measuring behavior, basic strategies for increasing and decreasing behaviors of students, and ethical considerations in the application of ABA in a variety of settings.

**HSDD 720: Applications of Applied Behavior Analysis**
This course will extend the Basic Principles and Concepts course to include application of the principles of applied behavior analysis in educational and other therapeutic settings. It will focus on behavioral intervention strategies and change procedures, evaluation and assessment strategies, and methods of accountability in ABA interventions. In addition, focus will be placed on the ethical use of intervention strategies and making decisions regarding ethical treatment for individuals with a variety of challenges. The course will emphasize applications in applied behavior analysis in education as well as other areas of study. **Prerequisite: HSDD 710**

**HSDD 730: Behavior Assessment Models in Applied Behavior**
This course will focus on the variety of delivery models for services within the ABA model. Areas of focus will include the behavioral models of development disabilities, treatment of autism, organizational behavior management, school psychology, sports psychology, and education. Principles and research in each area will be addressed and participants will employ a variety of strategies from each area in the course assignments. **Prerequisite: HSDD 710**

**HSDD 740: Evaluating Interventions in Applied Behavior Analysis**
This course will focus on evaluation strategies used in both research and in the ethical provision of interventions. It will cover a variety of measurement and assessment strategies for determining the effectiveness of interventions on a single-subject and small group design. Additional focus will be placed on the interpretation of the research literature to make sound decisions about assessment and intervention strategies for a variety of populations.

**HSDD 750: Professional Issues in Applied Behavior Analysis**
This course will focus on issues of professionalism and ethics for the practice of applied behavior analysis in research and clinical settings. It will also address issues of working with systems to effect positive change in organizations and for individuals through consultation and collaboration with other professionals. Using applied behavior analysis to provide systems support and change to enhance work as a consultant will be the underlying basis for the course. **Prerequisite: HSDD 710**
HSDD 760: Practicum in Applied Behavior Analysis I (Elective)
This introductory practicum is designed to meet the supervision requirements for the BCBA or BCABA certification. Students must be engaged in practicum activities at least 20 hours per week in a job that requires the application of ABA principles. Supervision will take place weekly in both group and individual formats and will address both increasing and decreasing behaviors. Students will be expected to collect and share data on their cases and employ strategies of behavioral assessment and intervention with input from their supervisor. **Prerequisite: HSDD 710**

HSDD 770: Practicum in Applied Behavior Analysis II (Elective)
This course is designed to continue the supervision begun in HSDD 760 and has similar requirements. Students will be expected to provide written reports and intervention plans as part of their supervision. Students must be engaged in practicum activities at least 20 hours per week in a position that requires the application of ABA principles. Supervision will take place weekly in both group format and individual formats and will address both increasing and decreasing behaviors.
**Prerequisite: HSDD 710**

HSDD 780: Advanced Practicum in Applied Behavior Analysis I (Elective)
This advanced practicum is designed to meet the supervision requirements for students seeking their BCBA and will continue the work begun in the previous two practicums. Students must be engaged in a position requiring the application of ABA principles at least 20 hours per week. Supervision will take place weekly or bi-weekly in a group or individual format and will address both increasing and decreasing behaviors. Students will be expected to collect and share data on their cases and employ strategies of behavioral assessment and intervention with input from their supervisor.
**Prerequisite: HSDD 710**

HSDD 790 Ethical Conduct for Applied Behavior Analysis (3 Credits)
This course will focus on the ethical practice of applied behavior analysis across clinical, research and professional settings. The Behavior Analyst Certification Board’s Guidelines for Responsible Conduct for Behavior Analysts and Professional Disciplinary and Ethical Standards will be reviewed, explored and applied. Additional focus will be given to common ethical dilemmas that may arise during clinical research and practice in applied behavior analysis and strategies and guidelines for resolving ethical issues.

Child Life Specialist

HSDD 5210: Foundations of Child Life and Family-Centered Care
This course will provide an introduction to the spectrum of child life practice in direct and non-direct services in pediatric health care including a historical review of the profession and its development in the evolution of children’s healthcare. Students will develop an understanding and affirmation of the values of supporting individual development, family-centered care, therapeutic relationship and developmentally appropriate communication. Additionally, students will learn to represent and communicate child life practice and psychosocial issues of infants, children, youth and families. This course will provide students with the knowledge and effective strategies to assess and support healthy interactions between families and outside institutions. Continuous engagement in self-reflective professional child life practice will also be a focus of this course. (3 credits)

HSDD 5220: Child and Adolescent Growth and Development
This course will examine issues in human development that are especially relevant to infants, children and adolescents. It is designed to present theory, research and evidence-based practice concerning the physical, cognitive, emotional, and social development of children. Typical versus atypical developmental progress, as well as factors that threaten to impede typical development will be addressed. This course will also emphasize cultural competence when working with children and families in a collaborative context. (3 credits)

HSDD 5230: Interventions in Child Life
This course will introduce students to theories and intervention techniques that help children and families cope with stress from hospitalization or other life events that disrupt normal development. Strategies to assist with issues such as pain management; adjustment to chronic illness and long-term hospitalization; and adherence to medication management and routine medical care will be covered. Students will learn to assess and implement developmentally appropriate interventions, based on empirical data, to create individualized treatment plans in collaboration with the treatment team.
The central role of play therapy in child life services will be emphasized, along with the provision of a safe, therapeutic and healing environment. (Prerequisite: HSDD 5210) (3 credits)

**HSDD 5240: Professional Issues in Child Life**
This course will provide students with training necessary to identify and manage ethical and professional issues within an interdisciplinary approach in clinical and research settings. It will emphasize knowledge and understanding of the official documents of the Child Life Council (CLC) including the Code of Ethical Responsibility, Child Life Competencies and Standards of Clinical Practice, the child life mission, values and vision statements, and the Code of Professional Practice. Students will also develop the ability to evaluate child life services and make recommendations for program improvement. As part of this course, teaching and supervision of students and volunteers will be addressed. (Prerequisite: HSDD 5210) (3 credits)

**HSDD 5250: Child Life Practicum I**
Students will be required to successfully complete a specified number hours of child life clinical experience under the direct supervision of a Certified Child Life Specialist who meets specific qualifications at an approved setting. During that time, the students will be expected to increase their competence in the areas of basic interviewing, assessment, and intervention skills. Furthermore, integration of ethical, legal, and professional issues inherent in child life service delivery will be addressed. Best practice and conflict resolution issues will also be incorporated. (Prerequisite: HSDD 5210, HSDD 5230) (3 credits)

**HSDD 5260: Child Life Practicum II**
Students will be required to successfully complete a specified number hours of child life clinical experience under the direct supervision of a Certified Child Life Specialist who meets specific qualifications at an approved setting. During that time, the students will be expected to increase their competence in the areas of basic interviewing, assessment, and intervention skills. Furthermore, integration of ethical, legal, and professional issues inherent in child life service delivery will be addressed. Best practice and conflict resolution issues will also be incorporated. (Prerequisite: HSDD 5210, HSDD 5230, HSDD 5250) (3 credits)

**Application Deadlines**

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**Academic Calendar**

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<tr>
<td>FALL 2014</td>
<td>201520</td>
<td>8/25/14 - 12/8/14</td>
<td>5/5/14 - 8/24/14</td>
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Master of Arts in Gerontology

Curriculum

The Masters program is comprised of 36 credits. The core curriculum is comprised of six courses plus the capstone seminar and capstone project (24 credits). The concentrations are comprised of three courses (9 credits). The program culminates in a 9-credit capstone project: 3 credits will be earned for participating in an interdisciplinary seminar, which will be geared toward developing the capstone proposal; 6 credits will be earned for the semester in which the student is involved in completing the project itself.

Concentrations: Public Health, Gerontology and the Family, Emergency Preparedness, and Professional Geriatric Care Management

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

1. A bachelor's degree from an accredited university
2. GPA (3.0) or higher during the last 60 semester hours of undergraduate coursework.
3. Two letters of recommendation.
4. Interview conducted via telephone.

The GRE or no other standardized test is required but may be submitted for additional consideration.

Transfer Students

Transfer students must meet the program admissions criteria. Up to nine graduate credits may be transferred into this program. The courses that may be transferred into the program will be determined on a case by case basis and must be deemed comparable in level, content, and rigor to those within the M.A. in Gerontology program.

International Students

Foreign nationals who reside outside the U.S. at the time of application, and whose native language is not English, must present evidence of proficiency in English by satisfactorily completing the Test of English as a Foreign Language (TOEFL). Score requirements are the same as undergraduate admission and are as follows: minimum paper score =550; minimum computerized score = 213; minimum internet score=79). A score of 6.0 on the International English Language Testing System (ILETS) exam is accepted in lieu of the TOEFL.

Applicants who have attended foreign universities or colleges are required to have their academic credentials evaluated for U.S. institutional equivalence. While there are several credential evaluators, the most widely used companies are listed below or visit www.naces.org.

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 www.nova.edu/internationalstudents.

Provisional Admissions

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

**Orientation Information**
HSHJ students will be provided with important orientation information, via e-mail, after the signed acceptance letter and seat deposit are received by the HSHJ program office.

**Program Outcomes**
At the completion of the degree, students will be able to:
1. Analyze data and information and draw critical conclusions about aging and ageist beliefs and policies.
2. Demonstrate a comprehensive understanding of the interdisciplinary nature of the field of gerontology.
3. Evaluate and use scientific, theoretical, and clinical findings for creating change in professional practice areas that pertain to the field of gerontology.
4. Evaluate theories, practices, and policies for their ability to promote or impede human development and growth in aging and apply them to practice.
5. Demonstrate the ability to communicate effectively both orally, in writing, and with use of technology (such as power point) in the core competencies of the program and specialty tracks.
6. Demonstrate leadership through the ability to plan and carry out an independent piece of research which applies gerontological theory/ies to practice, conduct a needs assessment; literature search and review; select and apply a research design; evaluate results; and present results in both written and oral venues.

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

**Sample Degree Plan**

<table>
<thead>
<tr>
<th>YEAR ONE</th>
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<tbody>
<tr>
<td>First Semester</td>
<td>GER 5200: Concepts and Controversies in Aging (3 credits)</td>
<td>GER 5300: Humanities and Aging (3 credits)</td>
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<tr>
<td>Second Semester</td>
<td>GER 5400: Sociology of Aging for Future Leaders (3 credits)</td>
<td>GER 5500: Psychology of Aging (3 credits)</td>
</tr>
<tr>
<td>Third Semester</td>
<td>GER 5600: Biology of Human Aging (3 credits)</td>
<td>GER 5700: Aging and Ethnicity (3 credits)</td>
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<th>YEAR TWO</th>
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<tr>
<td>Fourth Semester</td>
<td>Concentration Course 1 (3 credits)</td>
<td>Concentration Course 2 (3 credits)</td>
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<tr>
<td>Fifth Semester</td>
<td>Concentration Course 3 (3 credits)</td>
<td>Gero 6200: Capstone Seminar (3 credits)</td>
</tr>
<tr>
<td>Sixth Semester</td>
<td>GER 6300: Capstone Project (6 credits)</td>
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Core Courses

**GERO 5200: Concepts and Controversies in Aging**
This course will provide a focus on the major concepts and controversies currently being debated in the field of gerontology. Students will explore concepts of aging, health care, and society; some of the social and economic outlooks for our aging society; and the life course perspective. Topics will include health care rationing, elder abuse and neglect, the right to die, changing notions of retirement, creativity and aging, old age and the quest for meaning. 3 credits

**GERO 5300: Humanities and Aging**
The study of the humanities reflects a fundamental question, what does it mean to be human? Studying the humanities provides the student of gerontology with a framework in which to think and learn about aspects of being and becoming an older human that are less accessible through a biological, psychological, or social lens. The humanistic approach in the study of aging includes a variety of subjects, for example: life review, identity (especially as it pertains to people with Alzheimer's Disease and other cognitive limitations), and spirituality, to name a few. 3 credits

**GERO 5400: Sociology of Aging for Future Leaders**
This course will provide a sociological perspective on the aging process and tools to effect change. Students will examine the impact of social policies, and the social and cultural conditions that shape the life course of older adults as individuals and as groups. As future leaders in the field, this class will seek to provide the student with an ability to critically analyze the policies and institutions that provide care and services to older adults, i.e. long term care facilities, hospitals, senior centers, etc., and the tools, i.e. needs assessment; evidence-based policy development; use of media, advocacy, and coalition-building strategies, and an introduction to program evaluation, in order to offer meaningful change to improve the quality of older lives. 3 credits

**GERO 5500: Psychology of Aging**
This course will focus on the human development theories that provide the underpinning for a humanistic approach to aging. The humanistic approach is closely associated with the term 'conscious aging', which implies that in addition to the nature of aging as a biological and sociological phenomenon, there is a developmental path that includes the psychological and the transpersonal or spiritual. Students will engage in exploring this holistic perspective that includes applying the theoretical frameworks associated with Abraham Maslow, Carl Rogers, Ken Wilber, and others, as well as life-span theory to the process of aging. 3 credits

**GERO 5600: Biology of Human Aging**
While aging is a fact present in all human lives, there are common misconceptions as to what aging is, how we age, and why we age. There are also controversial and ethical issues associated with scientific explorations into extending our life spans. We will therefore be examining the impact of the science of aging on human life; the use of medical technology and its impact on mitigating aging. We will learn about the many theories of aging; examine healthy aging, and the diseases that most commonly affect us as we grow older. We will also look at the effects of aging on several body systems, and the effect of environment on aging within the context of how purpose and meaning are formed and challenged as human beings grow older. 3 credits

**GERO 5700: Aging and Ethnicity**
While all human beings age, human beings age differently. Reducing racial and ethnic disparities in health has been identified as a national goal. Using the lens of health care is a primary way in which to understand the impact of culture on aging in the United States. Cultural beliefs and values impact how older adults learn and have access to and/or process information. The quality of service may be greatly influenced by understanding or misunderstanding the ethnic beliefs and values of older adults. This course will teach students how aging and ethnicity affect how we serve older adults. The course will also help students become better acquainted with their own cultural beliefs and values, as they learn about the cultural beliefs and values of a wide variety of ethnicities. 3 credits

**GERO 6200: Capstone Seminar**
The capstone seminar is designed to be taken upon completion of the core curriculum, during the same semester that the selected concentration will be completed (Winter II). The purpose of the seminar is to provide students with an opportunity to explore research modalities pertinent to gerontology and to develop their capstone project design. Students will become acquainted with the concept of the capstone project during Year One, while taking the core curriculum. Each of the core courses will include aspects of research pertinent to gerontology with emphasis on action research and
qualitative modalities. Students will be encouraged to begin using their knowledge and critical thinking skills to explore possibilities for the eventual development of their capstone projects. 3 credits

**GERO 6300: Capstone Project**
The capstone project will take place over Summer II (second year). The Master's will be granted upon satisfactory completion of all requirements plus satisfactory completion and presentation of this project to faculty and students in the program. Each student will have a faculty member assigned as advisor, and access to mentors, who are leaders in their branch of the field, for the capstone project and will mutually arrange their own schedule of conferencing and means of communication. 6 credits

**CONCENTRATIONS - 3 courses (3 credits each)**
The concentrations provide students with the opportunity to bring their core gerontology knowledge into the field or career in which the student is or will be working. In these concentrations, courses will be developed to target the areas most relevant to the intersection of older adults and the selected field under study. Concentrations include: Public Health, Gerontology and the Family, Emergency Preparedness, and Professional Geriatric Care Management.

**Gerontology and the Family (9 credits)**

**GERO 6110: Systems Application in the Family Life Cycle of Aging (3 credits)**
This course provides a focus on the major concepts of systems thinking as applied to the family life cycle of aging and foundational concepts of systemic theories associated with the work of Gregory Bateson, Humberto Maturana, and Heinz von Forester. An exploration of interactional theories informed by cybernetics, language, and natural systems metaphors in the framework of the aging process is included. This course will provide not only an opportunity to learn about systemic theories, but also a venue to reflect on applications of such theoretical concepts while examining the process of aging and family interactions involving older adults and their families.

**GERO 6120: Relationships in Aging (3 credits)**
Multi-dimensional in nature, aging invites diverse health care professionals to work together to examine its various aspects. This course offers students an opportunity to reflect on diverse relationships among older adults themselves, senior health care consumers and their health care providers, and various health care professionals who are taking care of the aging population. The role modification in the American household, romantic relationships in later life and the societal outlook on the process of aging are a few of the topics addressed in this course. Students examine current needs and requirements of the working environment with older adults, including the subject of integrative primary care and the necessity of a multidisciplinary teamwork.

**GERO 6131: Caregiving in the Family (3 credits)**
Caregiving constitutes a challenging experience for the whole family. This course examines diverse characteristics of the caregivers, emotional and physical issues associated with caregiving, and existing resources implemented to support families and caretakers. Students have an opportunity to examine the notions of well-being and quality of life as applied to those providing and receiving care. While reflecting on the care giving process, students utilize concepts from such theoretical frameworks as constructivism, social constructionism, and general systems theory to investigate diverse perceptions and ideas about caregiving. Providing theoretical guidelines, this course gives students a framework to acquire attuned therapeutic skills to provide assistance to caregivers and their families.

**Emergency Preparedness and Response for Elder Populations (9 credits) *Students select 3 courses***

**GERO 5050: All Hazards Preparedness (3 credits)**
This course will define the interdisciplinary roles and responsibilities of professionals, paraprofessionals, and volunteers (including elders) in all-hazards emergency planning, response, mitigation and recovery.

**GERO 6140: All Hazards Preparedness for Special Needs Populations (3 credits)**
This course will identify the at-risk and vulnerable populations and discuss how each of these groups is affected in times of disaster. In addition, the course will address the special needs and emergency response efforts that must be considered for each of these groups.
GERO 6160: Special Topics in All-Hazards Preparedness for Elders (3 credits)
This course will be guided by a faculty member and it will enable the student to select a special area of focus in all hazards preparedness for elders. The student will develop and complete a special project upon approval by the faculty member. 3 credits

GERO 6130: Incident Command System (3 credits)
This elective course will provide students with the knowledge to operate within an Incident Command System. As part of the course, students will complete ICS 100 a., 700a., and 200. Students will participate in tabletop exercises related to disasters and the elder population.

Gerontology and Public Health (9 credits) *Students select 3 courses

GERO 5111: Public Health Issues of the Elderly (3 credits)
This course examines important determinants of morbidity and mortality among the aged population. Emphasizes socio-cultural, economic, behavioral and physical characteristics of importance in the design and development of appropriate prevention efforts directed at the elderly.

GERO 6201: Health Service Planning and Evaluation (3 credits)
An in-depth study of basic planning and evaluation techniques for the implementation of a community health care program. It addresses policy analysis techniques as well as the conceptual framework for the planning and management of health care programs. The course also reviews essential methods for effective planning and evaluation considering the economic, political, epidemiological, demographic, and other components that contribute to the assessment of health needs and resource allocation. Develop a plan for implementing a health education program, monitor its delivery, as well as evaluate its impact.

GERO 5101: Foundations of Public Health (3 credits)
An introduction to the history, concepts, values, principles and practice of public health. This course provides an overview of the essential areas of public health including biostatistics, epidemiology, social and behavioral sciences, environmental and occupational health, and health policy, planning and management.

GERO 5523: Public Health Nutrition and Older Adults (3 credits)
Nutrition is a critical factor in maintaining and promoting the health of adults as they age. This course will provide students with the principles and practices to identify public health nutrition issues and problems pertaining to older adults and how to develop strategies and programs to alleviate and/or reduce the problems and challenges presented with. The course explores the role of public health nutrition in the 21st century from a global aging perspective. This course will provide students with methods and skills to identify nutrition related health problems and to plan community-based prevention programs for diverse populations.

Professional Geriatric Care Management (9 credits)

GERO 5350: Professional Geriatric Care Management (3 credits)
This course provides an overview of the history of professional geriatric care management, ethical issues in geriatric care management, ethnic and cultural considerations, spiritual beliefs and the role of the GCM in working with the family unit. Specific topics will include: conflicts between the client's needs, wants and autonomy; how to resolve ethical dilemmas, ethnicity, aging and health; care management credentialing; assessing clients values and sources of meaning, and understanding aging within the family system.

GERO 5550: Care Plan Development and Health Care Advocacy (3 credits)
This course will cover the geriatric assessment, the care planning process, and the development of a comprehensive holistic quality of life care plan. Specific topics include: cognitive and psychosocial assessment, dementia, depression, functional assessment, activities of daily living, developing care plan goals, writing an assessment, implementing appropriate care plan interventions and creating a system for care plan monitoring and ongoing client advocacy.
GERO 6250: Business Aspects of Geriatric Care Management (3 credits)
This course presents strategies and methods for developing a public nonprofit or private practice geriatric care management agency and/or business. Students will have the opportunity to explore topics such as the different types of geriatric care management businesses, insurance, setting up an office, brand development, developing fee for service arrangements, marketing geriatric care management services, private revenue sources for the fee-based care manager, and preparing an agency or business for emergencies. The course will also cover strategies for integrating a geriatric care management business into another practice, business or agency.

Application Deadlines

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Bachelor of Science in Human Services Administration

The Bachelor of Science in Human Services Administration program is designed to provide students with an understanding of administration, public policy, ethics and practice in the field of Human Services Administration, in addition to a working knowledge of vulnerable and underrepresented populations.

Multiple enrollment opportunities exist as courses are offered both on-site at NSU’s Main Campus and online providing students with greater flexibility in attending classes. The program is designed to take knowledge and skill preparation to the next level by providing real life scenarios on the many fundamental trends and issues facing professionals within the human services field today.

For more information on the undergraduate programs offered through the NSU Institute for the Study of Human Service, Health, and Justice including a complete listing of courses, course descriptions, policies and procedures, please view the Undergraduate Student Catalog at the following link: [http://www.fcas.nova.edu/services/catalog/index.cfm](http://www.fcas.nova.edu/services/catalog/index.cfm)

Academic Advisement
HSHJ students seeking academic advisement or degree planning should consult with an HSHJ Academic Advisor by calling 954-262-7001 or via email at humanservices@nova.edu.

This major area of study provides a great deal of flexibility in learning outcomes as students have the opportunity to choose a minor area and/or concentration area(s) of study within the following areas:
Minor in:
Substance Abuse Studies Minor (18 credits)
The substance abuse studies minor is designed to meet the needs of those who wish to develop a broad base of knowledge concerning substance abuse problems, resources available for managing these problems, and modes of treatment of the individual substance abuser. This minor is appropriate for students employed in or wishing to enter the field of substance abuse treatment, as well as students who feel that the knowledge base provided in this program will be useful to them in their careers (management, teaching, etc.).

Concentrations offered in the following areas:
- Advocacy and Case Management
- Health Administration
- Social Work
- Substance Abuse Studies
- Gerontology
- Nonprofit Management, Philanthropy, and Grantsmanship
- Human Factors in Aviation, Basics in Aviation
- Human Factors in Aviation, Professional Development in Aviation

B.S. in Human Services Administration Major Learning Outcomes
The combination of courses comprising the degree ensures that students will acquire and/or demonstrate the following Learning Outcomes:

1. Students will demonstrate knowledge and application of the leadership dynamics of administrators, managers, and directors in the field of human services administration as they relate to client support, family participation, and collaborative community partnerships.
2. Students will demonstrate knowledge of social issues and an understanding of how common Evidenced-Based Practices are used within Human Services organizations to enhance the well-being of vulnerable populations, including assessment, rehabilitation, and family intervention practices.
3. Students will articulate and define the character and qualities of human services organizations unique to the community and to the community members they serve.
4. Students will identify the importance and functions of human resources and supervision for human services administration.
5. Students will demonstrate an understanding of current concepts and trends in management and their application within the field of human services.
6. Students will identify, evaluate, and apply legal aspects and implications for human services administration.
7. Students will articulate the principles of program planning and evaluation as these impact human services organizations.
8. Students will demonstrate the ability to communicate effectively both orally, in writing, and with the use of technology such as Blackboard and Microsoft Office applications (i.e., Word, PowerPoint).
9. At the conclusion of the field placement experiences students will demonstrate the ability to integrate personal experiences in human services organizations with current research and emerging human service administrative issues.

For more information on the undergraduate programs offered through the NSU Institute for the Study of Human Service, Health, and Justice including a complete listing of courses, course descriptions, policies and procedures, please view the Undergraduate Student Catalog at the following link: http://www.fcas.nova.edu/services/catalog/index.cfm

Bachelor of Science in Recreational Therapy

The purpose of the Bachelor of Science in Recreational Therapy is to prepare professionals with the therapeutic and evaluation skills necessary to become certified therapeutic recreation specialists employed in a multitude of settings. The degree primarily trains students to be able to interact with clients, provide a therapeutic environment for these individuals, help them to develop an awareness of vulnerable populations, and gain an awareness of best practices and issues related to
the provision of services. There is an emphasis on training in clinical interventions that will assist individuals with illnesses or disabling conditions in improving or maintaining physical, mental and emotional well-being.

The Bachelors in Recreational Therapy is offered entirely online. Students have the option to take a portion of their coursework face-to-face, since general education courses and many of the courses in the major are also offered face-to-face on main campus.

For more information on the undergraduate programs offered through the NSU Institute for the Study of Human Service, Health, and Justice including a complete listing of courses, course descriptions, policies and procedures, please view the Undergraduate Student Catalog at the following link: http://www.fcas.nova.edu/services/catalog/index.cfm

Academic Advisement
HSHJ students seeking academic advisement or degree planning should consult with an HSHJ Academic Advisor by calling 954-262-7001 or via email at humanservices@nova.edu.

This major area of study provides a great deal of flexibility in learning outcomes as students have the opportunity to choose a minor area and/or concentration area(s) of study within the following areas:

Concentrations offered in the following areas:
  - Adult Therapeutic Services
  - Child Life and Development
  - Health and Recreation Management

B.S. in Recreational Therapy Major Learning Outcomes
The combination of courses comprising the degree ensures that students will acquire and/or demonstrate the following learning outcomes:

1. Students will demonstrate an understanding of history, service models, theory/philosophy, ethics, credentials, professional conduct, evidence-based practice and professional development with recreational therapy practice.
2. Students will demonstrate competence in areas such as, screening, assessing and collecting comprehensive data and information regarding clients, and analyzing this information collected to determine the course of action when developing individualized treatment plans with clients.
3. Students will demonstrate competence in the planning and development of individualized treatment plans that identify objective, measurable, and functional outcome goals, as well as facilitate techniques and interventions, based on assessment data collected which reflect improvement in the diagnosed specific medical, psychiatric or other disabling condition.
4. Students will identify and implement appropriate evidence-based treatment interventions and programs to restore, remediate, or rehabilitate client functioning within a therapeutic recreation setting.
5. Students will utilize specific skills used in facilitating client treatment success in recreational therapy practice.
6. Students will be able to conduct evaluation procedures and research to determine the effectiveness of treatment interventions and programs used in obtaining client treatment goals and outcomes within the therapeutic recreation environment.
7. Students will demonstrate the basic skills necessary when managing their own practice or organizations such as organization and delivery of health care and human services, facility planning, financial planning, and providing clinical supervision and education to staff and students.
8. Students will demonstrate an understanding of human anatomy and physiology, human development, and psychological and social behavior, as knowledge of these areas serve to guide treatment and client outcomes.
9. At the conclusion of the field placement experiences students will demonstrate the ability to integrate skills learned within the program and be able to display positive clinical, professional, and leadership skills.

For more information on the undergraduate programs offered through the NSU Institute for the Study of Human Service, Health, and Justice including a complete listing of courses, course descriptions, policies and procedures, please view the Undergraduate Student Catalog at the following link: http://www.fcas.nova.edu/services/catalog/index.cfm
Executive Leadership Program

The Executive Leadership Program is a 17-week (one day per week) leadership development program offered by the Broward Sheriff’s Office (BSO) Institute for Criminal Justice Studies (ICJS). The program is a partnership among the Broward Sheriff’s Office, Nova Southeastern University and the Sheriff’s Foundation of Broward County and focuses on the development of key leadership competencies. All courses are taught by a team of university professors and public safety professionals.

Admissions & Registration Information
For more information about the program, contact Anna Rouhana at 954.831.8155 or go to http://www.sheriff.org/elp to download and print the application form.

Topics of Study
- Leadership
- Organizational Behavior
- Performance Management
- Decision Making and Problem Solving
- Organizational Change and Strategic Management
- Crisis and Emergency Management
- Budget and Finance
- Media Relations
- Emerging Technologies
- Stress Management
- Labor Relations

Advanced Standing option
Successful completion of this course may qualify the student for advanced standing in selected NSU degree programs. Upon acceptance in the NSU program, the school will confirm the advanced standing of the student.

Executive Leadership Program Course Descriptions

ELC 0020 - Management & Leadership
This course is the first part of a three component academic program entitled the “Executive Leadership Program” and presented in partnership with the Broward Sheriff’s Office, Sheriff’s Foundation of Broward County, and Nova Southeastern University’s HSHJ. The program is designed to “bridge theory and practice” and offer students an innovative approach to learning by providing them with both in class and online delivery of subject matter. This course will present an overview of leadership theory, practices, traits and skills, and an introduction to organizational behavior, performance management, decision making and problem solving. Lectures, in-class and online discussions, and case studies will provide each student with the opportunity for understanding and applying this knowledge to a real-world setting.

ELC 0030 - Executive Leadership & Administration
The conceptual framework for this seminar or course is that of leadership. As such, the seminar is rooted in the fields of study that explain the emergence of effective leadership which take into consideration the multiple theories of leadership and, in a very specific way, the measure of a dimension of leadership that has a dominant presence - personality type. Personality and leadership are not dichotomous in nature, instead they are coterminous. Therefore, the framework of this seminar is thus rooted in a historical context and in models of leadership styles and personality types as well as a specific instrument for determining personality type. Leadership may or may not create change; therefore, this seminar or course is designed to enable students to understand the processes of organizational change, strategic management, budgeting and effective labor relations, and demonstrate that understanding through application. While theoretically based, the application includes but is not limited to: reviewing relevant literature, writing abstracts, developing strategic plans, making decisions, developing and justifying budgets, planning and engaging in labor negotiations. Students will thus be exposed to the theoretical basis of these topics and will have the opportunity to acquire skills in a practical way through various assignments and activities. Students will have the opportunity to exhibit their knowledge and communication skills through presentations.

ELC 0040 - Executive Leadership & Critical Issues
This course will provide an overview of critical incident response, management, and resolution from the standpoint of individual and organizational mitigation, preparedness, response, and recovery. The course will include theory and practice relating to crisis and emergency operations and critical incident stress management. Topics include fundamentals
of crisis and emergency management, types of critical incidents, the tiered classification system, conflict management, group dynamics, trauma, psychological effects of crises, and crisis response in the context of natural and manmade disasters, transportation-related disasters, terrorist attacks, and other crisis events. Students will learn how the criminal justice system, the military, disaster relief agencies, organizations, and communities address these concerns, plan for response and management and how to better build infrastructures and relationships between these groups.

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<th>Psychology Postdoctoral Residency Program</th>
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**History**
Nova Southeastern University’s (NSU) postdoctoral Residency began fall 2004. Residents rotate through the College of Dental Medicine, the Mailman Segal Institute for Early Childhood Studies, the Center for Psychological Studies and the University School. The College of Dental Medicine fosters innovative teaching, research, scholarship and community service. Furthermore, the College of Dental Medicine instills an inquisitive mindset and the need for lifelong learning among its faculty and students. The Center for Psychological Studies, organized in 1967, is committed to providing the highest-quality educational experience to current and future psychologists and counseling professionals. These training experiences provide individuals with a sophisticated understanding of psychological research and the delivery of the highest-quality mental health care. The University School of Nova Southeastern University is a pre-kindergarten through twelfth grade, independent college preparatory school that provides a challenging and personalized education within a supportive environment for students of average to gifted abilities. Nova Southeastern University’s Mailman Segal Institute for Early Childhood Studies, formerly known as the Family Center, provides a range of programs designed to strengthen families and enhance the ability of parents and caregivers to foster the healthy development of children. The Mailman Segal Institute’s Baudhuin Preschool, located on the main campus of Nova Southeastern University, is an internationally recognized, model program for children with autism spectrum disorder. In partnership with Broward County Schools, the program benefits from its affiliation with NSU through natural collaboration with other university departments.

The Nova Southeastern University’s Postdoctoral Residency Program is a member of the American Association of Psychology Postdoctoral and Internship Centers (APPIC).

**Training Mission**
The Psychology Residency training program at Nova Southeastern University fully supports the mission of Nova Southeastern University by developing Professional Psychologists through multidisciplinary training activities including teaching, research, program evaluation and clinical experience.

**Goals & Objectives**
The goals of the Postdoctoral Training Program in Psychology include:

- To develop as a Professional Psychologist through training activities including teaching, research, program evaluation and clinical experience. The postdoctoral psychology trainee will be spending time in 3 locations throughout the university; College of Dental Medicine, Mailman Segal Institute for Early Childhood Studies and the Center for Psychological Studies.
- To participate in opportunities which will develop and improve grant writing skills and to participate in seeking grant funding from federal agencies.
- To provide clinical services to a diverse population and continue to improve and gain new skills as a clinician.
- To provide instruction to faculty, practitioners and students.
- To participate in program evaluation and prepare for a career in an academic environment.

**Tracks**
Residents may elect a rotating position or a non-rotating position. The rotating tracks allow the resident to divide his/her time at different locations. The non-rotating tracks allow the resident with a specific focus to spend all of his/her time within that track.

- Track 1: Health/Medical Psychology (Dental & Osteopathic Medicine)
- Track 2: Autism
- Track 3: Neuropsychology
• Track 4: School Psychology
• Track 5: General Psychology
• Track 6: Crisis Prevention / Intervention & School Psychology Assessment

Track 1: Description of Rotation:

**College of Dental Medicine (CDM) rotation:**
- The overall focus/goal of this rotation is direct clinical work and psychoeducational services for dental/pain clinics, as well as consultation with providers about effective behavioral approaches.
- The population the resident will predominately work with is dental patients and those with chronic pain (e.g., temporomandibular disorders).
- The specific activities that may be included in this rotation are counseling and consultative services, psychological assessment (e.g., pre-surgical assessment), health promotion groups (e.g., smoking cessation), and continuing education activities. Supervised teaching and research on dental and/or pain topics are possible.

**Osteopathic Medicine**
- The overall focus/goal of this track is research, teaching, and clinical work involving medical populations in primary care/family medicine settings, to prepare the fellow for placement in academic health centers or similar settings.
- The population the resident will predominately work with is primary care patients with difficulties adjusting to chronic illnesses, those needing assistance managing health risk behaviors, or primary care patients who have mental health symptoms that impact functioning.
- The specific activities that will be provided on this track are collaborative research with program faculty, predoctoral clinical psychology graduate students, and medical residents on topics that include, but are not limited to behavioral aspects of cardiovascular disease, diabetes, HIV, and sleep. Teaching and clinical practice opportunities are also potential activities on this rotation.

Track 2: Autism
- The overall focus of this track is to develop knowledge and skills in the field of autism spectrum disorders.
- The population the resident will predominately work with is children with autism under the age of 5 as well as parents/family members.
- The specific activities that will be provided on this track are educational services to children with autism and support and education to parents and family members of autistic children. Residents will participate in the activities of the Autism Consortium which provides training and consultation to school districts around the country. Travel outside the State of Florida is frequent. Residents will also provide support to the Baudhuin Preschool and Starting Right Program.

Track 3: Neuropsychology
- The overall focus/goal of this track is to increase knowledge and skills in diagnosing disorders of the central nervous system; to provide consultation on the etiology, rate of progression, and prognosis of known or suspected cerebral pathology; and to offer recommendation or referral for the client's treatment.
- The populations the resident will predominately work with are clients from the Neuropsychology Assessment Center (NAC) at the Psychology Service Center. Referrals to the NAC generally come from physicians, mental health professionals, educators, and attorneys. Common diagnoses include learning disorders, ADHD, dementia, head injury, and disorders arising from early development and brain dysfunction.
- The specific activities that will be provided on this track are neurological assessment and evaluation. Examples of typical referrals include differential diagnosis of organic vs. functional psychiatric symptoms; differential diagnosis of dementia vs. depression; evaluation to determine cognitive, emotional, or behavioral symptoms subsequent to head injury; diagnosis of learning disability, attention deficit hyperactivity disorder, or mental retardation; determination of mental competence; diagnosis of Alzheimer's disease, seizure disorders, multiple sclerosis, stroke, and organic mood syndrome; evaluation of headache; determination of appropriate school placement; and identification of malingering or symptom exaggeration. The resident will have a large role in teaching activities with the clinic practicum students. Most clinical work will occur in a learning tandem with the practicum students. There is also an emphasis on report writing and consultation.
Track 4: School Psychology

- The overall focus of this track is consultation, counseling and assessment with a school age population.
- The populations the resident will predominately work with are school age students, staff and parents.
- The specific activities that will be provided on this track are two fold and include direct service at the university school on campus with grades pre-k to 12 and service in the CPS School Psychology Assessment Clinic coordinating assessments and supervising graduate students.

Track 5: General Psychology

- The overall focus/goal of this rotation is to develop advanced clinical skills in providing direct clinical services for the Psychology Service Center and to expand skills in research, teaching, clinical supervision, and program review.
- The population the resident will predominately work with is adults. Opportunities for specialization with particular populations of interest are available.
- The specific activities that will be provided on this rotation include psychological assessment, treatment and consultative services. Residents may work with faculty on research related activities, including literature searches, reading and summarizing the literature and making recommendations for specific studies based on gaps uncovered in the literature, critical analysis of the specific research field, preparing data for analysis, and assisting in preparing application to secure funding for research projects. Opportunities to work with the Dean’s office to become familiar with the preparation for program approval or accreditation reviews are available. Residents will have the opportunity to supervise psychology practicum students and interns at the Psychology Service Center and to teach Master’s and doctoral level courses at CPS. Assignments are considered flexible and are designed to meet the residents’ interest and expertise.

Track 6: Crisis Prevention/Intervention & School Psychology Assessment

- The overall focus of this track are two -fold and include half time in the CPS School Psychology Assessment Clinic and half time working on crisis prevention and intervention university wide.
- The resident on the crisis prevention/intervention track will plan with the university Director of Student Counseling and the Crisis Coordinator. Activities will be university wide with training and intervention provided to staff and students. The CPS School Psychology Clinic population will involve K to 12 students and families.
- Specific activities on the crisis prevention/intervention project include developing training materials for prevention of suicide and violence and delivering training to university groups of staff and students. In addition postvention procedures will be developed for the aftermath of tragedies and implemented as needed. The duties in the CPS School Psychology Clinic include coordinating assessments and supervision of graduate students.

Salary and benefits

The annual salary for the one year NSU Residency is set at $29,887.89. All postdoctoral positions include health insurance. Residents receive 3 weeks of annual leave up front, to be used within the 12 month position; 11 days of sick leave which is earned (2 during the 1st 3 months and 1 for each additional month): 2 personal days and all official NSU holidays. See http://www.nova.edu/cwis/hrd/holidays.html for list of official days. Residents are allowed time off to attend approved educational conferences or job interviews. Additionally, resources are available for conferences.

Time Requirements

The Residency year will begin in September. Residency positions are full time and require one year of full time supervised training experiences. All postdoctoral residents will spend a minimum of 30 hours a week, or 75% of their time, providing professional psychological services.

Residency Administration

Each Residency rotation is coordinated by an appropriately credentialed NSU staff psychologist who serves as the Resident’s supervisor. Supervisors work closely with their Resident throughout the training rotation to plan, supervise, and evaluate his/her training activities. The final responsibility for the Residency program rests with the Chief Psychologist who delegates routine responsibilities to the Training Director or the site supervisors.

Florida Licensure

Satisfactory completion of the Nova Southeastern Postdoctoral Program fulfills the licensure requirements for postdoctoral supervised practice in the state of Florida.
Administration, Faculty, and Staff
## Executive and Professional Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Qualification</th>
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<tbody>
<tr>
<td>Kimberly Durham</td>
<td>Dean, Psy.D., Nova University</td>
</tr>
<tr>
<td>Tammy Kushner</td>
<td>Executive Associate Dean, Psy.D., Nova Southeastern University</td>
</tr>
<tr>
<td>Angela Yehl</td>
<td>Assistant Dean of Academic and Clinical Programs, Assistant Professor, Psy.D., Nova Southeastern University</td>
</tr>
<tr>
<td>Russell Garner</td>
<td>Director of Administration and Student Services, M.P.A., Nova Southeastern University</td>
</tr>
<tr>
<td>Kim Felix</td>
<td>Director of Academic Program Support, M.S., Nova Southeastern University</td>
</tr>
<tr>
<td>Daiana Castro</td>
<td>Coordinator of Student Services, B.S., Nova Southeastern University</td>
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## Faculty

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<tbody>
<tr>
<td>Jacquelyn Browne</td>
<td>Professor of Gerontology, Ph.D., Union Institute and University, M.S.W., New York University, M.A., New York University</td>
</tr>
<tr>
<td>Marguerite Bryan</td>
<td>Associate Professor, Ph.D., Johns Hopkins University</td>
</tr>
<tr>
<td>Denise Crammer</td>
<td>Associate Professor, Psy.D., Miami Institute of Psychology, M.S., Miami Institute of Psychology, M.S., St. Thomas University</td>
</tr>
<tr>
<td>Michelle Fein</td>
<td>Research Associate I, Ph.D., University of California, Los Angeles</td>
</tr>
<tr>
<td>Candice Ahwah-Gonzalez</td>
<td>Research Associate I, St. Thomas University</td>
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## Research Staff

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<th>Name</th>
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<tbody>
<tr>
<td>Hilary Surratt</td>
<td>Professor and Director, Ph.D., City University of New York</td>
</tr>
<tr>
<td>Steven Kurtz</td>
<td>Professor and Director, Ph.D., Florida International University</td>
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<tr>
<td>Mance Buttram</td>
<td>Ph.D., Florida International University, Associate Scientist</td>
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<tr>
<td>Yamilka Stivers</td>
<td>Research Associate III</td>
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<tr>
<td>Gustavo Aguilera</td>
<td>Research Associate III</td>
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<tr>
<td>Maria Levi-Minzi</td>
<td>Senior Research Associate</td>
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<tr>
<td>Michael Wolwa</td>
<td>Senior Research Fellow</td>
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<tr>
<td>Michael Fein</td>
<td>Research Associate I</td>
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<tr>
<td>Gloria Martinez</td>
<td>Research Specialist</td>
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<tr>
<td>Melina Rodriguez</td>
<td>Research Associate I</td>
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<tr>
<td>Kiyomi Tsuyuki</td>
<td>Ph.D., University of California, Los Angeles, Postdoctoral Associate</td>
</tr>
<tr>
<td>Tim Scala</td>
<td>Assistant Professor, Psy.D., Nova Southeastern University</td>
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<tr>
<td>Important Telephone Numbers &amp; Websites</td>
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<tr>
<td><strong>HSHJ</strong></td>
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<td>Main Number</td>
<td>(954) 262-7001</td>
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<tr>
<td>Toll Free Number</td>
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<td>Fax Line</td>
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<td>Email Address:</td>
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<td><strong>Financial Aid</strong></td>
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<tr>
<td>Webpage</td>
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<td><strong>Bursar’s Office</strong></td>
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<tr>
<td>Main Number</td>
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