



NOVA SOUTHEASTERN UNIVERSITY

**UNDERGRADUATE
STUDENT
C A T A L O G**

**Nova Southeastern University
Undergraduate Student
Catalog
2014–2015**

Abraham S. Fischler School of Education

College of Health Care Sciences

College of Nursing

Farquhar College of Arts and Sciences

H. Wayne Huizenga School of Business and Entrepreneurship

Institute for the Study of Human Service, Health, and Justice



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

The Undergraduate Student Catalog is published once each year. This catalog is comprised of information pertaining to undergraduate students of the Abraham S. Fischler School of Education; the College of Health Care Sciences; the College of Nursing; the Farquhar College of Arts and Sciences; the H. Wayne Huizenga School of Business and Entrepreneurship; and the Institute for the Study of Human Service, Health, and Justice. Students are bound by the curricula published in the catalog in effect the semester they enter the university. Students are bound by the policies in the most recently published version of the catalog. If there is an interruption in studies of more than one calendar year from the end of the last semester enrolled, the student must abide by the NSU Undergraduate Student Catalog in effect upon return, or to requirements approved by the student's academic program director. Policies and requirements, including fees, are subject to change without notice at any time at the discretion of the NSU administration. NSU reserves the right to change curriculum, course structure, calendar, graduation requirements, and costs during the life of this publication. However, adequate notice of anticipated changes will be given to the student, whenever possible. The failure to read this catalog does not excuse students from the rules, policies, and procedures contained in it.

The NSU Undergraduate Student Catalog is published by the College of Undergraduate Studies. For questions and comments about the catalog, contact:

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Nondiscrimination Statement

Consistent with all federal and state laws, rules, regulations, and/or local ordinances (e.g., Title VII, Title VI, Title III, Title II, Rehab Act, ADA, and Title IX), it is the policy of Nova Southeastern University not to engage in any discrimination or harassment against any individuals because of race, color, religion or creed, sex, pregnancy status, national or ethnic origin, nondisqualifying disability, age, ancestry, marital status, sexual orientation, unfavorable discharge from the military, veteran status, or political beliefs or affiliations, and to comply with all federal and state nondiscrimination, equal opportunity, and affirmative action laws, orders, and regulations.

This nondiscrimination policy applies to admissions; enrollment; scholarships; loan programs; athletics; employment; and access to, participation in, and treatment in all university centers, programs, and activities. NSU admits students of any race, color, religion or creed, sex, pregnancy status, national or ethnic origin, nondisqualifying disability, age, ancestry, marital status, sexual orientation, unfavorable discharge from the military, veteran status, or political beliefs or affiliations, to all the rights, privileges, programs, and activities generally accorded or made available to students at NSU, and does not discriminate in the administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs.

The university's nondiscrimination statement is taken from the *NSU Student Handbook*, which is the official source of this policy.

NSU Accreditations

Nova Southeastern University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate's, baccalaureate, master's, educational specialist, doctorate, and professional degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Nova Southeastern University.

The Cardiovascular Sonography program at NSU Tampa is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) (www.caahep.org) upon the recommendation of the Joint Review Committee on Education in Cardiovascular Technology (JRC-CVT). CAAHEP 1361 Park Street, Clearwater, Florida 33756. Phone: (727) 210-2350/ Fax: (727) 210-2354.

The Bachelor of Health Science–Vascular Sonography Program is accredited by the Commission for the Accreditation of Allied Health Education Programs (CAAHEP), (1361 Park Street, Clearwater, Florida 33756, Telephone number: (727) 210-2350). CAAHEP is the largest programmatic accreditor in the health sciences field. In collaboration with its Committees on Accreditation, CAAHEP reviews and accredits nearly 2,000 educational programs in nineteen health science occupations. CAAHEP is recognized by the Council for Higher Education Accreditation (www.chea.org).

The NSU Bachelor of Science in Nursing Program is accredited as of October 11, 2010, for a period of 10 years by the Commission on Collegiate Nursing Education (CCNE), (One Dupont Circle, NW, Suite 530, Washington, D.C. 20036-1120, Telephone number: (202) 887-6791).

The Athletic Training Education Program (ATEP) in the Farquhar College of Arts and Sciences Division of Math, Science, and Technology, is accredited from the Commission of Athletic Training Education (CAATE), (2201 Double Creek Drive, Suite 5006, Round Rock, Texas 78664, Telephone number: (512) 733-9700). The CAATE accredits athletic training programs upon the recommendation of the Commission on Accreditation of Athletic Training Education. The CAATE provides peer review of the program's educational content based on educational standards adopted by national medical and allied health professional organizations.

The Bachelor of Science in Paralegal Studies Program in the Farquhar College of Arts and Sciences' Division of Social and Behavioral Sciences is approved by the American Bar Association, (321 North Clark Street, Chicago, IL 60610, Telephone number: 800-285-2221).

The Bachelor of Science in Respiratory Therapy is accredited by the Commission on Accreditation for Respiratory Care (CoARC), (1248 Harwood Road, Bedford, TX 76021-4244, Telephone number: 817-283-2835; Fax: 817-354-8519, www.coarc.com).

The Abraham S. Fischler School of Education at Nova Southeastern University is accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org. This accreditation covers initial teacher preparation programs and advanced educator preparation programs at all university locations and online. However, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, relicensure, or other purposes. Through a cooperative agreement with the Abraham S. Fischler School of Education and the Farquhar College of Arts and Sciences, NSU offers the following initial teacher preparation programs at the bachelor's level: Elementary Education, Exceptional Student Education, Prekindergarten and Primary Education, Secondary Biology Education, Secondary English Education, Secondary Mathematics Education, and Secondary Social Studies Education.

Bachelor's degree programs offered in a variety of fields of business and administration by the H. Wayne Huizenga School of Business and Entrepreneurship are accredited by the International Assembly for Collegiate Business Education (IACBE), (11403 Strang Line Road, Lenexa, Kansas 66215, Telephone number: (913) 631-3009).

NSU Memberships

Nova Southeastern University is a member of the following organizations:

American Association for Higher Education (AAHE)
American Association of Colleges for Teacher Education (AACTE)
American Council on Education (ACE)
Association for Institutional Research (AIR)
Association of American Colleges & Universities (AAC&U)
Association of Governing Boards of Universities & Colleges (AGB)
Association of Independent Schools of Florida (AISF)
Coalition for Baccalaureate & Graduate Respiratory Therapy Education (CoBRTE)
College Board
Conference of Southern Graduate Schools (CSGS)
Council of Graduate Schools (CGS)
Council of Independent Colleges (CIC)
Educational Records Bureau (ERB)
Florida Association of Colleges and Universities (FACU)
Florida Association of Collegiate Registrars and Admissions Officers (FACRAO)
Florida Council of Independent Schools (FCIS)
Hispanic Association of Colleges and Universities (HACU)
Independent Colleges and Universities of Florida (ICUF)
NAFSA: Association of International Educators
National Association of College and University Attorneys (NACUA)
National Association of College and University Business Officers (NACUBO)
National Association of Independent Colleges & Universities (NAICU)
National Association of Independent Schools (NAIS)
National Association of Schools of Public Affairs and Administration (NASPAA)
Society for College and University Planning (SCUP)
Southern Association of College and University Business Officers (SACUBO)
Southern Association of Colleges and Schools (SACS)
Southern Regional Education Board's Electronic Campus (SREB)
The Foundation for Independent Higher Education (FIHE)
University Continuing Education Association (UCEA)
University Professional and Continuing Education Association

Nova Southeastern University

Undergraduate Student Catalog

2014–2015

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Letter from the President



Welcome to Nova Southeastern University.

Our faculty, administration, and support staff are dedicated to assisting you in accomplishing your academic goals and aspirations. Along this journey, we are also committed to engage you so that your health, wellness, and the concept of “service to others” are enhanced. In other words, by the time you graduate, we not only want you to expand your mind with knowledge and wisdom, but we want to prepare you to be leaders in any area you choose and to make the world a better place to live. Like the ancient Greeks, we truly believe in providing an environment that builds an individual’s mind and body, while developing a spirit of community.

With more than 150 academic programs, I urge you to exercise “passionate curiosity” in exploring many academic options during your undergraduate or graduate school years. Our faculty prides itself on sharing the most contemporary knowledge. Whether you take courses in classrooms, laboratories, clinics, or online, the faculty, clinicians, counselors, and staff are available to provide individual attention to each of you. Please tap into the minds of these gifted individuals.

NSU also offers you the complete college experience through diverse athletic programs, NCAA sport teams, activities, clubs, and organizations within modern facilities and beautiful surroundings. Explore some of these activities and support your favorite Shark team, whose athletes are also your classmates. But remember, your primary mission at NSU is to pursue your academic goals and aspirations. Your experience at the university is a direct result of what you make of it.

Have a wonderful year! If you should ever have any questions for me or my colleagues, please do not hesitate to ask. If you need an appointment, I will make time to meet with you, or you may communicate with me through email, or through the “Ask the President” tab on my Web page or on Facebook. I look forward to hearing from you and meeting with you around campus.

Sincerely yours,

A handwritten signature in black ink that reads "George L. Hanbury II". The signature is written in a cursive style with a double underline at the end.

George L. Hanbury II, Ph.D.

President/CEO, Nova Southeastern University

NSU 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.

NSU 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.

NSU Core Values

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

NSU Board of Trustees

Board Chairs

James Farquhar, 1964–1973
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Trustee Emeritus 2000–2013

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 Warren Winstead, Ed.D., President

Overview of Undergraduate Studies at NSU

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

All undergraduate students at NSU undertake comprehensive general education coursework within the realms of composition, mathematics, humanities, social and behavioral sciences, and biological and physical sciences. In addition to general education requirements, the Writing Across the Curriculum initiative requires that written assignments make up at least 25 percent of the final grade for each course.

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

Undergraduate degree programs at Nova Southeastern University are housed in the following colleges/schools:

Abraham S. Fischler School of Education

The Abraham S. Fischler School of Education offers the Associate of Arts degree in one major.

Major

A.A. Early Childhood Education

The Abraham S. Fischler School of Education offers the Bachelor of Science degree in 9 majors.

Majors

B.S. Education with a concentration in Child Development
B.S. Elementary Education
B.S. Exceptional Student Education
B.S. Prekindergarten/Primary Education (Age Three through Grade Three)
B.S. Secondary Biology Education
B.S. Secondary English Education
B.S. Secondary Mathematics Education
B.S. Secondary Social Studies Education
B.S. Speech-Language and Communication Disorders

Minors

Education
Physical Education
Speech-Language Pathology

College of Health Care Sciences

The College of Health Care Sciences awards four undergraduate degrees: Bachelor of Health Science (B.H.Sc.), Bachelor of Science Cardiovascular Sonography (B.S.C.V.S.), Bachelor of Science Medical Sonography (B.S.M.S.), and Bachelor of Science Respiratory Therapy (B.S.R.T.).

The Bachelor of Health Science degree offers four programs of study including the post-professional Bachelor of Health Science Online Degree Completion Program for graduates from associate degree, diploma or certificate programs in health care, such as military-trained health care technicians, radiology technicians, respiratory therapists, dental hygienists, etc. The online B.H.Sc. course of study is interdisciplinary and is designed to provide career and academic advancement for health care practitioners, as well as deliver a well-rounded generalist curriculum. This program is designed to be completed all online requiring no on-campus time, thus allowing the opportunity for numerous health care occupations to complete their undergraduate degree while continuing to work.

The other undergraduate programs of study are on-campus, first professional entry-level programs of study in medical sonography (in general and vascular sonography, offered on NSU's main campus) and cardiovascular sonography (offered at NSU's Tampa location), and respiratory therapy. The Department of Cardiopulmonary Sciences offers the Bachelor of Science in Respiratory Therapy for the practicing RRT (B.S.R.T.) in an exclusively online format. The program is housed out of the NSU Palm Beach Campus in Palm Beach Gardens, Florida. These programs of study are offered through NSU's Department of Health Science.

Majors

- B.S. Cardiovascular Sonography
- B.S. Medical Sonography
- B.H.Sc. Online
- B.S. Respiratory Therapy

The College of Health Care Sciences offers a Hybrid Certificate Program in cardiac sonography, oriented towards working sonographers and other health care professionals.

Cardiac Sonography Certificate Program (CSCP)

College of Nursing

The College of Nursing awards one undergraduate degree: Bachelor of Science in Nursing (B.S.N.).

The Bachelor of Science in Nursing offers the following programs of study: an online R.N. to B.S.N., a campus-based R.N. to B.S.N. in Fort Lauderdale, Orlando, Fort Myers, and Miami, and pre-licensure B.S.N. options are all available through NSU's College of Nursing in Fort Lauderdale, Miami, and Fort Myers.

Majors

- B.S.N. Nursing

Farquhar College of Arts and Sciences

The Farquhar College of Arts and Sciences offers Bachelor of Arts and Bachelor of Science degrees in 34 majors housed in the Division of Humanities; the Division of Math, Science, and Technology; the Division of Performing and Visual Arts; and the Division of Social and Behavioral Sciences.

Majors

- B.S. Applied Professional Studies with a concentration in
 - Biological and Physical Sciences
 - Computer Studies
 - Information Technology
 - Pre-Optometry Studies
 - Psychological Studies
- B.A. Art
- B.A. Arts Administration

B.S. Athletic Training
B.S. Behavioral Neuroscience
B.S. Biology (premedical)
B.S. Chemistry
B.A. Communication Studies
B.S. Computer Engineering
B.S. Computer Information Systems
B.S. Computer Science
B.S. Criminal Justice
B.A. Dance
B.A. English
B.S. Environmental Science/Studies
B.S. Exercise and Sport Science
B.S. General Studies
B.A. History
B.S. Human Development and Family Studies
B.A. Humanities
B.S. Information Technology
B.A. International Studies
B.S. Legal Studies
B.S. Marine Biology
B.A. Music
B.S. Paralegal Studies
B.A. Philosophy
B.A. Political Science
B.S. Psychology
B.S. Public Administration
B.S. Sociology
B.S. Software Engineering
B.A. Theatre

Minors

African Diaspora Studies
Anthropology
Applied Behavior Analysis
Applied Statistics
Arts Administration
Behavioral Neuroscience
Bioinformatics
Chemistry
Computer Information Systems
Criminal Justice
Dance
English
Exercise Science
Film Studies
Folklore and Mythology
Forensic Studies
Gender Studies
Geographic Information Science
Graphic Design
History
Humanities
Information Assurance/Security
Information Technology

International Law
International Studies
Irish Studies
Latin American and Caribbean Studies
Legal Studies
Marine Biology
Marine Ecology
Mathematics
Media Studies
Medical Humanities
Music
Paralegal Studies
Philosophy
Physics
Psychology
Public Administration
Public Health
Public Relations
Sociology
Spanish
Speech Communication
Studio Art
Theatre
Writing

H. Wayne Huizenga School of Business and Entrepreneurship

The H. Wayne Huizenga School of Business and Entrepreneurship offers the Bachelor of Science degree in six majors.

Majors

B.S. Accounting
B.S. Business Administration
B.S. Finance
B.S. Management
B.S. Marketing
B.S. Sport and Recreation Management

Minors

Accounting
Business (for non-business majors)
Economics
Entrepreneurship
Finance
Human Resource Management
International Business
Leadership
Management
Marketing
Sales
Sport and Recreation Management

Institute for Study of Human Service, Health, and Justice

The Institute for the Study of Human Service, Health, and Justice offers the Bachelor of Science degree in two majors housed in the Division of Applied Interdisciplinary Studies.

Majors

B.S. Human Services Administration
B.S. Recreational Therapy

Specializations for Medical Sciences Preparation

Health science specializations are intended as a guide for students who need to fulfill specific prerequisites for medical school and health profession graduate school programs. Specializations are available through the Farquhar College of Arts and Sciences. Many graduate programs require that grades in prerequisite courses are C or better. Requirements may vary and specific graduate programs may require additional courses in writing, math, social and behavioral sciences, and the humanities. Students should consult with specific graduate schools to be sure they meet the schools' requirements.

Available Specializations

Pre-Med
Pre-Dental
Pre-Optometry
Pre-Pharmacy
Pre-Physical Therapy
Pre-Physician Assistant
Pre-Nursing

Certificate Programs

Certificate programs are offered by the Farquhar College of Arts and Sciences. Students enrolled in certificate programs are considered degree-seeking within their declared certification specialty and are eligible to apply for financial aid.

Available Certifications

Paralegal Studies
Web Programming and Design

Add-On Endorsements

Add-on endorsements are offered to students of the Abraham S. Fischler School of Education. These programs are comprised of state-approved courses, which allow educators to supplement their certification with additional coverage.

Available Add-On Endorsements

Driver Education
English for Speakers of Other Languages (ESOL) K-12

Formats of Study

Students choose an educational format that best fits their schedule, lifestyle, and career and family responsibilities. These formats include on-campus day programs and programs oriented toward students who work. For information about formats of study available for a specific major, students should contact the individual college or school.

Professional and Liberal Studies (PALS) Program

The Professional and Liberal Studies (PALS) Program is a traditional on-campus day program geared toward recent high-school graduates that leads to either the Bachelor of Arts or Bachelor of Science in the Abraham S. Fischler School of Education; Farquhar College of Arts and Sciences; H. Wayne Huizenga School of Business and Entrepreneurship; and Institute for the Study of Human Service, Health, and Justice. PALS students study and work in major fields that prepare them to enter careers or continue with graduate studies.

Career Development Program

The Career Development Program is designed for working and professional adults studying in the Abraham S. Fischler School of Education; Farquhar College of Arts and Sciences; H. Wayne Huizenga School of Business and Entrepreneurship; and Institute for the Study of Human Service, Health, and Justice. Courses are offered in the evenings and on weekends on campus and at institutional, industrial, and other off-campus locations. Many students enrolled in the Career Development Program are employed and have families. They are a diverse population of individuals, often with considerable practical experience and the desire to play an active role in their education.

Career Development Online Program

In certain fields of study, NSU allows students to earn a bachelor's degree, complete a minor, or receive a certification via the Internet, regardless of where they are located in the world. Classes use asynchronous delivery, which means coursework can be completed at any time, anywhere. There are no required meetings. However, each course is conducted with weekly assignments and due dates. In the online environment, students must be self-disciplined and motivated to succeed. Students who participate in online classes are supported through a variety of technologies and teaching methods: email, bulletin boards, chatrooms, electronic journals, and links to Web resources. Each student must obtain an NSU account to access email, course materials, and library resources, and complete an online orientation.

Career Development Off-Campus Program

NSU operates regional campuses in Jacksonville, Miami-Kendall, Orlando, Fort Myers, Tampa, Palm Beach, Miramar, and San Juan, Puerto Rico. The NSU Regional Campuses serve students at a distance from the main campus with microcomputer labs and video suites equipped with videoconferencing and audiovisual tools. In addition, the campuses are staffed with full-time employees to help with registration, enrollment, IT issues, and financial aid. NSU Regional Campuses create an on-campus atmosphere for students by offering opportunities to develop friendships and form study groups, while earning their degree in a convenient and accessible location.

Health Professions Programs

Nova Southeastern University offers undergraduate programs in the fields of health science, cardiovascular sonography, general and vascular sonography, respiratory therapy and nursing through the College of Health Care Science and the

College of Nursing. Depending on the program's admission requirements, students may need previous college credit or professional experience in order to matriculate into these majors. Students in these programs are not considered Professional and Liberal Studies (PALS) or Career Development students. Therefore, specific policies and criteria for these programs are outlined separately in the catalog when appropriate.

University History

Nova University of Advanced Technology was chartered in 1964 as a graduate institution specializing in the physical and social sciences. The board of trustees changed the university's name to Nova University in 1974. Over time, Nova added programs in law, education, business, psychology, computer science, oceanography, social and systemic studies, and hospitality. In 1972, Nova introduced its first off-campus course of study, in education. Soon, Nova became nationally recognized for its innovative distance learning programs.

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

The merger of Nova University and Southeastern University of the Health Sciences brought on new possibilities and increased resources, making possible a more trans-disciplinary education, providing students with the opportunity to integrate across the disciplines and understand how their future professions relate to society as a whole.

Today, NSU is an accredited, coeducational institution providing educational programs from preschool through the professional and doctoral levels. The institution awards associate's, bachelor's, master's, specialist, and first-professional degrees in a wide range of fields, including business, counseling, computer and information sciences, education, medicine, optometry, pharmacy, dentistry, various health professions, law, marine sciences, early childhood, psychology, and other social sciences. The university's educational programs are conducted through colleges and schools at the main campus in Davie, Florida, as well as locations throughout Florida, across the nation, and in several countries. NSU is accredited by the Southern Association of Colleges and Schools Commission on Colleges.

NSU is classified as a research university with "high research activity" by the Carnegie Foundation for the Advancement of Teaching, and it's one of only 37 universities nationwide to also be awarded Carnegie's Community Engagement Classification.

Campus Facilities

Nova Southeastern University (NSU) maintains four campuses in the Miami to Fort Lauderdale area—the main campus in Davie, the East Campus in Fort Lauderdale, the North Miami Beach Campus, and the Oceanographic Center in Dania Beach. The university also has regional campuses or sites in the Florida cities of Miami-Kendall, Jacksonville, Orlando, Tampa, Fort Myers, Miramar, and Palm Beach, a regional campus in Nevada, as well as an international center in the Bahamas, Jamaica, and Puerto Rico. The university's main campus is located on a lush 315-acre site in Davie-Fort Lauderdale, 10 miles inland from the Atlantic Ocean and readily accessible via several highways and Florida's Turnpike. Main campus provides a central location for most of the university's diverse colleges, schools, and centers with state-of-the-art classrooms, laboratories, and patient simulation laboratories, auditoriums, and computer centers.

In the last 12 years, NSU has benefited from campus expansion, with new educational facilities, athletic venues, residence halls, and performing arts theatres. In 2003, the university dedicated both the 110,000-square-foot Jim & Jan Moran Family

Center Village, a model for early education programs across the country, and the Carl DeSantis Building, the 261,000-square-foot home of the H. Wayne Huizenga School of Business and Entrepreneurship, the Huizenga Sales Institute, and the Graduate School of Computer and Information Sciences.

Students of the College of Health Care Science and the College of Nursing are housed in the Health Professions Division complex, located on 21 acres and encompassing more than one million square feet of buildings. The division also comprises the colleges of osteopathic medicine, pharmacy, optometry, medical sciences, and dental medicine.

The university library system composed of the Alvin Sherman Library, Research, and Information Technology Center; Health Professions Division Library; Law Library; the William S. Richardson Ocean Sciences Library; and four school libraries, also facilitate NSU's strong academic research environment. The five-story, high-tech Alvin Sherman Library and the Rose and Alfred Miniaci Performing Arts Center, a 500-seat performing arts center housed within the facility, serve both the university academic community and the residents of Broward County.

In 2006, the university opened the Don Taft University Center, a 366,000-square-foot recreation, athletic, and arts complex in the center of main campus. The Don Taft University Center is home to a highly flexible 4,500-seat arena, multipurpose studios, the Flight Deck (our popular student lounge), state-of-the-art workout facilities, food court, and a Performing and Visual Arts Wing with an intimate Black Box Theatre, art gallery, Performance Theatre, and additional facilities that support the development of theatre, music, art, dance, and other creative activities.

In addition, seven residence halls on the main campus serve undergraduate and graduate student living needs, including the Commons, a new ultra-modern 501-bed residence hall. For a full overview of NSU's campuses and facilities, refer to the *Fact Book* at www.nova.edu/ie/factbook/forms/factbook2013.pdf.

Academic Calendars

The following academic calendars are organized by college or school. The first section lists the academic calendars of the Abraham S. Fischler School of Education; College of Nursing; Farquhar College of Arts and Sciences; H. Wayne Huizenga School of Business and Entrepreneurship; and Institute for the Study of Human Service, Health, and Justice. The subsequent section contains academic calendars, by major, of the College of Health Care Sciences.

Abraham S. Fischler School of Education; College of Nursing; Farquhar College of Arts and Sciences; H. Wayne Huizenga School of Business and Entrepreneurship; and Institute for the Study of Human Service, Health, and Justice

FALL 2014 (201520)	Monday, Aug. 25–Sunday, Dec. 14, 2014
<p>Registration</p> <p>Honors, Online Students, and Continuing Athletes</p> <p>Continuing Students and New Students</p> <p>Last day for initial registration</p> <p>Last day SharkLink is open for adjustments to initial registration</p> <p>Last day to pay fall tuition or make payment arrangements to avoid a late fee (\$100). Payment is due at the time of registration.</p> <p>University Student Services Fee (\$300)</p>	<p>Monday, Mar. 17–Friday, Aug. 8, 2014</p> <p>Monday, Mar. 24–Tuesday, Aug. 8, 2014</p> <p>Friday, Aug. 8, 2014</p> <p>Sunday, Aug. 31, 2014</p> <p>Tuesday, Sept. 24, 2014</p> <p>Assessed upon registration</p>
<p>Drop/Withdraw Policy</p> <p><i>Fall Term I and Semester Classes</i></p> <p>Drop during first week of term (100% refund)</p> <p>Drop/Add starts</p> <p>Drop/Add ends</p> <p>Drop during second week of term (75% refund)</p> <p>Drop during third week of term (50% refund)</p> <p>Last day to withdraw Term I (no refund)</p> <p>Last day to withdraw semester classes (no refund)</p> <p><i>Fall Term II</i></p> <p>Last day for initial registration</p> <p>Last day SharkLink is open for adjustments to initial registration</p> <p>Drop during first week of term (100% refund)</p> <p>Drop/Add starts</p> <p>Drop/Add ends</p> <p>Drop during second week of term (75% refund)</p> <p>Drop during third week of term (50% refund)</p> <p>Last day to withdraw Term II (no refund)</p>	<p>Term I: Monday, Aug. 25–Sunday, Oct. 19, 2014</p> <p>Monday, Aug. 25, 2013–Sunday, Aug. 31, 2014</p> <p>Monday, Aug. 25, 2014</p> <p>Sunday, Aug. 31, 2014</p> <p>Monday, Sept. 1–Sunday, Sept. 7, 2014</p> <p>Monday, Sept. 8–Sunday, Sept. 14, 2014</p> <p>Sunday, Sept. 23, 2014</p> <p>Sunday, Nov. 23, 2014</p> <p>Term II: Monday, Oct. 20–Sunday, Dec. 14, 2014</p> <p>Friday, Oct. 3, 2014</p> <p>Sunday, Oct. 26, 2014</p> <p>Monday, Oct. 20–Sunday, Oct. 26, 2014</p> <p>Monday, Oct. 20, 2014</p> <p>Sunday, Oct., 26, 2014</p> <p>Monday, Oct. 27–Sunday, Nov. 2, 2014</p> <p>Monday, Nov. 3–Sunday, Nov. 9, 2014</p> <p>Sunday, Nov. 23, 2014</p>

<p>Exams</p> <p><i>Fall Term I Class Dates</i></p> <p>Final Exam Dates</p> <p><i>Fall Semester Class Dates</i></p> <p>Mid-Term Exam Dates</p> <p>Final Exam Dates</p> <p><i>Fall Term II Class Dates</i></p> <p>Final Exam Dates</p>	<p>Monday, Aug. 25–Sunday, Oct. 12, 2014</p> <p>Monday, Oct. 13–Saturday, Oct. 18, 2014</p> <p>Monday, Aug. 25–Sunday, Dec. 7, 2014</p> <p>Monday, Oct. 13–Saturday, Oct. 18, 2014</p> <p>Monday, Dec. 8–Saturday, Dec. 13, 2014</p> <p>Monday, Oct. 20–Sunday, Dec. 7, 2014</p> <p>Monday, Dec. 8–Saturday, Dec. 13, 2014</p>
<p>University Holidays and Special Events</p> <p>Labor Day (University Closed)</p> <p>Convocation</p> <p>No Classes</p> <p>Thanksgiving (University Closed)</p> <p>University Closed</p> <p>Winter Break (No Classes)</p>	<p>Monday, Sept. 1, 2014</p> <p>Friday, Aug. 22, 2014</p> <p>Wednesday, Nov. 26, 2014</p> <p>Thursday, Nov. 27, 2014</p> <p>Friday, Nov. 28, 2014</p> <p>Monday, Dec. 15, 2014–Sunday, Jan. 4, 2015</p>

Winter 2015

WINTER 2015 (201530)	Monday, Jan. 6–Sunday, May 4, 2014
<p>Registration</p> <p>Honors, Online Students, and Continuing Athletes Continuing Students and New Students Last day for initial registration Last day SharkLink is open for adjustments to initial registration Last day to pay winter tuition to avoid late fee (\$100) University Student Services Fee (\$300)</p>	<p>Monday, Sept. 29–Thursday, Dec. 18, 2014 Monday, Oct. 20–Thursday, Dec. 18, 2014 Tuesday, Dec. 18, 2014 Sunday, Jan. 11, 2015 Wednesday, Feb. 4, 2015 Assessed upon registration</p>
<p>Drop/Withdraw Policy</p> <p><i>Winter Term I and Semester Classes</i></p> <p>Drop during first week of term (100% refund) Drop/Add starts Drop/Add ends Drop during second week of term (75% refund) Drop during third week of term (50% refund) Last day to withdraw Term I (no refund) Last day to withdraw semester classes (no refund)</p> <p><i>Winter Term II</i></p> <p>Last day for initial registration Last day SharkLink is open for adjustments to initial registration Drop during first week of term (100% refund) Drop/Add starts Drop/Add ends Drop during second week of term (75% refund) Drop during third week of term (50% refund) Last day to withdraw Term II (no refund)</p>	<p>Term I: Monday, Jan. 5–Sunday, Mar. 1, 2015 Monday, Jan. 5–Sunday, Jan. 11, 2015 Monday, Jan. 5, 2015 Sunday, Jan. 11, 2015 Monday, Jan. 12–Sunday, Jan. 18, 2015 Monday, Jan. 19–Sunday, Jan. 25, 2015 Sunday, Feb. 8, 2015 Sunday, Apr. 12, 2015</p> <p>Term II: Monday, Mar. 19–Sunday, May 3, 2015 Friday, Feb. 20, 2015 Sunday, Mar. 15, 2015 Monday, Mar. 9–Sunday, Mar. 3, 2015 Monday, Mar. 9, 2015 Sunday, Mar. 15, 2014 Monday, Mar. 16–Sunday, Mar. 22, 2015 Monday, Mar. 23–Sunday, Mar. 29, 2015 Sunday, Apr. 12, 2015</p>
<p>Exams</p> <p><i>Winter Term I Class Dates</i></p> <p>Final Exam Dates</p> <p><i>Winter Semester Class Dates</i></p> <p>Mid-Term Exam Dates Final Exam Dates</p> <p><i>Winter Term II Class Dates</i></p> <p>Final Exam Dates</p>	<p>Monday, Jan. 5–Sunday, Feb. 22, 2015 Monday, Feb. 23–Saturday, Feb. 28, 2015 Monday, Jan. 5–Sunday, May 3, 2015 Monday, Feb. 23–Saturday, Feb. 28, 2015 Monday, Apr. 27–Saturday, May 2, 2015 Monday, Mar. 9–Sunday, Apr. 26, 2015 Monday, Apr. 27–Saturday, May 2, 2015</p>
<p>University Holidays and Special Events</p> <p>Martin Luther King Day (University Closed) Spring Break (No Classes)</p>	<p>Monday, Jan. 19, 2015 Monday, Mar. 2–Sunday, Mar. 8, 2015</p>

Summer 2015

SUMMER 2015 (201550)	Monday, May 11–Sunday, Aug. 2, 2015
Registration Honors, Online Students, and Continuing Athletes Continuing Students and New Students Last day for initial registration Last day SharkLink is open for adjustments to initial registration Last day to pay summer tuition to avoid late fee (\$100) University Student Services Fee (\$300)	Monday, Mar. 16–Wednesday, Apr. 24, 2015 Monday, Mar. 23–Wednesday, Apr. 24, 2015 Friday, Apr. 24, 2015 Sunday, May 17, 2015 Wednesday, Jun. 10, 2015 Assessed upon registration
Drop/Withdraw Policy Drop during first week of term (100% refund) Drop/Add starts Drop/Add ends Drop during second week of term (75% refund) Drop during third week of term (50% refund) Last day to withdraw (7-Week Classes) (no refund) Last day to withdraw (12-Week Classes) (no refund)	Monday, May 11–Sunday, May 17, 2015 Monday, May 11, 2015 Sunday, May 17, 2015 Monday, May 18–Sunday, May 24, 2015 Monday, May 25–Sunday, May 31, 2015 Sunday, Jun. 7, 2015 Sunday, Jul. 12, 2015
Exams <i>Summer 7-Week Classes</i> Final Exam Dates for Night Classes Final Exam Dates for day Classes <i>Summer 12-Week Classes</i> Final Exam Dates for Night Classes Final Exam Dates for Day Classes	Monday, May 11–Sunday, Jun. 21, 2015 Monday, Jun. 22–Saturday, Jun. 27, 2015 Wednesday, Jun. 24–Saturday, Jun. 27, 2015 Monday, May 11–Sunday, Jul. 26, 2015 Monday, Jul. 27–Saturday, Aug. 1, 2015 Wednesday, Jul. 29–Saturday, Aug. 1, 2015
University Holidays and Special Events Memorial Day (University Closed)	Monday, May 25, 2015

College of Health Care Sciences

Students in the College of Health Care Sciences should contact their program advisor to determine applicable registration times, drop/add period, and the beginning dates of late registration fees. There may be variation regarding individual class dates within a semester. Students should check with their program office to confirm the start and end dates of their classes.

Fall 2014

	B.H.Sc. and B.S.R.T.— Online Programs	B.H.Sc.—Cardiovascular Sonography, and General and Vascular Sonography Programs
Term Dates	Tues., Sept. 29– Sun., Dec. 21, 2014	Mon., Aug. 25– Sun., Dec. 21, 2014
Registration	Mon., Jun. 30– Mon., Sept. 15, 2014	Mon., May 5– Fri., Aug. 8, 2014
Last Day to Pay Fall Tuition to Avoid Late Fee (\$75)	Fri., Oct. 31, 2014	Wed., Sept. 18, 2014
University Student Services Fee (\$300)	Assessed upon registration	Assessed upon registration
Drop and Withdrawal Dates		
Last Day to Drop or Add a Class (100% refund)	Sun., Oct. 5, 2014	Sun., Aug. 31, 2014
Last Day to Withdraw (75% refund)	Sun., Oct. 12, 2014	Sun., Sept. 7, 2014
Last Day to Withdraw (50% refund)	Sun., Oct. 19, 2014	Sun., Sept. 14, 2014
University Holidays and Special Events		
Commencement		
Labor Day (University Closed)	Monday, Sept. 1, 2014	Monday, Sept. 1, 2014
Thanksgiving (University Closed)	Thursday, Nov. 27, 2014	Thursday, Nov. 27, 2014
University Closed	Friday, Nov. 28, 2014	Friday, Nov. 28, 2014
Winter Break (No Classes)	Monday, Dec. 15, 2014– Sunday, Jan. 4, 2015	Monday, Dec. 15, 2014– Sunday, Jan. 4, 2015

Winter 2015

	B.H.Sc. and B.S.R.T.— Online Programs	B.H.Sc.—Cardiovascular Sonography, and General and Vascular Sonography Programs
Term Dates	Mon., Jan. 5– Sun., Mar. 29, 2015	Mon., Jan. 5– Sun., May 10, 2015 for Cardiovascular Sonography Program Mon., Jan. 5– Sun., May 17, 2015 for General and Vascular Sonography Programs
Initial Registration	Mon., Oct. 6– Thurs., Dec. 18, 2014	Mon., Oct. 6– Thurs., Dec. 18, 2014
Last Day to Pay Fall Tuition to Avoid Late Fee (\$75)	Wed., Feb. 5, 2015	Wed., Feb. 5, 2015
University Student Services Fee (\$300)	Assessed upon registration	Assessed upon registration
Drop and Withdrawal Dates		
Last Day to Drop or Add a Class (100% refund)	Sun., Jan. 11, 2015	Sun., Jan. 11, 2015
Last Day to Withdraw (75% refund)	Sun., Jan. 18, 2015	Sun., Jan. 18, 2015
Last Day to Withdraw (50% refund)	Sun., Jan. 25, 2015	Sun., Jan. 25, 2015
University Holidays and Special Events		
Martin Luther King (University Closed)	Mon., Jan. 19, 2015	Mon., Jan. 19, 2015
HPD Spring Break (No Classes)	N/A	Contact program office.
Registration for Fall 2014	Contact program office.	

Spring 2015

	B.H.Sc. and B.R.S.T.—Online Programs
Term Dates	Mon., April 6–Sun., Jun. 28, 2015
Initial Registration	Mon., January 26–Mon., March 23, 2015
Last Day to Pay Fall Tuition to Avoid Late Fee \$75)	Wed., Feb. 26, 2015
University Student Services Fee (\$300)	Assessed upon registration
Drop and Withdrawal Dates	
Last Day to Drop or Add a Class (100% refund)	Sun., April 12, 2015
Last Day to Withdraw (75% refund)	Sun., April 19, 2015
Last Day to Withdraw (50% refund)	Sun., Apr 26, 2015
University Holidays and Special Events	
Memorial Day (University Closed)	Mon., May 25, 2015

Summer 2015

	B.H.Sc. and B.S.R.T.— Online Programs	B.H.Sc.— Cardiovascular Sonography, and General and Vascular Sonography Programs
Term Dates	Mon., Jul. 6– Sun., Sept. 27, 2015	Mon., May 11– Sun., Aug. 16, 2015
Initial Registration	Mon., Mar. 23– Sun., Jul. 5, 2015	Mon., Mar. 23– Sun., May 10, 2015
Last Day to Pay Fall Tuition to Avoid Late Fee (\$75)		Sun., May 18, 2015
University Student Services Fee (\$300)	Assessed upon registration	Assessed upon registration
Drop and Withdrawal Dates		
Last Day to Drop or Add a Class (100% refund)	Sun., Jul. 12, 2015	Sun., May 17, 2015
Last Day to Withdraw (75% refund)	Sun., Jul. 19, 2015	Sun., May 24, 2015
Last Day to Withdraw (50% refund)	Sun., Jul. 26, 2015	Sun., May 31, 2015
University Holidays and Special Events		
Memorial Day (University Closed)	Mon., May 25, 2015	Mon., May 25, 2015

Exam Schedules

The following exam schedules are for undergraduate students of the Abraham S. Fischler School of Education; Farquhar College of Arts and Sciences; H. Wayne Huizenga School of Business and Entrepreneurship; and Institute for the Study of Human Service, Health, and Justice. The exam schedules for students of the College of Health Care Sciences and College of Nursing vary by major. For more information, students are encouraged to contact their academic advisor.

Fall 2014 Exam Schedule

Term I: Final and Semester Mid-Term Exams

Class Meetings: Day—Time	Exam Days: October 13–18, 2014	
	Date	Time
Monday—7:55/8:00 a.m.	Wednesday, October 15, 2014	8:00 a.m.–10:00 a.m.
Monday—9:00 a.m.	Monday, October 13, 2014	10:30 a.m.–12:30 p.m.
Monday—10:05a.m.	Wednesday, October 15, 2014	10:30 a.m.–12:30 p.m.
Monday—11:10 a.m.	Friday, October 17, 2014	10:30 a.m.–12:30 p.m.
Monday—1:00 p.m.	Wednesday, October 15, 2014	1:00–3:00 p.m.
Monday—2:05 p.m.	Friday, October 17, 2014	1:00–3:00 p.m.
Monday—3:10 p.m.	Friday, October 17, 2014	3:30–5:30 p.m.
Monday—4:15 p.m.	Wednesday, October 15, 2014	3:30–5:30 p.m.
Monday—6:00 p.m.	Monday, October 13, 2014	6:00–8:00 p.m.
Monday—8:00 p.m.	Monday, October 13, 2014	8:15–10:15 p.m.
Tuesday—7:45/8:00 a.m.	Thursday, October 16, 2014	8:00–10:00 a.m.
Tuesday—9:15 a.m.	Tuesday, October 14, 2014	10:30 a.m.–12:30 p.m.
Tuesday—10:45 p.m.	Thursday, October 16, 2014	10:30 a.m.–12:30 p.m.
Tuesday—1:00 p.m.	Tuesday, October 14, 2014	1:00–3:00 p.m.
Tuesday—2:30 p.m.	Thursday, October 16, 2014	1:00–3:00 p.m.
Tuesday—4:00 p.m.	Tuesday, October 14, 2014	3:30–5:30 p.m.
Tuesday—6:00 p.m.	Tuesday, October 14, 2014	6:00–8:00 p.m.
Tuesday—8:00 p.m.	Tuesday, October 14, 2014	8:15–10:15 p.m.
Wednesday—6:00 p.m.	Wednesday, October 15, 2014	6:00–8:00 p.m.
Wednesday—8:00 p.m.	Wednesday, October 15, 2014	8:15–10:15 p.m.
Thursday—6:00 p.m.	Thursday, October 16, 2014	6:00–8:00 p.m.
Thursday—8:00 p.m.	Thursday, October 16, 2014	8:15–10:15 p.m.
Friday—6:00 p.m.	Friday, October 17, 2014	6:00–8:00 p.m.
Friday—8:00 p.m.	Friday, October 17, 2014	8:15–10:15 p.m.
Saturday—a.m.	Saturday, October 18, 2014	10:30 a.m.–12:30 p.m.
Saturday—p.m.	Saturday, October 18, 2014	1:00–3:00 p.m.
conflict	Tuesday, October 14, 2014	8:00–10:00 a.m. **
conflict	Thursday, October 16, 2014	3:30–5:30 p.m.
conflict	Monday, October 13, 2014	8:00–10:00 a.m.
conflict	Friday, October 17, 2014	8:00–10:00 a.m.
conflict	Saturday, October 18, 2014	8:00–10:00 a.m.**

conflict	Saturday, October 18, 2014	3:30–5:30 p.m.
conflict (3 hour slot)	Monday, October 13, 2014	1:00–4:00 p.m.
conflict (3 hour slot)	Saturday, October 18, 2014	3:30–6:30 p.m.
**alternate 3 hour time slot	Saturday, October 18/ Tuesday, October 14, 2014	7:00–10:00 a.m.

Term II: Final and Semester Final Exams

Class Meetings: Day—Time	Exam Days: December 8–13, 2014	
	Date	Time
Monday—7:55/8:00 a.m.	Wednesday, December 10, 2014	8:00–10:00 a.m.
Monday—9:00 a.m.	Monday, December 8, 2014	10:30 a.m. –12:30 p.m.
Monday—10:05 a.m.	Wednesday, December 10, 2014	10:30 a.m. –12:30 p.m.
Monday—11:10 a.m.	Friday, December 12, 2014	10:30 a.m. –12:30 p.m.
Monday—1:00 p.m.	Wednesday, December 10, 2014	1:00–3:00 p.m.
Monday—2:05 p.m.	Friday, December 12, 2014	1:00–3:00 p.m.
Monday—3:10 p.m.	Friday, December 12, 2014	3:30–5:30 p.m.
Monday—4:15 p.m.	Wednesday, December 10, 2014	3:30–5:30 p.m.
Monday—6:00 p.m.	Monday, December 8, 2014	6:00–8:00 p.m.
Monday—8:00 p.m.	Monday, December 8, 2014	8:15–10:15 p.m.
Tuesday—7:45/8:00 a.m.	Thursday, December 11, 2014	8:00–10:00 a.m.
Tuesday—9:15 a.m.	Tuesday, December 9, 2014	10:30 a.m.–12:30 p.m.
Tuesday—10:45 p.m.	Thursday, December 11, 2014	10:30 a.m.–12:30 p.m.
Tuesday—1:00 p.m.	Tuesday, December 9, 2014	1:00–3:00 p.m.
Tuesday—2:30 p.m.	Thursday, Decembr 11, 2014	1:00–3:00 p.m.
Tuesday—4:00 p.m.	Tuesday, December 9, 2014	3:30–5:30 p.m.
Tuesday—6:00 p.m.	Tuesday, December 9, 2014	6:00–8:00 p.m.
Tuesday—8:00 p.m.	Tuesday, December 9, 2014	8:15–10:15 p.m.
Wednesday—6:00 p.m.	Wednesday, December 10, 2014	6:00–8:00 p.m.
Wednesday—8:00 p.m.	Wednesday, December 10, 2014	8:15–10:15 p.m.
Thursday—6:00 p.m.	Thursday, December 11, 2014	6:00–8:00 p.m.
Thursday—8:00 p.m.	Thursday, December 11, 2014	8:15–10:15 p.m.
Friday—6:00 p.m.	Friday, December 12, 2014	6:00–8:00 p.m.
Friday—8:00 p.m.	Friday, December 12, 2014	8:15–10:15 p.m.
Saturday—a.m.	Saturday, December 13, 2014	10:30 a.m. –12:30 p.m.
Saturday—p.m.	Saturday, December 13, 2014	1:00–3:00 p.m.
General Chemistry common exam	Tuesday, December 9, 2014	8:00–10:00 a.m. **
Organic Chemistry common exam	Friday, December 12, 2014	8:00–10:00 a.m.
Physics common exam	Thursday, December 11, 2014	3:30–5:30 p.m.
conflict	Monday, December 8, 2014	8:00–10:00 a.m.
conflict	Saturday, December 13, 2014	8:00–10:00 a.m.**
conflict	Saturday, December 13, 2014	3:30–5:30 p.m.
conflict (3 hour slot)	Monday, December 8, 2014	1:00–4:00 p.m.
conflict (3 hour slot)	Saturday, December 13, 2014	3:30–6:30 p.m.
**alternate 3 hour time slot	Saturday, December 13/ Tuesday, December 9, 2014	7:00–10:00 a.m.

Winter 2015 Exam Schedule

Term I: Final and Semester Mid-Term Exams

Class Meetings: Day—Time	Exam Days : February 23–28, 2015	
	Date	Time
Monday—7:55/8:00 a.m.	Wednesday, February 25, 2015	8:00–10:00 a.m.
Monday—9:00 a.m.	Monday, February 23, 2015	10:30–12:30 p.m.
Monday—10:05a.m.	Wednesday, February 25, 2015	10:30–12:30 p.m.
Monday—11:10 a.m.	Friday, February 27, 2015	10:30–12:30 p.m.
Monday—1:00 p.m.	Wednesday, February 25, 2015	1:00–3:00 p.m.
Monday—2:05 p.m.	Friday, February 27, 2015	1:00–3:00 p.m.
Monday—3:10 p.m.	Friday, February 27, 2015	3:30–5:30 p.m.
Monday—4:15 p.m.	Wednesday, February 25, 2015	3:30–5:30 p.m.
Monday—6:00 p.m.	Monday, February 23, 2015	6:00–8:00 p.m.
Monday—8:00 p.m.	Monday, February 23, 2015	8:15–10:15 p.m.
Tuesday—7:45/8:00 a.m.	Thursday, February 26, 2015	8:00–10:00 a.m.
Tuesday—9:15 a.m.	Tuesday, February 24, 2015	10:30–12:30 p.m.
Tuesday—10:45 p.m.	Thursday, February 26, 2015	10:30–12:30 p.m.
Tuesday—1:00 p.m.	Tuesday, February 24, 2015	1:00–3:00 p.m.
Tuesday—2:30 p.m.	Thursday, February 26, 2015	1:00–3:00 p.m.
Tuesday—4:00 p.m.	Tuesday, February 24, 2015	3:30–5:30 p.m.
Tuesday—6:00 p.m.	Tuesday, February 24, 2015	6:00–8:00 p.m.
Tuesday—8:00 p.m.	Tuesday, February 24, 2015	8:15–10:15 p.m.
Wednesday—6:00 p.m.	Wednesday, February 25, 2015	6:00–8:00 p.m.
Wednesday—8:00 p.m.	Wednesday, February 25, 2015	8:15–10:15 p.m.
Thursday—6:00 p.m.	Thursday, February 26, 2015	6:00–8:00 p.m.
Thursday—8:00 p.m.	Thursday, February 26, 2015	8:15–10:15 p.m.
Friday—6:00 p.m.	Friday, February 27, 2015	6:00–8:00 p.m.
Friday—8:00 p.m.	Friday, February 27, 2015	8:15–10:15 p.m.
Saturday—a.m.	Saturday, February 28, 2015	10:30–12:30 p.m.
Saturday—p.m.	Saturday, February 28, 2015	1:00–3:00 p.m.
conflict	Monday, February 23, 2015	8:00–10:00 a.m.
conflict	Friday, February 27, 2015	8:00–10:00 a.m.
conflict	Saturday, February 28, 2015	8:00–10:00 a.m.**
conflict	Saturday, February 28, 2015	3:30–5:30 p.m.
conflict	Tuesday, February 24, 2015	8:00–10:00 a.m. **
conflict	Thursday, February 26, 2015	3:30–5:30 p.m.
conflict (3 hour slot)	Monday, February 23, 2015	1:00–4:00 p.m.
conflict (3 hour slot)	Saturday, February 28, 2015	3:30–6:30 p.m.
**alternate 3 hour time slot	Saturday, February 28/ Tuesday, February 24, 2015	7:00–10:00 a.m.

Term II Final and Semester Final Exams

Class Meetings: Day—Time	Exam Days: April 27–May 2, 2015	
	Date	Time
Monday—7:55/8:00 a.m.	Wednesday, April 29, 2015	8:00–10:00 a.m.
Monday—9:00 a.m.	Monday, April 27, 2015	10:30–12:30 p.m.
Monday—10:05a.m.	Wednesday, April 29, 2015	10:30–12:30 p.m.
Monday—11:10 a.m.	Friday, May 1, 2015	10:30–12:30 p.m.
Monday—1:00 p.m.	Wednesday, April 29, 2015	1:00–3:00 p.m.
Monday—2:05 p.m.	Friday, May 1, 2015	1:00–3:00 p.m.
Monday—3:10 p.m.	Friday, May 1, 2015	3:30–5:30 p.m.
Monday—4:15 p.m.	Wednesday, April 29, 2015	3:30–5:30 p.m.
Monday—6:00 p.m.	Monday, April 27, 2015	6:00–8:00 p.m.
Monday—8:00 p.m.	Monday, April 27, 2015	8:15–10:15 p.m.
Tuesday—7:45/8:00 a.m.	Thursday, April 30, 2015	8:00–10:00 a.m.
Tuesday—9:15 a.m.	Tuesday, April 28, 2015	10:30–12:30 p.m.
Tuesday—10:45 p.m.	Thursday, April 30, 2015	10:30–12:30 p.m.
Tuesday—1:00 p.m.	Tuesday, April 28, 2015	1:00–3:00 p.m.
Tuesday—2:30 p.m.	Thursday, April 30, 2015	1:00–3:00 p.m.
Tuesday—4:00 p.m.	Tuesday, April 28, 2015	3:30–5:30 p.m.
Tuesday—6:00 p.m.	Tuesday, April 28, 2015	6:00–8:00 p.m.
Tuesday—8:00 p.m.	Tuesday, April 28, 2015	8:15–10:15 p.m.
Wednesday—6:00 p.m.	Wednesday, April 29, 2015	6:00–8:00 p.m.
Wednesday—8:00 p.m.	Wednesday, April 29, 2015	8:15–10:15 p.m.
Thursday—6:00 p.m.	Thursday, April 30, 2015	6:00–8:00 p.m.
Thursday—8:00 p.m.	Thursday, April 30, 2015	8:15–10:15 p.m.
Friday—6:00 p.m.	Friday, May 1, 2015	6:00–8:00 p.m.
Friday—8:00 p.m.	Friday, May 1, 2015	8:15–10:15 p.m.
Saturday—a.m.	Saturday, May 2, 2015	10:30–12:30 p.m.
Saturday—p.m.	Saturday, May 2, 2015	1:00–3:00 p.m.
General Chemistry Common Exam	Tuesday, April 28, 2015	8:00–10:00 a.m.**
Organic Chemistry Common Exam	Friday, May 1, 2015	8:00–10:00 a.m.
Physics Common Exam	Thursday, April 30, 2015	3:30–5:30 p.m.
conflict	Monday, April 27, 2015	8:00–10:00 a.m.
conflict	Saturday, May 2, 2015	8:00–10:00 a.m.**
conflict	Saturday, May 2, 2015	3:30–5:30 p.m.
conflict (3 hour slot)	Monday, April 27, 2015	1:00–4:00 p.m.
conflict (3 hour slot)	Saturday, May 2, 2015	3:30–6:30 p.m.
**alternate 3 hour time slot	Saturday, May 2/ Tuesday, April 28, 2015	7:00–10:00 a.m.

Summer 2015 Exam Schedule

7-Week Classes Final Exams

Class Meetings: Day—Time	Exam Days : June 22–27, 2015	
	Date	Time
Monday—8:00/8:10 a.m.	Wednesday, June 24, 2015	8:00–10:00 a.m.
Monday—9:15 a.m.	Friday, June 26, 2015	8:00–10:00 a.m.
Monday—10:00 / 10:30 a.m.	Wednesday, June 24, 2015	10:30–12:30 p.m.
Monday—12:00/1:00 p.m.	Friday, June 26, 2015	10:30–12:30 p.m.
Monday—2:00 / 2:15 p.m.	Wednesday, June 24, 2015	1:00–3:00 p.m.
Monday—3:30 / 4:00 p.m.	Friday, June 26, 2015	3:30–5:30 p.m.
Monday—6:00 p.m.	Monday, June 22, 2015	6:00–8:00 p.m..
Monday—8:00 p.m.	Monday, June 22, 2015	8:15–10:15 p.m.
Tuesday—8:00 am	Thursday, June 25, 2015	8:00–10:00 a.m.
Tuesday—9:20 / 10:45 a.m.	Thursday, June 25, 2015	10:30–12:30 p.m.
Tuesday—1:00 p.m.	Thursday, June 25, 2015	1:00–3:00 p.m.
Tuesday—2:25 / 2:45p.m.	Thursday, June 25, 2015	3:30–5:30 p.m.
Tuesday—6:00 p.m.	Tuesday, June 23, 2015	6:00–8:00 p.m.
Tuesday—8:00 p.m.	Tuesday, June 23, 2015	8:15–10:15 p.m.
Wednesday—6:00 p.m.	Wednesday, June 24, 2015	6:00–8:00 p.m.
Wednesday—8:00 p.m.	Wednesday, June 24, 2015	8:15–10:15 p.m.
Thursday 6:00 p.m.	Thursday, June 25, 2015	6:00–8:00 p.m.
Thursday 8:00 p.m.	Thursday, June 25, 2015	8:15–10:15 p.m.
Friday—6:00 p.m.	Friday, June 26, 2015	6:00–8:00 p.m.
Friday—8:00 p.m.	Friday, June 26, 2015	8:15–10:15 p.m.
conflict	Saturday, June 27, 2015	8:00–10:00 a.m.
conflict	Saturday, June 27, 2015	3:30–5:30 p.m.
conflict	Wednesday, June 24, 2015	3:30–5:30 p.m.
conflict	Friday, June 26, 2015	1:00–3:00 p.m.

12-Week Classes Final Exams

Class Meetings: Day—Time	Exam Days: July 27–August 1, 2015	
	Date	Time
Monday—8:00 a.m.	Wednesday, July 29, 2015	8:00–10:00 a.m.
Monday—9:15 a.m.	Friday, July 31, 2015	8:00–10:00 a.m.
Monday—10:30a.m.	Wednesday, July 29, 2015	10:30–12:30 p.m.
Monday—1:00 p.m.	Friday, July 31, 2015	10:30–12:30 p.m.
Monday—2:15 a.m.	Wednesday, July 29, 2015	1:00–3:00 p.m.
Monday—3:30 p.m.	Friday, July 31, 2015	3:30–5:30 p.m.
Monday—6:00 p.m.	Monday, July 27, 2015	6:00–8:00 p.m.
Monday—8:00 p.m.	Monday, July 27, 2015	8:15–10:15 p.m.
Tuesday—8:00 am	Thursday, July 30, 2015	8:00–10:00 a.m.

Tuesday—10:45 a.m.	Thursday, July 30, 2015	10:30–12:30 p.m.
Tuesday—1:00 p.m.	Thursday, July 30, 2015	1:00–3:00 p.m.
Tuesday—2:45p.m.	Thursday, July 30, 2015	3:30–5:30 p.m.
Tuesday—6:00 p.m.	Tuesday, July 28, 2015	6:00–8:00 p.m.
Tuesday—8:00 p.m.	Tuesday, July 28, 2015	8:15–10:15 p.m.
Wednesday—6:00 p.m.	Wednesday, July 29, 2015	6:00–8:00 p.m.
Wednesday—8:00 p.m.	Wednesday, July 29, 2015	8:15–10:15 p.m.
Thursday 6:00 p.m.	Thursday, July 30, 2015	6:00–8:00 p.m.
Thursday 8:00 p.m.	Thursday, July 30, 2015	8:15–10:15 p.m.
Friday—6:00 p.m.	Friday, July 31, 2015	6:00–8:00 p.m.
Friday—8:00 p.m.	Friday, July 31, 2015	8:15–10:15 p.m.
Saturday—a.m.	Saturday, August, 1, 2015	10:30- 12:30 p.m.
Saturday—p.m.	Saturday, August, 1, 2015	1:00–3:00 p.m.
conflict	Saturday, August, 1, 2015	8:00–10:00 a.m.
conflict	Saturday, August, 1, 2015	3:30–5:30 p.m.
conflict	Wednesday, July 29, 2015	3:30–5:30 p.m.
conflict	Friday, July 31, 2015	1:00–4:00 p.m.

Undergraduate Correspondence Directory

Abraham S. Fischler School of Education

Undergraduate Education

Abraham S. Fischler School of Education
Nova Southeastern University
Carl DeSantis Building, Fourth Floor
3301 College Avenue
Fort Lauderdale, Florida 33314-7796
Toll-free: 800-986-3223, ext. 27900
Telephone: (954) 262-7900
Fax: (954) 262-3925

Office of Enrollment and Recruitment

Abraham S. Fischler School of Education
Nova Southeastern University
Carl DeSantis Building, Fourth Floor
3301 College Avenue
Fort Lauderdale, Florida 33314-7796
Toll-free: 800-986-3223, ext. 27900
Telephone: (954) 262-7900
Email: utepenrollment@nova.edu

College of Health Care Sciences

Office of the Dean

Stanley H. Wilson, Ed.D., Dean
College of Health Care Sciences
Health Professions Division
Nova Southeastern University
3200 S. University Drive
Fort Lauderdale, Florida 33328-2018
Telephone: (954) 262-1205
Fax: (954) 262-1181

Office of Admissions

College of Health Care Sciences
Health Professions Division
Nova Southeastern University
3200 S. University Drive
Fort Lauderdale, Florida 33328-2018
Telephone: (954) 262-1101
Fax: (954) 262-2282
Email: cahinfo@nsu.nova.edu

Bachelor of Science—Cardiovascular Sonography

College of Health Care Sciences
Health Professions Division
Nova Southeastern University, Tampa SEC
3632 Queen Palm Drive
Tampa, Florida 33619
Telephone: (813) 574-5372
Web site: www.nova.edu/cardiovascular

Bachelor of Health Science—Online

College of Health Care Sciences
Health Professions Division
Nova Southeastern University
3200 S. University Drive
Fort Lauderdale, Florida 33328-2018
Telephone: 800-356-0026, ext. 21222, 21239, or 21217
Email: bhsinfo@nsu.nova.edu

Bachelor of Science—Medical Sonography

College of Health Care Sciences
Health Professions Division
Nova Southeastern University
3200 S. University Drive
Fort Lauderdale, Florida 33328-2018
Telephone: 800-356-0026, ext. 21964

Bachelor of Science—Respiratory Therapy

Nova Southeastern University
Palm Beach SEC
11501 North Military Trail
Palm Beach Gardens, FL 33401-6507
Telephone: (561) 805-2244 or 800-541-6682, ext. 52244
Fax: (561) 805-2333

Certificate Program—Cardiac Sonography

College of Health Care Sciences
Health Professions Division
Nova Southeastern University
3200 S. University Drive
Fort Lauderdale, Florida 33328-2018
Telephone: 800-356-0026, ext. 21964

College of Nursing

Office of the Dean

Marcella Rutherford, Ph.D., Dean
College of Nursing
Health Professions Division
Nova Southeastern University
3200 S. University Drive
Fort Lauderdale, Florida 33328-2018
Telephone: (954) 262-1963
Fax: (954) 262-1036

Office of Admissions

College of Nursing
Health Professions Division
Nova Southeastern University
3200 S. University Drive
Fort Lauderdale, Florida 33328-2018
Telephone: (954) 262-8000
Fax: (954) 262-3811
Email: admissions@nova.edu

Bachelor of Science in Nursing

College of Nursing
Health Professions Division
Nova Southeastern University
3200 S. University Drive
Fort Lauderdale, Florida 33328-2018
Telephone: (954) 262-1975

Farquhar College of Arts and Sciences

Office of the Dean

Don Rosenblum, Ph.D., Dean
Farquhar College of Arts and Sciences
Nova Southeastern University
Mailman-Hollywood Building, Second Floor
3301 College Avenue
Fort Lauderdale, Florida 33314-7796
Telephone: (954) 262-8408
Fax: (954) 262-3930
Email: farqdean@nova.edu

Academic Divisions

Division of Humanities

Farquhar College of Arts and Sciences
Nova Southeastern University
Parker Building, Suite 380
3301 College Avenue
Fort Lauderdale, Florida 33314-7796
Telephone: (954) 262-8200
Fax: (954) 262-3881

Division of Math, Science, and Technology

Farquhar College of Arts and Sciences
Nova Southeastern University
Parker Building, Suite 300
3301 College Avenue
Fort Lauderdale, Florida 33314-7796
Telephone: (954) 262-8301
Fax: (954) 262-3931

Division of Performing and Visual Arts

Farquhar College of Arts and Sciences
Nova Southeastern University
Don Taft University Center, Performing and Visual Arts Wing,
Suite 337
3301 College Avenue
Fort Lauderdale, Florida 33314-7796
Telephone: (954) 262-7620
Fax: (954) 262-2470

Division of Social and Behavioral Sciences

Farquhar College of Arts and Sciences
Nova Southeastern University
Parker Building, Second Floor
3301 College Avenue
Fort Lauderdale, Florida 33314-7796
Telephone: (954) 262-7941
Fax: (954) 262-3760

H. Wayne Huizenga School of Business and Entrepreneurship

Office of the Dean

J. Preston Jones, D.B.A., Dean
H. Wayne Huizenga School of Business and Entrepreneurship
Nova Southeastern University
Carl DeSantis Building
3301 College Avenue
Fort Lauderdale, Florida 33314-7796
Telephone: (954) 262-5001
Email: info@huizenga.nova.edu

Office of Program Management

H. Wayne Huizenga School of Business and Entrepreneurship
Nova Southeastern University
Carl DeSantis Building
3301 College Avenue
Fort Lauderdale, Florida 33314-7796
Telephone: (954) 262-8041

Office of Recruitment and Admissions

H. Wayne Huizenga School of Business and Entrepreneurship
Nova Southeastern University
Carl DeSantis Building
3301 College Avenue
Fort Lauderdale, Florida 33314-7796
Toll-free: 800-672-7223, ext. 25168
Telephone: (954) 262-5168

Institute for the Study of Human Service, Health, and Justice

Academic Program Office

Institute for the Study of Human Service, Health, and Justice
Nova Southeastern University
7600 SW 36th Street
Fort Lauderdale, Florida 33328
Email: humanservices@nova.edu
Telephone: (954) 262-7001

University-Wide Services

Athletics Department

Nova Southeastern University
3301 College Avenue
Fort Lauderdale, Florida 33314-7796
Telephone: (954) 262-8250
Fax: (954) 262-3926
Email: nsuathletics@nova.edu

Division of Student Affairs

Nova Southeastern University
Rosenthal Student Center, Suite 121
3301 College Avenue
Fort Lauderdale, Florida 33314-7796
Telephone: (954) 262-7280, Fax: (954) 262-1390
Email: studentaffairs@nova.edu

Enrollment and Student Services

Nova Southeastern University
Horvitz Administration Building, One-Stop Shop
3301 College Avenue
Fort Lauderdale, Florida 33314-7796

Office of Career Development

Nova Southeastern University
Horvitz Administration Building, Room 152
3301 College Avenue
Fort Lauderdale, Florida 33314-7796
Telephone: (954) 262-7201
Fax: (954) 262-3897
Email: career@nova.edu

Office of International Affairs

Enrollment and Student Services
Nova Southeastern University
Horvitz Administration Building, One-Stop Shop
3301 College Avenue
Fort Lauderdale, Florida 33314-7796
Telephone: (954) 262-7240/7242
Fax: (954) 262-3846
Email: intl@nova.edu

**Office of Orientation and
Commuter Involvement**

Nova Southeastern University
Rosenthal Student Center, Room 104
3301 College Avenue
Fort Lauderdale, Florida 33314-7796
Telephone: (954) 262-8050
Fax: (954) 262-3233
Email: orientation@nova.edu

Office of Residential Life and Housing

Nova Southeastern University
The Commons Residence Hall
3625 College Avenue
Fort Lauderdale, Florida 33314-7796
Telephone: (954) 262-7052
Fax: (954) 262-3812
Email: reslife@nova.edu

Office of Undergraduate Admissions

Nova Southeastern University
Horvitz Administration Building, Room 192
3301 College Avenue
Fort Lauderdale, Florida 33314-7796
Telephone: (954) 262-8000
Fax: (954) 262-3811
Email: admissions@nova.edu

Tutoring and Testing Center

Nova Southeastern University
Student Affairs Building, Second Floor
3301 College Avenue
Fort Lauderdale, Florida 33314-7796
Telephone: (954) 262-8350 (Tutoring)
Telephone: (954) 262-8374 (Testing)
Fax: (954) 262-3935

Undergraduate Academic Advising Center

Horvitz Administration Building
Second Floor
3301 College Avenue
Fort Lauderdale, Florida 33314-7796
Telephone: (954) 262-7990
Fax: (954) 262-3709
Email: UGadvising@nova.edu

Office of Student Financial Assistance

Enrollment and Student Services
Nova Southeastern University
Horvitz Administration Building, One-Stop Shop
3301 College Avenue
Fort Lauderdale, Florida 33314-7796
Telephone: (954) 262-3380
Fax: (954) 262-3966
Email: finaid@nova.edu

Office of the University Bursar

Enrollment and Student Services
Nova Southeastern University
Horvitz Administration Building, One-Stop Shop
3301 College Avenue
Fort Lauderdale, Florida 33314-7796
Student Accounts: (954) 262-5200
Loan Disbursing: (954) 262-5200
Collections, Perkins Loans: (954) 262-5200

Office of the University Registrar

Enrollment and Student Services
Nova Southeastern University
Horvitz Administration Building, One-Stop Shop
3301 College Avenue
Fort Lauderdale, Florida 33314-7796
Telephone: (954) 262-7200
Fax: (954) 262-3256

Transfer Evaluation Services

Enrollment and Student Services
Nova Southeastern University
Horvitz Administration Building, One-Stop Shop
3301 College Avenue
Fort Lauderdale, Florida 33314-7796
Telephone: (954) 262-8117
Fax: (954) 262-3846
Email: esstes@nova.edu

NSU Campus Locations

Main Campus

3301 College Avenue
Fort Lauderdale, Florida 33314-7796
Telephone: 800-541-NOVA (6682)
Email: nsuinfo@nova.edu

East Campus

3100 SW 9th Avenue
Fort Lauderdale, Florida 33315-3025
Telephone: 800-262-8823
Email: facilities@nova.edu

Oceanographic Center

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

North Miami Beach Campus

Abraham S. Fischler School of Education
1750 NE 167th Street
North Miami Beach, Florida 33162-3097
Telephone: 800-986-3223
Email: fgseinfo@nova.edu

NSU Regional Campuses/ Instructional Sites

Bahamas

8 Jean Street, Gleniston Gardens
Nassau, Bahamas
Telephone: (242) 364-6766
Email: nsu-bahamas@nova.edu

Fort Myers, Florida

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

Jacksonville, Florida

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

Jamaica

48 Constant Spring Road
Kingston 10, Jamaica
Telephone: (876) 929-7066
Email: nsu-jamaica@nova.edu

Las Vegas, Nevada

3430 E. Flamingo Road, Suite 103
Flamingo Peco Plaza
Las Vegas, NV 89121
Telephone: (702) 942-3455
Email: nsu-lasvegas@nova.edu

Miami-Kendall, Florida

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

Miramar, Florida

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

Orlando, Florida

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

Palm Beach, Florida

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

San Juan, Puerto Rico

997 San Roberto Street
San Juan, PR 00926
Telephone: (787) 773-6501
Email: nsu-sanjuan@nova.edu

Tampa, Florida

3632 Queen Palm Drive
Tampa, FL 33619
Telephone: (813) 574-5200
Email: nsu-tampa@nova.edu

NSU Health Care Clinics

The Health Professions Division Health Care Centers serve as integral parts of the training programs. They also provide a vital community function by bringing health care service to areas whose medical needs traditionally have gone unmet.

NSU Health Care Center at North Miami Beach

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

This facility houses a full-service primary care family medicine practice as well as a state-of-the-art dental center, a comprehensive optometric clinic and optical dispensary to serve the community.

Sanford L. Ziff Health Care Center

3200 S. University Drive
Fort Lauderdale, FL 33328
Phone: (954) 262-1262

A primary care facility with state-of-the-art full service X-ray diagnostic capabilities. Housed here are; family medicine, pediatrics, internal medicine, geriatrics, student health, obstetrics/gynecology, dermatology, osteopathic manipulative medicine, occupational therapy, pharmacy. Physical therapy, sports medicine and rehabilitation, optometric clinic, optical dispensary.

Physical Rehabilitation

Don Taft University Center
3301 College Avenue Suite 1441b
Davie, FL 33328
Phone: (954) 262-5590

Hearing and Balance Center

3200 S. University Drive
Fort Lauderdale, FL 33328
Phone: (954) 262-7750

This center services patients who need hearing and balance evaluations. Therapeutic intervention is available for pediatric and adult auditory disorders as well as other disorders of hearing and balance systems.

Health Care Centers

Sanford L. Ziff Health Care Center

3200 S. University Drive
Davie, FL 33162
Phone: (954) 262-4200

NSU Health Care Center

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

NBHD Specialty Care Center

1111 West Broward Blvd.
Fort Lauderdale, FL 33312
Phone: (954) 525-4200

Lighthouse of Broward County

650 North Andrews Ave.
Fort Lauderdale, FL 33311
Phone: (954) 463-4217

Kids In Distress

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

The Eye Institute

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

Psychological Services

The center provide a wide array of therapy and testing services to adults, children, adolescents, and elderly clients.

Maltz Psychology Building
3301 College Avenue
Fort Lauderdale FL 33314

The Health Lifestyle

Phone: (954) 262-5968

The Anxiety treatment Center

Phone: (954) 262-5730

The Neuropsychology Assessment Center

Phone: (954) 262-5774

Sports Medicine

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

Don Taft University Center
3301 College Avenue Suite 1433
Davie, FL 33314
Phone: (954) 262-5590

Physical Therapy

3301 College Avenue Suite 1441b
Davie, FL 33314
Phone: (954) 262-4149

Physical Therapy deals with treatment and preventive care of athletes, amateur and professional as well as the community. We help all aspects of pain management of sports and alternative therapies.

Occupational Therapy

3301 College Avenue, Suite 1441b
Davie, FL 33314
Phone: (954) 262-4149

Occupational therapy help people of all ages help themselves participate in meaningful activities (occupations), to take care of themselves, be productive, learn, play and interact with others to the best of their abilities

Admissions

General Admission Information

Prospective students are strongly urged to contact an admissions counselor, either in person or by phone, to talk about NSU and the application process. NSU has several admissions offices serving prospective students, depending upon the program for which the student is applying for admission.

Students applying to associate's and bachelor's degree programs in the Abraham S. Fischler School of Education; College of Health Care Sciences; College of Nursing; Farquhar College of Arts and Sciences; H. Wayne Huizenga School of Business and Entrepreneurship; and Institute for the Study of Human Service, Health, and Justice should contact the Office of Undergraduate Admissions:

Office of Undergraduate Admissions

Nova Southeastern University
Horvitz Administration Building, Room 192
3301 College Avenue
Fort Lauderdale, Florida 33314-7796

Telephone:

- in Broward County, (954) 262-8000
- in Miami-Dade County, (305) 940-6447, ext. 28000
- from other locations, 800-338-4723, ext. 28000
- from the Caribbean islands and Canada, 800-554-6682 ext. 28000

Fax: (954) 262-3811

Email: admissions@nova.edu

All prospective students applying for admission to Nova Southeastern University, regardless of location, format, or program of study, should submit an application and a \$50 nonrefundable application fee via the NSU Application Web site at www.nova.edu/undergraduate/admissions/. Official transcripts and any additional documentation required by the student's program should be submitted to Enrollment Processing Services (EPS). If, at any time, a student wishes to withdraw his or her application from consideration, they may do so in writing, directing this correspondence to EPS or via email to admissions@nova.edu.

Nova Southeastern University
Enrollment Processing Services
Attn: Undergraduate Admissions (UGA)—Please include major if known
P.O. Box 299000
Ft. Lauderdale, Florida 33329-9905

Students wishing to request information and/or apply for admission to undergraduate programs have the opportunity to create their own VIP account on the admissions Web page: www.nova.edu/undergraduate/admissions/.

See the *Overview of Undergraduate Studies at NSU* section for more information about undergraduate majors, minors, and other programs offered by Nova Southeastern University.

Admission Procedures and Requirements

To learn specific admission policies, procedures, and requirements for each individual program, center, college, or school, prospective undergraduate students should review the following catalog guidelines, as well as contact an admissions counselor (see *General Admission Information*) or visit www.nova.edu/undergraduate/admissions/.

Application Deadlines

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

Please note the following deadlines:

Program	Term	Application Deadline	Class start
A.A., B.A., and B.S. degrees— Abraham S. Fischler School of Education; Farquhar College of Arts and Sciences; H. Wayne Huizenga School of Business and Entrepreneurship; and Institute for the Study of Human Service, Health, and Justice	Fall	July 21, 2014	August 25, 2014
	Winter	December 1, 2014	January 5, 2015
	Summer	April 6, 2015	May 11, 2015
B.H.Sc. Online, Respiratory Therapy—Completion	Fall	August 25, 2014	September 2014
	Winter	December 1, 2014	January 2015
	Summer	June 2, 2015	July 2015
	Spring	March 2, 2015	April 2015
Respiratory Therapy—Entry Level	Fall	July 1, 2014	August 2014
Entry Level Nursing	Fall	May 1, 2014	August 2014
	Winter	October 1, 2014	January 2015
R.N. to B.S.N./M.S.N.	Fall	July 21, 2014	August 2014
	Winter	December 1, 2014	January 2015
Cardiac Sonography Certificate	Spring	April 1, 2015	
B.S. Cardiovascular	Summer	April 1, 2015	May 2015
B.S. Medical Sonography	Summer	April 6, 2015	May 2015

Required Documentation

To apply for admission to Nova Southeastern University, all prospective students must submit an online application, transcripts, a \$50 nonrefundable application fee, and any additional documentation required by their program to Enrollment Processing Services (EPS) (see *General Admission Information* for the address).

Students are provisionally admitted to an NSU undergraduate degree-seeking program based on a review of unofficial transcripts and/or fulfillment of program-specific admission requirements. However, full admission is contingent on receipt

of final, official documents and fulfillment of program-specific admission requirements by the final day of the drop and add period noted on the academic calendar for the student's first term at Nova Southeastern University. Reporting false information, or omitting required information, will invalidate any admissions application, most likely resulting in rejection of the applicant seeking admission, or in dismissal of the applicant from the university if the applicant has already been admitted. By submitting the application, the applicant grants permission to Nova Southeastern University (NSU) to make any necessary inquiries, and the applicant voluntarily and knowingly authorizes any former institution, government agency, employer, person, firm, corporation, its officers, employees and agents, or any other person or entity to make a written or oral request for such information.

Final, official transcripts must show all courses completed, grades posted, and graduation dates (if applicable). The school seal must be imprinted or embossed on the transcript, which should be forwarded in a sealed envelope, directly from the institution, in order to be considered an official transcript. Photocopies and facsimiles will not be accepted as final, official transcripts. A final, official transcript reflecting final grades earned is required for each college, university, or professional school attended, even though transfer credit from one college may appear on another college's transcript.

If final, official documents and/or program-specific admission requirements are not received and fulfilled by the last day of the drop and add period of the student's first semester, the student will not be allowed to continue attending class. Financial aid will not be disbursed and future registrations will not be processed until the student has been fully admitted as a degree-seeking student and all admission requirements have been satisfied and approved by the appropriate admission office and the student's program office.

An admissions committee made up of faculty members and admissions representatives reviews applications and makes a determination of admittance or non-admittance. Factors affecting the committee's decision include high school grade point average (GPA), Scholastic Aptitude Test (SAT) or American College Test (ACT) scores, previous college performance, recommendations, interviews, student essays, and any other matters deemed relevant by the committee. Applicants must provide high school and college transcripts from all previous schools attended, whether or not credit was granted. The high school transcript and SAT/ACT test scores may be omitted for students who have at least 24 transferable credits from a regionally accredited institution. The university aligns its admissions requirements with the federal regulations regarding academic eligibility qualifications to receive Federal Student Aid funds with respect to the requirement of a high school credential or its equivalent. Based on information submitted by a student in their Free Application of Financial Student Aid application, a student may be required to submit additional documentation to verify the completion of high school or its equivalent.

Applicants who attended foreign institutions must have coursework from the foreign institutions evaluated for U.S. institutional equivalence. For more information, see the *International Students and Foreign Credentials* section in Special Circumstances.

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

Bachelor of Science—Respiratory Therapy First Professional and Completion Programs

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

- Completion of 45 credits, with a minimum grade of C, from a regionally accredited college of university.
- Minimum cumulative GPA of 2.75 on a 4.0 scale from all undergraduate work.
- Minimum cumulative Science GPA of 2.75.
- Application with writing sample, two evaluations (reference) forms and an application fee. The writing sample must include the following: 1) A clear statement of the goals set for entering the BSRT program.

Online Completion Program must submit evidence of the following:

- Hold NBRC Registration as a Registered Respiratory Therapist. (A block grant of 45 credits will be applied toward the BSRT upon proof of RRT and Licensure where applicable, and successful completion of all BSRT course work).
- Currently hold a license to practice respiratory therapy, where applicable.
- Application and application fee
- Official transcripts from each high school, university/college attended.
- Completion of the following prerequisite general education coursework, with a minimum grade of C. All general education coursework will be evaluated for equivalency.
- Students must have at a minimum 2 Written Communication above 1500 level (6 credits), 2 Math above 1040 level (6 Credits), 2 Social and Behavioral Sciences (6 Credits) and 2 Natural and Physical Sciences (6 credits) to enter the BSRT completion program.
- Students can be dual enrolled while completing any additional general education requirements. Credits can be transferred in prior to completion of the program. Degree will not be granted until all general education requirements are met.

Bachelor of Science—Cardiovascular Sonography, Medical Sonography, and Bachelor of Health Science Online Programs

Prospective Cardiovascular, B.H.Sc. Online, and Medical Sonography students are selected by the Department of Health Science committee on admissions through consideration of the overall qualities of the applicant.

The B.H.Sc.—Online program will admit midlevel clinicians and allied health professionals with diverse education, work, and life experiences who have demonstrated capacity to pursue the course of study and increasingly responsible positions in health care.

The B.S.—Medical Sonography program will admit individuals with diverse education, work, and life experiences who have demonstrated capacity to pursue the course of study in medical sonography.

The B.S.—Cardiovascular Sonography program will admit individuals with diverse education, work, and life experiences who have demonstrated capacity to pursue the course of study in cardiovascular sonography.

The Cardiac Sonography Certificate program will admit sonographers and other health care professionals interested in earning a credential in cardiac echocardiography.

Areas of consideration for both programs include application content, academic record, prior scientific, health care, or elder care work or volunteer experience in a health care facility, letters of evaluation, and personal motivation. In special circumstances, a personal interview with members of the committee may be required (phone interview may be substituted). All interview expenses are the responsibility of the applicant.

Many criteria, in addition to academic credentials, play a role in the admission process for the B.H.Sc. Online, Cardiovascular, and Medical Sonography programs. While the program allows the student to demonstrate academic capability, it does not assure admission to any professional school. Admission to the Cardiovascular, B.H.Sc. Online, Medical Sonography and Cardiac Sonography Certificate programs will not guarantee admission to any other program of Nova Southeastern University.

Upon receipt of the completed application, fees, credentials, and transcripts, the admissions officers and the College of Health Care Sciences will review all material for evidence of the proper education, training, and background to enter the B.H.Sc. Online, Cardiovascular, Medical Sonography, and Cardiac Sonography Certificate programs.

In addition to the documents described in the Required Documentation section, students applying for entry to the B.H.Sc.—Online Program must submit evidence of the following:

- Completion prior to matriculation of three semester hours (or equivalent) of college-level written composition from a regionally accredited college or university with a minimum grade of C (GPA of 2.0 on a 4.0 scale).
- An associate's degree in a professional field of health from a regionally accredited college or university with a minimum cumulative GPA of 2.6 on a 4.0 grading scale OR a post-high school level diploma or certificate of completion in a field of health care with a minimum cumulative GPA of 2.6 on a 4.0 grading scale. In order for this coursework and education to be considered for credit, an applicant may be required to submit a student-prepared learning portfolio requesting assessment of prior experiences for academic credit. This will describe all traditional, online, military, and other health care education, as well as work-related experience and health care-related conferences attended. A resume or CV, transcripts, and/or official documentation of attendance must accompany all prior learning portfolios. The admissions committee will review the portfolio to determine the amount of credit given for prior learning.
- Documented evidence demonstrating education or experience in the health care field within the past five years.
- All applicants must show evidence of computer skills through course work or self-study prior to the end of the first term. Students may obtain instruction through the NSU Student Microcomputer Laboratory or other training facilities.
- Two letters of evaluation from individuals other than relatives, such as academic advisors, professors, or clinical or nonclinical supervisors, or community associates.
- Copies of national and or state professional certification, licensure, or registration, if applicable.

In addition to the documents described in the *Required Documentation* section, students applying for entry to the **B.H.Sc.—Online Pre-MOT Track** program must submit evidence of the following:

B.H.Sc. Pre-MOT Track Admissions Requirements

- Prior to matriculation, all applicants must have 3 credits (or the equivalent) of college-level written composition from a regionally accredited college or university with a minimum grade of C (GPA of 2.0 on a 4.0 grading scale)
- an associate's degree in occupational therapy from an Accreditation Council for Occupational Therapy Education (ACOTE®)-accredited program at a regionally accredited college or university with a minimum cumulative GPA of 2.6 on a 4.0 grading scale and initial certification by the National Board for Certification in Occupational Therapy, Inc. (NBCOT®) as a Certified OT Assistant (COTA)
- documented evidence demonstrating education or experience in the health care field within the past five years

For more information about admissions requirements for the entry-level Master of Occupational Therapy program, visit www.nova.edu/chcs/healthsciences/bhs/pre-mot-track.html or email hpinfo@nova.edu, or call 800-356-0026, ext. 21101.

In addition to the documents described in the *Required Documents* section, students applying for entry to the **B.S. Cardiovascular Sonography** or to the **B.S. Medical Sonography** programs must submit evidence of the following:

- A minimum of 30 semester credits—6 credits in Physical/Human/Biological Science (including 3 required credits in General Anatomy and Physiology I, and 3 credits in Physics), 6 credits of Social and Behavioral Sciences, 6 credits of Humanities, 6 credits of English Composition, and 6 credits of College Math above 1000 level—from a regionally accredited college or university with a minimum cumulative GPA of 2.6 on a 4.0 grading scale. Only courses with a minimum GPA of 2.0 on a 4.0 grading may be considered for possible transfer of credit.
- All applicants must show evidence of computer skills through coursework or self-study prior to the end of the first term. Students may obtain instruction through the NSU Student Microcomputer Laboratory or other training facilities.
- Two letters of evaluation from individuals other than relatives such as academic advisors, professors, or clinical or nonclinical supervisors, or community associates.
- Graduates from programs other than those from regionally accredited colleges or universities must submit a student-prepared learning portfolio requesting Assessment of Prior Experiences for Academic Credit.
- Copies of national and or state professional certification, licensure or registration, if applicable.
- A complete resume or CV.

In addition to the documents described in the *Required Documentation* section, students applying for entry to the **B.H.Sc.—General and Vascular Sonography** program must submit evidence of the following:

- A minimum of 30 semester credits (9 credits of Natural and Physical Sciences including 3 required credits in General Anatomy and Physiology I, 6 credits in Physical/Human/Biological Science, 9 credits of Social and Behavioral Sciences, 6 credits of Humanities, 3 credits of English Composition, and 3 credits of College Math above 1000 level), from a regionally accredited college or university with a minimum cumulative GPA of 2.6 on a 4.0 grading scale. Only courses with a minimum GPA of 2.0 on a 4.0 grading may be considered for possible transfer of credit.
- All applicants must show evidence of computer skills through coursework or self-study prior to the end of the first term. Students may obtain instruction through the NSU Student Microcomputer Laboratory or other training facilities.
- Two letters of evaluation from individuals other than relatives such as academic advisors, professors, or clinical or nonclinical supervisors, or community associates.
- Graduates from programs other than those from regionally accredited colleges or universities must submit a student-prepared learning portfolio requesting Assessment of Prior Experiences for Academic Credit.
- Copies of national and or state professional certification, licensure or registration, if applicable.
- A complete resume or CV.

In addition to the documents described in the Required Documentation section, students applying for entry to the **Cardiac Sonography Certificate** program applicants must be one of the following:

- A currently working, registered ultrasound professional who wishes to acquire the knowledge and training skills in the adult echocardiography specialty leading to the RDCS (ARDMS) and RCS (CCI) credentials.
- A health professional, who has passed the Sonography Principles and Instrumentation (SPI) examination (ARDMS ultrasound physics portion of the exam).
- An NSU College of Health Care Sciences alumnus who has a bachelor's or master's degree in the vascular sonography course of study and who currently has RVT or RDMS credentials, or has passed the SPI exam and is willing to obtain the education and training leading to RDCS or RCS credentials.

Bachelor of Science in Nursing

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

- Applicants must have completed a minimum of 39 semester hours (or equivalent quarter hours) of specific undergraduate coursework from a regionally accredited college or university prior to matriculation into the nursing program with an overall 3.0 or higher GPA and 3.0 in science pre-requisites.
- Official transcripts indicating completion of each prerequisite course with a grade of C or higher. (Students may submit transcripts if enrolled in a final semester of courses in progress.) Preference may be given to students with no repeated or withdrawn coursework.
- Overall GPA of 3.0 or higher, and science GPA of 3.0 or higher, on a 4.0 scale.

The completed application (including the application fee and all official transcripts) for entry into the Bachelor of Science in Nursing—Entry-Level Program must be received no later than May 1 to be considered for an admission interview for the August class and by October 1 to be considered for the January class.

In addition to the documents described in the *Required Documentation* section, students applying for entry to the **Bachelor of Science in Nursing—R.N. to B.S.N. Track** must submit evidence of the following:

- Overall GPA 2.6 or higher on a 4.0 scale.
- Proof of current registered nurse (R.N.) licensure.
- Licensure must remain current throughout the program. Students who do not hold a United States (U.S.) nursing license must receive prior approval from the department chair and College of Nursing dean for admission into the program.
- Applicants must submit two letters of recommendation from individuals other than relatives: one from academic instructor, professor, or academic advisor and one from a community associate.

The College of Nursing has rolling admissions for the R.N. to B.S.N. track. Candidates must submit all applications and transcripts by July 16 for priority consideration for the August entering class and by December 10 for priority consideration for the January entering class. Applications are accepted year round for R.N. to B.S.N. entering classes.

In addition to the documents described in the *Required Documentation* section, students applying for entry to the **Bachelor of Science in Nursing—R.N. to M.S.N. Track** must submit evidence of the following:

Initial admission criteria would be the current admission requirements for the RN to BSN degree:

- Applicants must have an overall GPA of 2.6 or higher on a 4.0 scale.
- Applicants must have a current/active United States R.N. license. If the applicant resides out of the United States and does not hold this license, the applicant's application must be approved by the College of Nursing associate dean of the program or the dean.
- Students must complete all pre-requisite general education courses prior to beginning the M.S.N.
- The student will complete three terms of B.S.N. coursework. At the end of three terms, the student must meet the 3.0 or higher GPA admission requirement for the M.S.N. The 3.0 GPA will be calculated from the B.S.N. courses completed at NSU. Students enrolled in the R.N. to M.S.N. program who do not meet the 3.0 GPA requirements in the third term will be moved to the R.N. to B.S.N. program and complete the two additional terms for the B.S.N. The program directors for the R.N. to B.S.N. and the graduate program director will review applicants at the completion of term III. Written notification to the student regarding their progression into the M.S.N. program will be done by the College of Nursing.
- Applicants must submit two letters of recommendation from individuals other than relatives: one from academic instructor, professor, or academic advisor and one from a community associate.

The College of Nursing has rolling admissions for the R.N. to M.S.N. track. Candidates must submit all applications and transcripts by July 16 for priority consideration for the August entering class and by December 10 for priority consideration for the January entering class. Applications are accepted year-round for R.N. to M.S.N. entering classes.

Professional and Liberal Studies (PALS) Program—Day Programs

In addition to the documents described in the *Required Documentation* section, **freshman applicants** must submit all final official transcripts reflecting academic coursework prior to enrollment and final grades earned (e.g., current high-school transcript or GED equivalent), including proof of graduation and SAT or ACT scores by the final day of the drop and add period noted on the academic calendar for the student's first term at Nova Southeastern University.

In addition to the documents described in the *Required Documentation* section, **transfer applicants**, defined as students with at least 24 transferable credits, must submit official, final college transcripts from all previous schools attended, whether or not credit was awarded, reflecting final grades earned. If, at the time of application, students have any courses in progress at another institution, a final, official transcript must be submitted.

Professional and Liberal Studies (PALS) Program (day) students, on receiving notification of acceptance, should promptly inform the Office of Undergraduate Admissions by submitting a \$200 seat deposit to be credited toward tuition. To receive a refund of seat deposits, students must rescind their acceptance in writing by May 1 for August (fall) admission and by September 1 for January (winter) admission.

Career Development Program—Evening/Online/Off-Campus Programs

In addition to the documents described in the *Required Documentation* section, all applicants to the **Career Development Program** must submit proof of high school graduation (or GED equivalent) if they have not previously attended a college-level institution. Transfer students, defined as students with at least 24 transferable credits, must submit official college transcripts reflecting final grades earned from all previous schools attended, whether or not credit was awarded. If, at the

time of application, students have any courses in progress at another institution, a final, official transcript reflecting final grades earned must be submitted. All final, official documents must be submitted by the final day of the drop and add period noted on the academic calendar for the student's first term at Nova Southeastern University.

Special Programs

Dual Admission Program Applications

NSU offers dual admission to a select number of highly motivated, academically talented students interested in pursuing both an undergraduate degree and future graduate studies. For information and a list of dual admission programs, see the *Dual Admission Program* section in Academic Resources and Procedures. Students interested in applying for dual admission programs should speak with an undergraduate admissions counselor to determine eligibility.

Honors Program Applications

Students must complete a separate application for Undergraduate Honors Programs, available at www.fcas.nova.edu/programs/undergraduate_honors/honorsapp.pdf. For more information about honors programs, see *Honors Program* in Academic Resources and Procedures.

Special Circumstances

Home-Schooling

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

International Students and Foreign Credentials

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

Transcript Evaluation

Applicants with foreign credentials must have the equivalent of a United States high school diploma. Applicants should submit all secondary school and college-level transcripts and certificates and provide official English-language translations for any transcripts that are not already in English. Credits earned at non-U.S. institutions must be evaluated for equivalents by an outside agency approved by the National Association of Credential Evaluation Services (NACES). Applicants are responsible for all evaluation fees. Foreign coursework must be evaluated with a course-by-course evaluation by an NACES-approved evaluation company, such as:

World Education Services
P.O. Box 745
Old Chelsea Station
New York, New York 10113-0745
Telephone: (212) 966-6311
Email: www.wes.org

Josef Silny & Associates
7101 SW 102nd Avenue
Miami, Florida 33173
Telephone: (305) 273-1616
Fax: (305) 273-1338 fax
Web site: www.jsilny.com
Email: info@jsilny.com

Educational Credential Evaluators
P.O. Box 514070
Milwaukee, Wisconsin 53203-3470
Telephone: (414) 289-3400
Email: www.ece.org

A complete list of NACES-approved evaluation companies can be found at <http://naces.org/members.htm>.

English Proficiency Requirements

Applicants to the Abraham S. Fischler School of Education; Farquhar College of Arts and Sciences; H. Wayne Huizenga School of Business and Entrepreneurship; College of Health Care Sciences, and Institute for the Study of Human Service, Health, and Justice whose native language is not English, are required to demonstrate English proficiency by one of the following methods:

1. Test of English as a Foreign Language (TOEFL) score of 213 on the computerized test; 550 on the paper test format, or 79 on the Internet format.
2. International English Language Testing System (IELTS) requires a 6.0 on the test module.
3. Scholastic Assessment Test (SAT) with a score of at least 480 in the critical reading section, or the American College Test (ACT) with a score of at least 20 on the reading section.
4. Applicants may also show English proficiency by achieving a grade of C or higher in a freshman level English composition course at a U.S. regionally accredited institution.
5. Applicants may also show English proficiency by passing Academia II Levels from The TALK School of Languages.
6. Applicants may also show English proficiency by achieving a grade of 54 or higher on the Pearson Test of English Academic (PTE).

Test results should be sent directly to the application center. Students who are applying to majors in the College of Nursing do not need to demonstrate English proficiency according to one of the methods listed above because these students are required to complete English composition courses, as well as other college-level coursework, prior to becoming eligible to apply.

Financial Documents

International applicants must submit an original bank statement or original letter from a financial institution indicating ability to meet all costs of education without financial aid from NSU. The minimum amount is determined by a budget prepared by the NSU Office of Student Financial Assistance. A notarized letter from a sponsor is required if a public or private

organization or an individual sponsors the student. The financial guarantee must include provisions for any dependents who will be residing with the student in the United States. Students should check with the Office of International Affairs at www.nova.edu/internationalstudents/current/payments.html.

Medical Insurance

International students must purchase medical insurance (J-1 visas only). Students should contact the international student academic advisor for further information or call (954) 262-4060.

Acceptance Letters and Deposits

After NSU has received all of the above information and has granted admission, an acceptance letter will be sent. The process of issuing the I-20 will begin only after all final, official documents have been received, and on receipt of a \$200 tuition deposit. Requirements for international online students may differ. To receive a refund of tuition deposits, international students must rescind their acceptance, in writing, by May 1 for August (fall) admission, by September 1 for January (winter) admission, and by January 1 for May (summer) admission.

Non-Degree-Seeking Students

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

Non-degree-seeking students are not eligible for financial aid, unless they are pursuing a financial aid-eligible certificate program. Contact an admissions or financial aid counselor for details.

Abraham S. Fischler School of Education; Farquhar College of Arts and Sciences; H. Wayne Huizenga School of Business and Entrepreneurship; and Institute for the Study of Human Service, Health, and Justice

Non-degree-seeking students must submit a transcript indicating completion of high school or GED equivalent, or a transcript from the last college attended.

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

College of Health Care Sciences and College of Nursing

Students may not take courses in the College of Nursing, cardiovascular sonography program, or medical sonography program on a non-degree-seeking basis. Students may apply to the Cardiac Sonography Certificate program.

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

- prior to matriculation, three semester hours (or equivalent) of college-level written composition from a regionally accredited college or university with a minimum grade of C (GPA of 2.0 on a 4.0 scale) (Effective January 1, 2006);
 - associate's degree in a field of health from a regionally accredited college or university with a minimum cumulative GPA of 2.6 (from a nursing program) or 2.6 (from cardiovascular sonography, and general and vascular sonography programs) on a 4.0 grading scale
- OR
- a diploma or certificate of completion in a field of health care with a minimum cumulative GPA of 2.6 on a 4.0 grading scale.

Due to the limited number of seats available in the program, preference for admission and registration will be given to degree-seeking students. Students are limited to a maximum of 9 credit hours of B.H.Sc. coursework. All applicants must show evidence of computer skills through coursework or self-study prior to the end of the first semester.

Second Bachelor's Degree

Individuals who already hold a bachelor's degree from an accredited institution, including NSU, may earn a second bachelor's degree from NSU by completing a minimum of 30 additional credits toward the second degree. At least 50 percent of the major must be taken at NSU.

Suspensions

Applicants who are currently under suspension or who have been suspended or dismissed from another postsecondary institution are not eligible for admission to Nova Southeastern University. Applicants may appeal this policy and request a waiver by the admissions committee. That waiver may be granted only after a review of additional information. Students who are currently under suspension or who have been suspended or dismissed from NSU should refer to the *Academic Requirements and Progress* section in Academic Resources and Procedures for policy information.

Concurrent Enrollment

Students enrolled at NSU are not generally permitted to be enrolled at other institutions at the same time. Only under unusual circumstances will permission for concurrent enrollment be granted. See the *Enrollment at Other Universities* section in Academic Resources and Procedures for policies and requirements.

Delayed Enrollment and Reapplication for Admission

Students who apply for admission but do not complete the admissions process, or are admitted but never attended NSU, may reactivate their applications within a period of 12 months after the intended semester of enrollment. For example, a student admitted for fall semester must enroll no later than the following fall semester. After the 12 month deadline, students must reapply for admission and a new application fee will be assessed. Students who wish to apply for readmission must clear all financial and academic holds from their record before a readmission application is processed.

Transfer Credits

NSU welcomes undergraduate students who have earned degree-applicable college credits at other institutions. Award of transfer credit is based upon faculty review that focuses on comparability of learning outcomes. NSU will transfer courses from previous institutions for which a student has earned a grade of C or higher. In some cases, grades of D may be transferable. Contact the Office of Transfer Evaluation Services at (954) 262-8414 for details.

Students interested in transferring to NSU should contact an admissions counselor at the main campus in the Horvitz Administration Building to discuss how prior college credits can be applied toward an NSU degree. Community college students should contact an admissions counselor as early as possible in their college career in order to choose associate's degree coursework that will be appropriate for transfer into their intended NSU bachelor's degree program.

Transfer credit evaluation will be completed by the Office of Transfer Evaluation Services upon acceptance to the university. Applicable credit will be transferred based on all official transcripts received. Students are fully accepted upon receipt of all final official transcripts. Transfer students must provide final official transcripts from all previously attended colleges for transfer credit evaluation. Students will be advised to take courses based on the official evaluation.

Official transcripts from all colleges or universities previously attended should be sent directly to:

Nova Southeastern University
Enrollment Processing Services
Attn: Undergraduate Admissions (UGA)
P.O. Box 299000
Ft. Lauderdale, Florida 33329-9905

NSU may transfer a maximum of 90 eligible semester credits toward a bachelor's degree, including credit for CLEP, proficiency exams, and prior experiential learning. Students may transfer a maximum of 30 eligible semester credits towards the Associate of Arts (A.A.) degree. Remaining credits and at least 50 percent of credits in the student's major, minor, and/or certificate areas must be earned at NSU in regular academic offerings. See the *Academic Requirements and Progress* section.

Transferring NSU Credits to Other Institutions

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

Assessment of Prior Experiences for Academic Credit

NSU undergraduates may convert prior professional, military, and other life experiences into academic credit through four different mechanisms. All requests for prior learning credit must be initiated after 12 credits at NSU, but before students complete 24 credits. Credits earned through prior learning will be noted on transcripts.

1. General and Subject Testing

Students may meet certain general education, major, and elective requirements in a variety of areas through objective tests in which they demonstrate specific subject knowledge. These tests include the College Board's College-Level Examination Program (CLEP), DANTES Subject Standardized Test (DSST) (formerly known as DANTES), ACT-PEP

exams, and New York University proficiency exams. Students who plan to take these exams as prerequisites for other courses must successfully complete the exams before registering for more advanced coursework. Students who enroll in courses that require TECH 1110 (Technology in the Information Age) as a prerequisite may satisfy the prerequisite by taking an exam that tests their computer knowledge. Students must contact their academic advisor before taking any exams. See the *Office of Academic Services* (OAS) section in Academic Resources and Procedures for more information about testing services.

2. Full Portfolios (for course challenges)

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

3. Standard Grants

NSU has established a series of standard college credit grants for common, documented learning experiences. These experiences include certain training courses; military experiences; licenses; and health care industry training experiences, such as EMT and paramedic training, and nursing education in training hospitals. Specific documentation is required for each standard grant. The number of credits awarded depends on the major program's transfer policies.

For more information about prior learning options, contact the Office of Transfer Evaluation Services at (954) 262-8117 or 800-806-3680.

Advanced Placement and International Baccalaureate Credit

Students who have completed Advanced Placement (AP) or International Baccalaureate (IB) courses may receive college credit toward the bachelor's degree at NSU. Students should consult with the Office of Transfer Evaluation Services (TES) to confirm credit awards. For more information on academic advising, refer to the *Academic Advising* section in Academic Resources and Procedures.

Official test scores should be sent to:

Nova Southeastern University
Enrollment Processing Services
Attn: Undergraduate Admissions (UGA)
P.O. Box 299000
Ft. Lauderdale, Florida 33329-9905

Academic Resources and Procedures

Academic Advising

Academic advisors provide students with confidential academic, social, and developmental advising to ensure they receive the individual attention they need to succeed. It is strongly recommended that all undergraduate students entering a program, changing majors or specializations/concentrations, requesting transfer of credits, or attempting to meet specific renewal or certification requirements contact an academic advisor before registering for classes. Academic advisors additionally serve as liaisons and referral agents by helping students gain needed assistance from other NSU divisions or from the community.

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

All students must complete the Student Enrollment Agreement (SEA) each term, prior to course registration. Students may view a copy of the SEA at www.nova.edu/registrar/forms/catch-the-sea-wave.pdf and may complete the form in NSU Sharklink, the university's online information portal.

**Undergraduate Academic Advising Center for
Abraham S. Fischler School of Education;
Farquhar College of Arts and Sciences;
H. Wayne Huizenga School of Business and Entrepreneurship; and
Institute for the Study of Human Service, Health, and Justice**

Horvitz Administration Building, Second Floor, Room 252
Phone: (954) 262-7990 | 800-541-6682, ext. 27990
Fax: (954) 262-3709
Email: UGadvising@nova.edu

College of Health Care Sciences

Academic Advising and Administrative Support

Each student is required to contact the program director for academic advising prior to beginning the program. The program director and the department coordinator will advise and assist the student during their matriculation into the program. Students may communicate with the director and coordinator via phone, fax, email, or in person if they visit campus.

Department of Health Science—Cardiovascular Sonography

Telephone: (813) 574-5372

Department of Health Science—Online

Telephone: (954) 262-1239 for administrative support | (954) 288-9695 for academic advising

Department of Health Science—Medical Sonography

Telephone: (954) 262-1964

Department of Health Science—Cardiac Sonography Certificate

Telephone: (954) 262- 1964

Department of Cardiopulmonary Sciences

Telephone: (561) 805-2244

College of Nursing

A designated nursing faculty member will help students with course selections for each semester. Prior to selecting courses for the next semester, students should review all nursing program course requirements and tracking. If students have difficulty with registration or financial aid issues, they should contact their program director immediately for assistance. All students are asked to meet with their designated faculty advisor each term, including the last term of coursework prior to graduation.

Academic Advising

Telephone: (954) 262-1703

Academic Standing (revised: August 14, 2014)

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

- **Academic Warning (AW):** A student is placed on AW when she/he has demonstrated poor academic performance but remains in progress toward degree completion. AW will be assigned for any semester in which the student has a semester GPA below 2.0 (regardless of cumulative GPA). A student on warning will receive a formal communication. AW will not be a designation of any kind on a student's transcript. AW will be considered a warning to the student and is not a designation of poor academic standing within the university.
- **Academic Probation (AR):** A student is placed on AR when she/he has demonstrated poor academic performance and fails to demonstrate sufficient progress toward degree completion. AR is determined when the student's cumulative GPA is below 2.0 AND has a semester GPA below 2.0 AND the student is currently on academic warning (AW). To be removed from AR a student must raise the cumulative GPA above 2.0 at the end of the semester. A student may remain on AR with a cumulative average below 2.0 if the semester average is above a 2.0.
- **Academic Suspension (AS):** A student is placed on AS when she/he has a cumulative GPA below 2.0 AND a semester GPA below 2.0 AND is currently on academic probation (AR). Suspension results in cessation of enrollment/registration for the next fall or winter semester (summer semester does not satisfy the period of academic suspension). If supported, a student returns to the university on academic probation (AR). If the student is away from NSU enrollment for more than 12 months, the student must submit a new application for admission. This insures a comprehensive review of student academic and financial standing and updates relevant catalog term/year. A student may not apply any credits earned during suspension (one semester) toward their NSU degree. AS carries a permanent designation on the student transcript.
- **Academic Dismissal (DA):** A student is placed on DA when she/he has a cumulative GPA below 2.0 AND a semester GPA below 2.0 AND was previously academically suspended AND currently is on academic probation (AR). The university process on 'return from dismissal' requires a minimum of a two year hiatus from all NSU enrollments. A student may petition for readmission following dismissal through the Office of Enrollment and Student Services. A student readmitted is placed on academic probation (AR). If readmitted, a student may not apply any credits earned during dismissal. DA carries a permanent designation on the student's transcript.

- **Good Academic Standing (OO):** By definition, a student is in Good Academic Standing unless she/he is not making sufficient progress toward degree completion or has been placed on Disciplinary Suspension or Disciplinary Expulsion. Unless a student is placed on academic probation, academic suspension, or academic dismissal she/he is considered in good academic standing. Standing only occurs when a student is moving from a poor standing status (AR, AS, DA).
- **Increased Standards:** Due to external factors including but not limited to areas such as regional and national accreditation as well as state licensure, certain colleges/centers/schools/programs reserve the right to require a level of academic performance that is greater than the base level established by the university for all undergraduate students. Note: the University catalog provides for a full listing of any performance levels required by specific academic programs.
- **Appeals:** A student may appeal a determination of academic suspension or academic dismissal to the College of Undergraduate Studies within ten days of notification. The student will be automatically dropped from classes on determination of suspension or dismissal. The student may not attend class during a period of appeal.

Review of Academic Progress

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

Abraham S. Fischler School of Education; Farquhar College of Arts and Sciences; H. Wayne Huizenga School of Business and Entrepreneurship; and Institute for the Study of Human Service, Health, and Justice

For students in the Abraham S. Fischler School of Education; Farquhar College of Arts and Sciences; H. Wayne Huizenga School of Business and Entrepreneurship; and Institute for the Study of Human Service, Health, and Justice, the Office of the Dean reviews student academic progress at the end of each semester. Students whose grade point averages (GPA) fall below minimum GPA requirements will receive notification that they have been placed in one of the categories of academic progress listed below. All of these categories will become permanently recorded on the student's official transcript.

Academic Probation: Students are placed on academic probation following a semester in which the students fail to meet a minimally acceptable semester GPA of 2.0. A student may be removed from academic probation if the student earns both a semester and cumulative GPA above 2.0 in the subsequent semester of enrollment.

Academic Suspension: Students on academic probation are suspended following a semester in which they fail to earn both a minimally acceptable semester and cumulative GPA of 2.0. The length of suspension is two semesters. A suspended student is dropped from all registered courses with no financial penalty.

Academic Dismissal: Students who were previously on academic suspension and readmitted/reenrolled will be academically dismissed if they fail to earn a minimally acceptable semester GPA of 2.0 at any time during their probation period. A dismissed student is dropped from all registered courses with no financial penalty.

Appealing Academic Suspension or Academic Dismissal: Students placed on academic suspension or academically dismissed will be sent a letter to their permanent mailing address. This letter details information about the appeal process and includes the deadline for submitting an appeal.

Appeals must be submitted to the Academic Progress Committee, which includes faculty members from each academic division and a representative from the Office of Academic Services. The committee reviews these appeals. Notification of decisions will be sent to the permanent mailing address of the student. If the appeal is approved, the student will need to contact their academic advisor to register for classes during the next available registration period.

Petitioning to Re-Enroll After Academic Suspension: Students who have been suspended and wish to return to NSU must petition for re-enrollment by the date indicated on their suspension notice. While on academic suspension, students may not make progress in their NSU degree programs. Credits earned at other institutions during academic suspension will not be transferred to NSU.

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

Petitioning for Permission to Reapply After Academic Dismissal: Only documented, extreme extenuating circumstances will be considered for a student to become eligible to reapply to NSU following an academic dismissal. Academically dismissed students may petition for permission to reapply only after two or more years have elapsed following dismissal. No coursework completed at another institution during the period of dismissal will be considered applicable to an NSU degree program.

The petition process must be initiated by a student in the form of a petition letter submitted to the vice president for NSU's Enrollment and Student Services. Following the review and approval of the vice president for Enrollment and Student Services, petition letters are reviewed by the Academic Progress Committee, comprised of faculty members.

The following factors should be clearly addressed in the student's petition letter:

- evidence of the student's growth, maturity, and motivation to be successful
- conditions during the student's previous enrollment that led to academic dismissal, and the student's resolution of these issues
- examples of the student's success (academic, professional) following dismissal

The petition will be reviewed, and the committee's recommendation will be communicated to the student by the vice president of Enrollment and Student Services. This decision determines if the student is eligible to reapply for admission to NSU.

College of Health Care Sciences and College of Nursing

Course Failures

Failing any course, didactic or fieldwork, will result in the matter being referred to the department's or program's Committee on Student Progress and may lead to disciplinary action up to and including dismissal. In some programs, one or more courses may be designated as prerequisite or core competency coursework and critical for successful completion of the curriculum, such that failure of a single prerequisite or core competency course may lead to dismissal. Course failures that require remediation by retake may significantly extend the length of the program of study or require the student to withdraw from the program until the course is offered again. Students may be charged additional tuition for repeated courses.

Committee on Student Progress

Each department and program within the College of Health Care Sciences and the College of Nursing—audiology, physician assistant, nursing, occupational therapy, physical therapy, Bachelor of Health Science, Bachelor of Health Science Vascular Sonography, Master of Health Science, and Doctor of Health Science—has a Committee on Student Progress (CSP). It is the CSP's responsibility to conduct proceedings to determine whether a student is experiencing problems with academic progress or has violated a regulation, policy, and/or professional or behavioral codes of conduct. The CSP examines individual cases and makes appropriate recommendations to the program director and/or department chair, who determines the final status of individual student. Students are advised in writing by the program director and/or department chair, of the decisions and are bound to comply. CSP recommendations may include, but are not limited to: no action taken, remediation, warnings, probation, suspension, dismissal, or expulsion. These recommendations can cover one, any combination of, or all of the following issues: academic, disciplinary, or professional. Students have the right to appeal the decision or recommendation. A request for appeal must follow the procedures outlined in the appropriate student handbook section on Student Appeals.

Academic Warning, Academic Probation, and Disciplinary Probation

The specific program's Committee on Student Progress (CSP) will make recommendations to the program director and/or department chair when a student is not making progress toward meeting degree requirements or is failing to meet the attitudinal and behavioral objectives and/or professional standards of the program or department. The program director and/or department chair reviews the CSP recommendations and notifies the student, in writing, of their decision, which may include, but is not limited to, academic warning, academic probation, or disciplinary probation. This will be noted on the official transcript either as AW (academic warning), AP (academic probation), or DI (disciplinary probation) to indicate issues related to unprofessional behavior. A student on any type of probation will be restricted from the following: holding office in any student or college sponsored organization, placement on the Chancellor's or Dean's List, and receiving funds for student-related activities. The college and the Division Office of Student Affairs will also be notified. The program director and/or department chair and the dean may restrict other activities. Failure to bring the GPA up to a satisfactory level and to remove failing grades within the academic year may result in disciplinary dismissal.

Suspension and Dismissal

Failure to complete successfully any repeated course or clinical segment will result in automatic suspension (not applicable to students in the College of Nursing), and may lead to dismissal, regardless of the student's GPA. This applies to didactic and field coursework. Failing two or more courses, didactic or fieldwork, will result in automatic suspension (not applicable to students in the College of Nursing) and may lead to dismissal. In some programs, one or more courses may be designated as prerequisite or core competency coursework and critical for successful completion of the curriculum such that failure of a single prerequisite or core competency course may lead to dismissal. Any student falling in the above categories may be required to repeat courses (at his or her expense), at the recommendation of the department chair or the program director and at the discretion of the dean. Any student with a grade point average below the minimum established in their individual program of study for two semesters will be suspended (not applicable to students in the College of Nursing) and may be dismissed. Unprofessional conduct may result in dismissal. All dismissals are evaluated by and based on the recommendations of the Committee on Student Progress. For further information on academic dismissal and the process of appeals, refer to the *Problem Resolution Procedure* section of this catalog.

The college reserves the right, and the student, by his or her act of matriculation, concedes to the college the right to require withdrawal at any time the college deems it necessary to safeguard its standards of scholarship, professional behavior, and compliance with regulations, or for such other reasons as are deemed appropriate.

Academic Requirements—New Students

Students are expected to demonstrate skills appropriate for college-level work.

Professional and Liberal Studies Program

All students in the Professional and Liberal Studies (PALS) Program are encouraged to take appropriate written communication and mathematics courses during their first semester of enrollment at NSU. Students are placed in these courses based on standardized (SAT, ACT, or TOEFL) test scores or prior college credit. Students without the above test scores or college-level writing and/or math will be placed into COMP 1000 and/or MATH 1000 courses. Students may take challenge/placement exams to demonstrate a higher level of proficiency in the following areas: composition, mathematics, Spanish, and technology. For specific challenge exam procedures, students should consult with their academic advisors.

Students who enter the Career Development Program without transfer credits in writing and/or mathematics must enroll in COMP 1000 and/or MATH 1000. Students may take challenge/placement exams to demonstrate a higher level of proficiency in the following areas: composition, mathematics, Spanish, and technology. For specific challenge exam procedures, students should consult with their academic advisors.

Transfer Students

All new transfer students must demonstrate college-level skills in writing and mathematics. Transfer students can do this by presenting transcripts from previous institutions that indicate comparable courses taken. Alternatively, transfer students may take the required developmental courses in writing and mathematics or take challenge exams to place out of them.

Academic Requirements—Writing Across the Curriculum

Each undergraduate course includes written assignments, in the language of instruction, that make up at least 25 percent of the final course grade. Each course contains at least eight (8) pages (approximately 2,000 words or their equivalent) of writing, with faculty members providing feedback on these assignments. Written assignments can include (but are not limited to) the following: essays, summaries, memos, lesson plans, journal entries, lab reports, project proposals, progress reports, case studies, and project reviews.

Address and Name Changes

NSU maintains student contact information through SharkLink at <https://sharklink.nova.edu/cp/home/displaylogin>, including current mailing address and telephone number. Students should update their address and telephone number in SharkLink and submit a request for a name change, along with supporting documentation, to nsuregistrar@nova.edu.

Attendance Policy

As the educational process at NSU depends on a close working relationship between students and faculty members, students are expected to attend class regularly. Specific requirements are established by individual instructors and are communicated in the syllabus or at the first class meeting. The college or school administration supports faculty attendance requirements. Students are responsible for the academic consequences resulting from class absences. Missed assignments/tests can be made up solely at the discretion of the course professor/instructor. Students who miss a class must inform instructors before the class meeting. Students who miss class because of an illness or other emergency should contact the instructor as soon as possible to arrange for make-up work. The university reserves the right to administratively withdraw any student from a course if that student fails to appear on the first scheduled day of class.

College of Health Care Sciences

Attendance at all scheduled instructional periods is mandatory. Students are required to follow the specific center or program policies within their college.

Failure to consider any additional requirement is noted in the evaluation of a student's academic performance and professional attitude and may result in a failing grade for the course. Students shall report to the College of Health Care Sciences' Office of Student Affairs, in writing, the reason for all absences within 24 hours of each occurrence.

Students whose reasons are unacceptable will be subject to disciplinary action. In the event of an emergency absence, requests for an excused absence must be made to the college's Office of Student Affairs for a decision. All students are instructed to consult their specific program handbook with regard to additional or supplemental attendance policies.

1. Excused Absences

- a. Illness: The division must be notified as soon as possible, or at the latest, on return to school, of all absences due to illness. For unusual or prolonged illness, the Office of Student Affairs must be notified as soon as possible. These absences will be evaluated on an individual basis.
- b. Special circumstances: unusual circumstances resulting in absences (e.g., death in the immediate family) must be cleared with the Office of Student Affairs on an individual basis, preferably before the student is absent from class.

2. Unexcused Absences

Absences not falling into the first category are unexcused absences. The administration realizes that special circumstances may arise on rare occasions that lead to an unexcused absence. However, unexcused absences are neither a right nor an entitlement of the student. Unexcused absences may result in a written reprimand from the dean, with a copy to be placed in the student's permanent file, plus a loss of 10 percentage points in the course or failure in the course.

Each laboratory, assignment, or examination missed must be made up at the discretion and convenience of the instructor. If, in the judgment of the dean, a pattern of absences appears to surface, action may be taken, up to and including failure in the courses involved or dismissal from college.

3. Clinical Rotations, Placements, Fieldwork, or Externship

Attendance while on clinical rotations follows different procedures, which are noted in the policy and procedures *Clinical Rotation Handbook* or *Clerkship /Externship Manual* distributed prior to going on rotations.

4. Promptness

Promptness is a trait a proper health care practitioner must display. Additionally, tardiness in class disturbs both the lecturer and other members of the class and is thus markedly inconsiderate and rude. University class hours are from 8:00 a.m. to 10:00 p.m. daily, Monday through Friday. Class schedules are issued from time to time as an aid to faculty members and students, but the administration reserves the right to make changes, assign Saturday hours, or deviate from published schedules without notice.

Classes begin at 10 minutes after the hour. Any student not seated in his or her assigned seat by the time class begins will be marked absent. Classes finish on the hour. If the student arrives within 20 minutes after the start of class, the absence will be reduced to a half absence. Students will await the instructor's arrival until at least 20 minutes after the specified starting time, unless notified otherwise by an authorized person.

5. Religious Holidays

Absences for major religious and ethnic holidays may be excused at the discretion of the administration. Students are required to obtain approval for their absences one week prior to the holiday.

Bachelor of Science—Cardiovascular Sonography Program

The overall mandatory attendance policy of NSU's Health Professions Division relates to all cardiovascular sonography students. During the clinical year, students are required to complete a total of approximately 1,600 clinical hours in three 16-week semesters. These hours are mandatory for receiving a Bachelor of Science degree with the B.S.—Cardiovascular Sonography Program. Each student holds the responsibility for attending class and clinical externship and for understanding the specific policies regarding attendance for each, including policy and penalty for unexcused absences, within the parameters of the medical sonography program and the Health Professions Division. If missed labs, assignments, examinations, or clinical coursework are to be made up, they will be done at the direction and/or discretion of the ultrasound program director.

Bachelor of Science—Medical Sonography Program

The overall mandatory attendance policy of NSU's Health Professions Division relates to all medical sonography students. During the clinical year, students are required to complete a total of 1,800 clinical hours in three 16-week semesters. These hours are mandatory for receiving a Bachelor of Science degree with the B.S.—Medical Sonography Program.

Each student holds the responsibility for attending class and clinical externship and for understanding the specific policies regarding attendance for each, including policy and penalty for unexcused absences, within the parameters of the vascular sonography program and the Health Professions Division. If missed labs, assignments, examinations, or clinical coursework are to be made up, they will be done at the direction and/or discretion of the ultrasound program director.

Bachelor of Health Science—Online Program

All of the B.H.Sc.—Online Program courses are designed in distance learning formats. Each student holds the responsibility to fulfill all class requirements, access recommended resources, and meet the appropriate deadlines for assignment submission and exams. Students are required to access and participate in their Web-based class at least once per week to complete assignments.

Bachelor of Science in Respiratory Therapy—First Professional Program

Attendance is mandatory. However, occasions may arise where students need to attend to personal issues. Therefore, students are allowed 3 days of excused absences per semester. Excused absences for any reason are those that are properly reported to the program office via phone call and email. The absence must be called into the program office no later than one hour past the beginning of said absence. An email documenting the absence must be sent to the program by 5:00 p.m. on the date of the absence, including the date, time, and course missed.

Course instructors may have specific course attendance policies that are outlined in the course syllabus. Absences beyond 3 days per semester, irregular patterns of absences, or unreported absences will result in referral to the Student Progress Committee and possible disciplinary action.

Bachelor of Science in Respiratory Therapy—Online Program

All of the B.S.R.T.—Online Program courses are designed in distance learning formats. Each student holds the responsibility to fulfill all class requirements, access recommended resources, and meet the appropriate deadlines for assignment submission and exams. Students are required to access and participate in their Web-based class at least twice per week to complete assignments.

Cardiac Sonography Certificate Program

The overall mandatory attendance policy of NSU's Health Professions Division relates to all cardiac sonography students. During the clinical externship, students are required to complete a total of approximately 800 clinical hours during the last two terms in the program. These hours are mandatory for graduating from the Cardiac Sonography Certificate Program. Each student holds the responsibility for the didactic material online, lab sessions, and clinical externship and for understanding the specific policies regarding attendance for each, including policy and penalty for unexcused absences, within the parameters of cardiac sonography program and the Health Professions Division. If missed labs, assignments, examinations, or clinical coursework are to be made up, they will be done at the direction and/or discretion of the ultrasound program director.

College of Nursing

Attendance is regarded as an obligation as well as a privilege, and students are expected to attend all classes regularly and punctually. Class schedules are issued from time to time as an aid to faculty members and students, but the administration reserves the right to make changes, assign Saturday hours, or deviate from published schedules without notice.

General Guidelines

Generally in the College of Nursing, students are graded on the basis of intellectual effort and performance, not on class attendance. It is recognized, however, that in some classes a student's grade may be based wholly or in part on class participation, and thus absences may lower the student's grade. In such cases, each course instructor will provide the course attendance policy, as well as any policy for making up missed assignments, in the course syllabus. Students are instructed to refer to their individual program policies/syllabi regarding attendance, as exceptions or additional restrictions may apply.

Online courses require students to participate in the online environment as designated by the course syllabus. Failure to participate in course discussions and activities as directed by the course for each course week may result in deducted points and may affect the overall course grade. The online class environment relies on the participating of each member for full exchange of course material.

Student Responsibility for Missed Assignments

It is a student's responsibility to complete all course requirements when a class is missed, but only at the convenience of the faculty member. Responsibility for materials presented in lectures, assignments, and tests/quizzes given in regularly scheduled classes lies solely with the student.

Faculty Member Responsibility for Missed Assignments

Faculty members are under no obligation to provide make-up quizzes/tests/exams, etc. for students who are absent from classes in which those quizzes/tests/exams are administered. Although the course instructor should exercise a fair and consistent standard for resolving questions of missed assignments, the type, extent, manner, and time frame of any make-up assignments shall be at the discretion of the instructor.

Clinical/Practicum Absence

An excused absence is defined as one in which the student has notified both the clinical instructor and course instructor at least two hours prior to the beginning of the clinical/practicum experience/day. Clinical/practicum absence in which the student fails to contact or notify their professor(s) demonstrates unprofessional behavior, will be document in the student's file and may be referred to the Committee on Student Progress (CSP).

Clinical Rotations and Practicum Experiences

Attendance is required for all clinical rotations and practicum experiences. Policies and procedures for all clinical rotations and practicum experiences are program specific.

Promptness

Promptness is another trait a proper health care practitioner must display. Additionally, tardiness in class disturbs both the lecturer and other members of the class and is thus markedly inconsiderate and rude.

Class schedules are published and available online. Administration reserves the right to make changes, assign Saturday hours, or deviate from published schedules with notice. Students will await the instructor's arrival until at least 20 minutes after the specified starting time, unless notified otherwise by an authorized person.

Religious Holidays

Absences for major religious and ethnic holidays may be rescheduled at the discretion of the administration. Students requesting schedule changes for major religious and ethnic holidays are required to obtain approval from their professor within two weeks of the start of the semester.

Auditing a Course

Students may register to audit courses. Registration as “audit” must be done prior to the first class meeting. No academic credit is awarded for audited courses. Students may attend all classes but are not required to take examinations, and a grade of AU is awarded at the time of registration. Once a student has registered for an audit, the registration may not be changed back to one in the normal grading system. An audited course may be included in the flat-rate tuition, provided the total number of credit hours, including credits assigned to audited courses, does not exceed 18. Otherwise, tuition will be charged at the prevailing, per-credit-hour rate.

Clinic Exploration Program (CEP)

Housed within the Farquhar College of Arts and Sciences, the Clinic Exploration Program (CEP) pairs students with health professionals so they can personally experience a broad range of medical and therapeutic fields. Students in the CEP acquire valuable practical knowledge by shadowing professionals on the job in many of NSU’s clinics. Working side-by-side with seasoned health professionals, participants gain a first-hand perspective into possible career options. The program organizes rotations with doctors, physical therapists, dentists, certified athletic trainers, and other professionals.

Any undergraduate student can take part in the CEP, regardless of major or professional experience. Program participants are given a special blue lab jacket to wear during clinical experiences and are assigned a clinic for one or two rotations a semester. For more information about the program, students can visit www.fcas.nova.edu/student/clinical_exploration_program.

Course Credits—Application Toward Multiple Requirements

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

Course Delivery

Classes are scheduled at a variety of times and locations to best meet student schedules and course demand. Classes may be on-campus, off-campus, day, evening, online, and through independent study. Students should review registration choices with their academic advisor.

Day

Day classes are aimed primarily at recent high-school graduates and transfer students.

Evening

Evening classes are intended primarily for professional students, although day students may also register for evening classes. To ensure that students obtain the maximum benefit from the Career Development Program's accelerated format, most of the evening courses offered require that assignments for the first class be completed before the first class meeting.

Online

Web-based courses are available to all active NSU students. Students who participate in online classes are supported through a variety of technologies and teaching methods: email, bulletin boards, chatrooms, electronic journals, and links to Web resources. Each student must obtain an NSU account to access email, course materials, and library resources. Students are required to participate in an online orientation before the start of each class.

Ground-based classes may also include some online instruction in addition to regular classroom instruction. Although most instruction will take place on campus or in site classrooms, some assignments may be administered through Internet-based sites associated with class textbooks or through the university's online course management system. Instructors will explain specific requirements for participation in online components.

Videoconferenced Courses

Nova Southeastern University reserves the right to record videoconferenced courses without seeking permission or release forms from students. The recordings are for pedagogical purposes only within the university and will not be shared outside the university. The recordings act as back-up in case a technical issue occurs and distant-site students are not able to participate in a class. Students cannot request copies of lectures without the instructor's approval.

Independent Study

Independent study provides qualified students with an opportunity to research a question of interest under faculty supervision. Students interested in independent study should contact their academic advisor and consult with a faculty member to draw up a contract outlining student responsibilities. The student, the instructor, the division's academic director, and the dean must sign the contract. Subject to limitations in each major, students in the Farquhar College of Arts and Sciences may apply a maximum of 12 credits in independent study coursework toward the degree program, which includes all General Education Program requirements, major requirements, and electives. Regular tuition schedules and rates apply to independent study.

Course Evaluations

Course evaluations facilitate the collection of feedback from students about their classes—how they feel about course content, instructors' effectiveness, appropriateness of textbook selection, and other aspects. All evaluations are confidential and anonymous. Students are urged to be honest and constructive in their remarks. The course evaluation process is conducted completely online. Students must have an NSU email account to access the course evaluation Web site. Students may fill out online course evaluations beginning 14 days prior to the start of the session, term, or semester's exam week. Evaluations remain open to students for seven days.

Curriculum, Advising, and Program Planning

The Curriculum, Advising, and Program Planning (CAPP) degree evaluation system allows students to compare their completed coursework against the degree requirements published in the college catalog. This useful reference tool helps you track your progress towards degree completion and is available through SharkLink, the university's interactive online portal. Please note that CAPP does not replace your academic advisor or college catalog information. CAPP degree evaluations are not official. You should consult with your academic advisor/program office for detailed program requirements and course options. Final approval for the completion of graduation requirements is granted by your program office. For further information about CAPP degree evaluation, please visit the Registrar's Web site: www.nova.edu/capp.

Declaring and Changing Majors, Minors, and Programs

Declaring and Changing Majors

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

Request for Second Major

Pursuing a second major is a serious commitment and requires significant student responsibility. Students may graduate with a second subject or double major depending on the availability of courses and academic division schedules. Students who wish to declare a second major must inform their academic advisor.

A request for a second major may be made following completion of 30 credits towards a bachelor's degree and before 90 credits are earned towards a bachelor's degree. A student must have a cumulative grade point average of 2.5 or higher in order to declare a second major.

In order to declare a second major, students must complete a Request for Second Major Form, which requires signatures from department leadership in both areas of study. The Request for Second Major Form is a statement of student intent. The student is responsible for tracking requirements and prerequisites for both major programs, with guidance and assistance from departmental advisors. Both majors will be posted to the transcript at the time of conferral of the bachelor's degree. A second major will not be added to a transcript following conferral of degree.

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

Declaring and Conferral of Minors

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

Students may request a minor after having earned a minimum of 30 credits but before earning 90 credits. In order to declare a minor, students must complete a Request for Minor Form, including signatures from their home major department and the department hosting the minor. The Request for Minor Form is a statement of student intent. The university will strive to make courses available for students to complete the minor in a timely fashion; however, this is not always possible. Successful completion of a minor requires the student to complete at least 50 percent of the coursework for the minor at NSU and attain a grade point average of at least 2.25 for the minor. A minor will be posted to the student's transcript at the time of conferral of the bachelor's degree. Minors will not be posted following conferral of the degree.

Changing Program Formats

Students who wish to change degree programs (e.g., Career Development Program to PALS Program, non-degree seeking to degree seeking, or from a campus-based to an online program) should contact their academic advisor. Transfer credit and scholarships awarded may not be applicable in all programs. Admission requirements, degree requirements, tuition, and policies may differ. Changes will be considered for a subsequent term once the current term has started.

Changing Colleges Within NSU

Students who wish to change their major to another housed in a different college or school within Nova Southeastern University should contact their academic advisor for more information about this process.

Earning a Second Bachelor's Degree

Individuals who already hold a bachelor's degree from an accredited institution, including NSU, may earn a second bachelor's degree from NSU by completing a minimum of 30 additional credits toward the second degree at NSU. At least 50 percent of major requirements must be taken at NSU.

Disability Services

The Office of Student Disability Services provides reasonable accommodations for qualified students with documented disabilities enrolled at NSU, regardless of location or instructional delivery format. The Office of Student Disability Services and its designated representatives are available to advise students regarding eligibility for classroom and testing accommodations and other disability-related services. For more information about ADA policy, services, and procedures, students may call the Office of Student Disability Services at (954) 262-7185 or visit www.nova.edu/disabilityservices.

Dropping and Adding Classes

During the drop and add periods, students may modify their schedule by changing classes without any further academic implications. However, even during the drop and add period, dropping a class may result in a tuition charge, affect fees, or impact a student's financial aid. Students may withdraw from a class after the drop period has ended. Changes to course registrations will not be accepted 30 days after each semester ends. Dropping a course may result in a refund for tuition paid and will not negatively affect the GPA. However, students need to be cautious because dropping classes may affect the student's enrollment status and, therefore, eligibility for financial aid and loan deferment. If a student drops below half-time or full-time status, (whichever was the basis for financial aid awarded), the student may become ineligible for grant aid, loans, and scholarships that were awarded prior to the drop. This may cause a reduction in certain types of financial aid and, consequently, may result in a higher balance due. For students completing a Bachelor of Science degree in Nursing, the number of credits constituting half-time or full-time enrollment may vary. All other students are considered half-time at 6–11 credits and full-time at 12 credits or above. Students receiving financial aid should consult a financial aid counselor

before dropping or withdrawing from classes to ensure compliance with federal and state standards of academic progress. Student athletes should also contact the athletic compliance officer. For refund policies related to courses dropped, refer to the *Tuition* section of this catalog.

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

Dropping All Courses Prior to the Semester

Abraham S. Fischler School of Education; Farquhar College of Arts and Sciences; H. Wayne Huizenga School of Business and Entrepreneurship; and Institute for the Study of Human Service, Health, and Justice

Students who intend to drop all of their courses for an upcoming semester may not process the full drop through SharkLink. Students must complete a student transaction form and are encouraged to contact their academic advisor to process the full drop.

College of Health Care Science and College of Nursing

Students of the the College of Health Care Sciences and the College of Nursing are encouraged to contact their program director prior to dropping all courses.

Drop and Add Periods

Abraham S. Fischler School of Education; Farquhar College of Arts and Sciences; H. Wayne Huizenga School of Business and Entrepreneurship; and Institute for the Study of Human Service, Health, and Justice

The first week of each term comprises the drop and add period. The drop/add period is the designated time frame in which course schedules may be edited before they become official.

The second and third weeks of each term are drop periods. Dropped courses are removed from the student's class schedule and will not appear on transcripts. A percentage of the student's tuition will be reversed as applicable.

The withdrawal period starts with the fourth week of each term and ends three weeks prior to the end of the term. Students who add classes after they have started are responsible for all course requirements. Students who intend to drop all courses for a semester are encouraged to meet with their academic advisor and must submit a Student Transaction Form for the full drop to be processed.

College of Health Care Sciences and College of Nursing

Bachelor of Health Science—Online Program

Students enrolled in the Bachelor of Health Science—Online Program may add or drop courses via SharkLink during the first week of the term. No academic or financial penalties will be assessed during that time frame. No grade notation will be entered on the transcript. No classes may be added or dropped after this period. Dropping a course may affect the loans, scholarships, or grant aid that has been awarded prior to the drop. A student may have tuition refunded when dropping a course; however, this may cause a reduction in certain types of financial aid, which can result in a balance due.

Sequential Programs

The Bachelor of Science—Cardiovascular Sonography Program, Bachelor of Science—Medical Sonography Program, Bachelor of Science in Nursing—Entry-Level Track, and Bachelor of Science in Nursing—R.N. to B.S.N. Track, and the Cardiac Sonography Certificate Program are sequential programs with lockstep coursework..

Bachelor of Science—Cardiovascular Sonography Program

Students in the B.S.—Cardiovascular Sonography Program are not allowed to drop classes because the curriculum must be taken concurrently and in a specific sequence, according to the program requirements. Students enter the program, take the common set of courses in sequence, and graduate together. If a student fails a core sonography course, he or she may be dismissed from the program. If the student is otherwise in good academic standing, remediation may be provided or the student may be required to repeat the course in the following year. Students will not be allowed to begin their clinical training unless all B.S.- C.V.S. courses are passed with a C or better. Students who experience extenuating circumstances may request a Leave of Absence (refer to the *Withdrawal from the University and Leaves of Absence* sections of this catalog).

Bachelor of Science— Medical Sonography Program

Students in the B.S.—Medical Sonography Program are not allowed to drop classes, since the curriculum must be taken concurrently and in a specific sequence, according to the program requirements. Students enter the program, take the common set of courses in sequence, and graduate together. If a student fails a core sonography course, he or she may be dismissed from the program. If the student is otherwise in good academic standing, remediation may be provided or the student may be required to repeat the course in the following year. Students will not be allowed to begin their clinical training unless all BHS courses are passed with a C or better. Students who experience extenuating circumstances may request a Leave of Absence (refer to the *Withdrawal from the University and Leaves of Absence* sections of this catalog).

Bachelor of Science in Nursing Programs

Students completing a Bachelor of Science degree in Nursing or enrolled in the R.N. to M.S.N. program may drop a course in the first week of class without financial penalties. Students who would like to drop a nursing course should make an appointment to see the program director prior to processing the drop. The program director can answer specific questions about tuition refunds and policy guidelines.

Bachelor of Science in Respiratory Therapy—Online Program

Students enrolled in the Bachelor of Science in Respiratory Therapy—Online Program may add or drop courses via SharkLink during the first week of the term. No academic or financial penalties will be assessed during that time frame. No grade notation will be entered on the transcript. No classes may be added or dropped after this period. Dropping a course may affect the loans, scholarships, or grant aid that has been awarded prior to the drop. A student may have tuition refunded when dropping a course; however, this may cause a reduction in certain types of financial aid, which can result in a balance due.

Bachelor of Science in Respiratory Therapy—First Professional Program

Students in the B.S.—Respiratory Therapy Program are not allowed to drop classes because the curriculum must be taken concurrently and in a specific sequence, according to the program requirements. Students enter the program, take the

common set of courses in sequence, and graduate together. If a student fails a core respiratory course, he or she may be dismissed from the program. If the student is otherwise in good academic standing, remediation may be provided or the student will be required to repeat the course in the following year. Students will not be allowed progress in the program until all BSRT courses are passed with a C or better. Students who experience extenuating circumstances may request a Leave of Absence (refer to the Withdrawal from the University and Leaves of Absence sections of this catalog).

Certificate—Cardiac Sonography Program

Students in the Cardiac Sonography Certificate Program are not allowed to drop classes, since the curriculum must be taken concurrently and in a specific sequence, according to the program requirements. Students enter the program, take the common set of courses in sequence, and graduate together. If a student fails a core sonography course, he or she may be dismissed from the program. If the student is otherwise in good academic standing, remediation may be provided or the student may be required to repeat the course in the following year. Students will not be allowed to begin their clinical training unless all courses are passed with a C or better. Extenuating circumstances will be reviewed by the program director and the chair of the Department of Health Care Sciences.

All undergraduate nursing programs entail sequential, lockstep coursework. Therefore, students must complete the dropped course before advancing in the program. Students who wish to be readmitted to a nursing course must notify the program director at least one term prior to their desired re-entry date. Every effort will be made to accommodate their desire for re-enrollment. Re-enrollment in clinical courses is on a space-available basis. Because the second enrollment is the last time for students to successfully accomplish course objectives, they are encouraged to realistically assess those factors that inhibited their accomplishment during the previous enrollment (financial limitations, family obligations, personal concerns, reading skills, etc.). Only when such an assessment has been made and necessary corrective steps taken, should students attempt a nursing course for the second time.

If students are out of a program area for 12 months or longer, for purposes of re-entry they will be required to pass a test or tests measuring theoretical and/or clinical competencies.

Policies relating to graduate courses in the R.N. to M.S.N. program may be found in the Health Professions Division catalog and the College of Nursing handbook.

Dual Admission Programs

NSU offers Dual Admission to a select number of highly motivated, academically talented students interested in pursuing both an undergraduate degree and future graduate studies. After students complete their undergraduate requirements, they may complete their graduate or professional school requirements in one of the university's graduate or professional schools. In addition, some of the Dual Admission programs are combined programs that enable students to complete both the baccalaureate degree and the professional degree, often in a reduced period. Students can reduce their number of years as an undergraduate and receive the baccalaureate degree after completing a prescribed number of courses in professional school. These courses also count toward the graduate or professional degree. This program provides a small annual scholarship to eligible participants. The Dual Admission Program is facilitated by the Farquhar College of Arts and Sciences.

The Dual Admission Programs for osteopathic medicine, dental medicine, optometry, and pharmacy are available to eligible students majoring in biology who completed their first year of college enrollment at NSU. For details on qualifications for these program options, see the "Dual Admission Program Requirements" section below.

Available Dual Admission Programs

M.H.Sc. Anesthesiologist Assistant

Au.D. Audiology

Business

- M.S. Accounting
- M.B.A. Business Administration

- M.B.A. Business Administration, with a concentration in Entrepreneurship
- M.B.A. Business Administration, with a concentration in Finance
- M.I.B.A. International Business Administration
- M.P.A. Public Administration
- M.S./HRM Human Resource Management
- M.S.M. Leadership
- M.S. Taxation

M.S. College Student Affairs

M.S. Computer Information Systems

M.S. Computer Science

M.S. Conflict Analysis and Resolution

M.S. Criminal Justice

M.A. Cross Disciplinary Studies

D.M.D. Dental Medicine

M.S. Education

M.S. Education Master's Accelerated Program

M.S. Family Therapy

J.D. Law

M.S. Marine Biology

M.S. Mental Health Counseling

M.S. National Security Affairs

B.S. Nursing*

M.O.T. Occupational Therapy

O.D. Optometry

D.O. Osteopathic Medicine

Ph.D. Pharmacy

Pharm.D. Pharmacy

D.P.T. Physical Therapy

M.M.S. Physician Assistant

Psychology

- Psy.S. School Psychology

- Psy.D. Clinical Psychology

- Ph.D. Psychology

M.S. Speech-Language and Communication Disorders

*The nursing undergraduate Dual Admission Program leads into the Bachelor of Science degree in Nursing program at the College of Nursing.

Dual Admission Program Requirements

Selected Dual Admission Programs are available to entering freshmen only. Entering freshmen will have their advanced placement coursework evaluated for applicability to Dual Admission. Students selected for Dual Admission will be offered a contract that outlines program requirements and specific date for entry into the graduate/professional program. Students who wish to modify the date they will enter the graduate/professional program may petition at the end of their first year at NSU.

Academic progress is reviewed after each fall and winter semester by the Farquhar College of Arts and Sciences Office of the Dean. Students must remain in good academic standing and may be removed from Dual Admission if reported for academic misconduct. A report of academic misconduct for a student in the Dual Admission Program requires a review meeting to determine whether the student's Dual Admission status should be terminated. Such a change of status may affect the student's Dual Admission Scholarship eligibility. Please refer to the *Student Conduct—Academic Integrity* section of this catalog for more information.

Final admission into the graduate or professional school is contingent on completing the prescribed undergraduate course of study, maintaining the requisite grades, adhering to the student code of conduct, achieving specific scores on professional or graduate school admission tests, submission of graduate or professional school application, and, in some cases, a final

interview with the graduate or professional school admissions committee. Undergraduate scholarships granted by any college or school do not carry over into graduate and professional programs.

The Dual Admission Program for Enrolled Students (DAPES) is available to eligible second-year students at NSU who are interested in entering the university's doctoral programs in osteopathic medicine, dental medicine, optometry, and pharmacy. To be eligible for DAPES, students must complete at least 30 credits during their freshman year (fall/winter) at NSU with a cumulative GPA of 3.5 or higher, including at least 8 credits of laboratory science with a GPA of 3.3 or higher.

For new students seeking information about the Dual Admission Program, contact the Office of Undergraduate Admissions at (954) 262-8000 or at admissions@nsu.nova.edu. For current students seeking information about the Dual Admission Program, contact the Office of the Dean in the Farquhar College of Arts and Sciences at (954) 262-8092 or email dualadmit@nova.edu.

Enrollment and Student Services

Enrollment and Student Services (ESS) is comprised of the Office of Student Financial Assistance (OSFA), the University Registrar's Office, the University Bursar's Office, the One-Stop Shops in the Horvitz and Terry Administration buildings, the University Call Center, Enrollment Processing Services, Transfer Evaluation Services, the Office of International Affairs, Health Professions Divisions (HPD) Admissions, Financial Aid Services, the Help Desk, the Office of Undergraduate Recruitment, and the Office of Undergraduate Admissions. Collectively, ESS's ultimate goal is to exceed the information and service needs of all NSU students.

Means of Communication with Students

ESS' official means of communicating with students is via SharkLink, which is available 24 hours a day seven days a week. Students are encouraged to access SharkLink at <https://sharklink.nova.edu/cp/home/displaylogin> to complete the following tasks:

- check their NSU email
- access their financial aid information
- request official transcripts and view unofficial transcripts
- view their student accounts
- make payments
- access their grades
- register for and drop courses
- change their primary address and telephone number

Office of Student Financial Assistance

The NSU Office of Student Financial Assistance (OSFA) is dedicated to helping students make educated financial choices while attending college.

The OSFA administers federal, state, and institutional aid programs such as grants, scholarships, federal work-study funds, and loans. In order to be eligible for these programs, students must complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.gov. The NSU Federal School Code is 001509. Florida residents pursuing their first bachelor's degree will also be required to complete the NSU State Aid Application to apply for state funds.

Financial Aid Checklist

1. Complete the FAFSA and NSU State Aid Application.

Students should complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.gov annually. It becomes

available each January 1. The earlier students apply, the better chance they have of being considered for maximum available funds. To apply for Florida grants and scholarships, undergraduate students should also complete the Nova Southeastern University State Aid Application available on the financial aid Web site: www.nova.edu/financialaid/forms.

2. Plan for housing and meal expenses.

The budget includes a housing and meal component. Students should ensure that their budget covers these expenses, if they intend to live on campus.

3. Check your financial aid account regularly.

Students should log in to SharkLink at <https://sharklink.nova.edu/cp/home/displaylogin> and regularly check their financial aid status to ensure that there are no outstanding requirements. The link to “My Financial Aid” is located in the center of the SharkLink “Student” tab. Students should confirm their admissions status, as they must be fully admitted in order for financial aid funds to disburse.

4. Submit additional documents and Master Promissory Note.

Some students may be required to submit additional documents prior to being awarded. Students will be notified of outstanding requirements via NSU email. Requirements (outstanding and completed) can also be viewed in SharkLink. Students interested in receiving Federal Direct Loans are required to complete a Direct Loan Master Promissory Note (MPN) at www.studentloans.gov.

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

The financial aid award notice provides students with detailed instructions on how to accept, reduce, or decline their financial aid award. Awards are not disbursed until this step has been completed.

6. Students should continuously identify and apply for scholarships.

For comprehensive information, students should visit the scholarship Web page: www.nova.edu/financialaid/scholarships.

7. Students should check their NSU (SharkLink) email daily.

NSU (SharkLink) email is the official means that the OSFA will use to communicate with students. Keep up-to-date by checking your NSU email daily.

8. Register for classes (early).

Students awarded federal direct loans must be enrolled at least half-time. Half-time enrollment is defined as 6 credits per semester for all undergraduate students. For graduate and first professional students, their program of study defines half-time status. Enrollment requirements for federal and state grants vary. Students need to familiarize themselves with the enrollment requirements defined by their program office as well as by the financial aid programs through which aid is received. Students should register as early as possible to ensure timely disbursement of financial aid funds.

Federal Grants and Scholarships

Grants and scholarships are considered “gift” aid and generally do not have to be repaid. However, if a student drops or withdraws from any classes for which financial aid has been received, the student may have to return any “unearned” funds. For more information on grants and scholarships, students should visit the financial aid Web site at www.nova.edu/financialaid.

Institutional Scholarships

There are numerous scholarships available to help students fund the cost of attending NSU. Generally, scholarships are awarded to students who meet particular criteria for qualification, such as academic achievement, financial need, field of study, talent, or athletic ability. The NSU scholarship Web site at www.nova.edu/financialaid/scholarships provides resources to help students locate and apply for scholarships. New scholarships are regularly added to the Web site. For more information on scholarships and grants, students may also refer to the “Scholarships and Grants for Undergraduate

Students” section of this catalog.

Student Employment

There are three main student employment programs:

- Federal Work-Study (FWS)
- Nova Student Employment (NSE)
- Job Location and Development (JLD)

The Nova Student Employment and Job Location Development programs provide jobs to students regardless of financial need. The FWS program is need-based and requires the completion of the FAFSA. Students awarded FWS may participate in the America Reads/America Counts Programs through which students serve as reading or math tutors to elementary school children. For more information on NSU part-time and full-time student employment, visit www.nova.edu/financialaid/employment.

Loans

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

For detailed information on loans available to students, visit the financial aid Web site at www.nova.edu/financialaid/grantsloans.

Enrollment at Other Universities

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

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

If approved, courses taken at other institutions may be used only for “open” elective credit.

Students participating in approved study travel programs may be exempted from some of the limitations in this policy.

College of Health Care Sciences’ Bachelor of Health Science Program—Only students in the online degree completion program may be permitted, with prior approval, to take courses at other regionally accredited institutions.

College of Nursing’s Nursing Programs—Once they have been matriculated into the program, students may not take required courses at any other college or university and transfer the credits in.

General Education Program

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

General Education Program Mission Statement

The NSU undergraduate General Education Program prepares students to be responsible citizens in a dynamic, global environment with a commitment to independent and continuous learning.

General Education Program Framework

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

Using General Education Credits for Major and Minor Requirements

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

General Education Learning Outcomes

Upon successful completion of the General Education Program, students are expected to:

1. Demonstrate an understanding of and appreciation for the various methods utilized in a variety of arts and humanities disciplines
2. Delineate the means by which different scholarly fields reflect, interact with, and influence human thought, culture, and values
3. Demonstrate knowledge of fundamental mathematical principles and concepts
4. Achieve basic quantitative literacy to interpret quantitative data into meaningful terms and understand relationships between sets of quantitative data
5. Apply methods of scientific inquiry
6. Achieve basic scientific literacy to make informed decisions on contemporary consumer or social issues
7. Understand and appreciate the role of the individual in a group
8. Understand the major concepts and methods used by social or behavioral scientists to investigate, analyze, or predict human or group behavior
9. Express ideas clearly and coherently
10. Use the English language effectively to construct logical and persuasive arguments

General Education Requirements

Nova Southeastern University requires that undergraduate students complete 30 credit hours as part of the General Education Program. Some majors have determined specific courses to be used to satisfy general education requirements. Students should consult the following curriculum requirements of their college or school and contact their academic advisor to determine their major's specific general education requirement list. Honors courses (with the HONR prefix) may be used to satisfy general education requirements of the appropriate general education section.

Students should refer to *Course Descriptions* for specific course prerequisites. Additionally, students should read the *Academic Requirements—New Students* section for information on eligibility to take college-level written composition and mathematics courses, which are required as part of the General Education Program.

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

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

Grading System

Grading Scale

Instructors assign grades based on criteria established in course syllabi.

Letter Grade	Description	GPA Equivalent
A	Excellent	4.0
A-		3.7
B+		3.3
B	Good	3.0
B-		2.7
C+		2.3
C	Satisfactory	2.0
C-		1.7
D+		1.3
D	Marginal	1.0
F		0.0
W	Withdrawn	-

I	Incomplete	-
P	Pass	-
NG	No Grade (not assigned by instructor)	-
AU	Audit (may not be available in all programs)	-

Grade Point Average and Quality Points

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

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

Grade Reports

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

Dean's List

Full-time students in the Abraham S. Fischler School of Education; Farquhar College of Arts and Sciences; H. Wayne Huizenga School of Business and Entrepreneurship; and Institute for the Study of Human Service, Health, and Justice who earn a GPA of 3.5 or higher in the fall or winter semester(s) qualify for the Dean's List. Students in the College of Health Care Science or the College of Nursing who receive a 90–94 percent GPA are placed on the Dean's List for that semester.

Dean's List letters will be mailed to the students and a Dean's List comment will appear on their official transcript. Students with grades of I (incomplete) are not eligible for the Dean's List for that semester.

Chancellor's List

Students in the College of Health Care Sciences and the College of Nursing who receive a 95 percent GPA or better are placed on the Chancellor's List for that semester. A letter of commendation is sent from the chancellor to the student, and the honor is recorded on the student's official transcript.

Incomplete

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

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

It is the student's responsibility to consult the faculty member regarding an Incomplete request. A student requesting an Incomplete due to medical or military reasons is expected to provide official documentation. Both student and faculty member must sign the Incomplete Grade Agreement Form/Contract prior to the end of the course, or agree upon its conditions via email.

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

If the student does not complete the coursework within the agreed upon time period, the Incomplete automatically changes to the grade earned based on the work accepted by the instructor to date as stipulated in the contract or agreement; the student gains no points for assignments included in the incomplete agreement. A student cannot remove an Incomplete by retaking the course in a subsequent semester. A student who is absent at the final examination without prior approval is generally not eligible to receive an Incomplete grade.

Optional Pass/Fail

Students in good academic standing may register for two electives outside their major, minor, or certificate program on a pass/fail basis. A pass/fail registration will not convert back to a normal registration (i.e., cannot be counted in the GPA). A failing grade will be reflected in the student's GPA.

Graduation—Degrees, Diplomas, and Commencement

Degree Conferral

Students are eligible for graduation when they meet the requirements listed in the NSU Undergraduate Student Catalog in effect when they entered the university, unless a prior request to follow a more recent catalog has been approved. Degrees are conferred once a month, by the university's Board of Trustees once students have met all the criteria for graduation. The conferral date reflects the last day of the month in which the dean of the appropriate college or school approved the degree application. Once degrees have been conferred, transcripts and diplomas showing the awarding of the degree are sent to students by mail. Students must complete a degree application in order to be eligible for degree conferral. Students may apply for their degree online.

Diplomas

The diploma indicates that the student has earned a degree (for example, Bachelor of Arts degree or Bachelor of Science degree). The diploma does not indicate major. The academic transcript, the official record of work at NSU, indicates degree or certificate earned, major field of study, and minor, if any.

Graduation with Distinction or Honors

A student eligible for graduation with a cumulative grade point average of 3.8 or higher, and at least 54 credits completed at NSU, is eligible to receive the degree with distinction or honors, as applicable.* Petitions for exceptions to this policy should be submitted to the following offices:

- Abraham S. Fischler School of Education—Director of Undergraduate Enrollment and Recruitment
- College of Health Care Sciences—Program Director
- College of Nursing—Program Director
- Farquhar College of Arts and Sciences—Dean
- H. Wayne Huizenga School of Business and Entrepreneurship—Assistant Dean of Program Administration
- Institute for the Study of Human Service, Health, and Justice—Dean

There are no special ceremonies at Commencement for students graduating with distinction. However, notation will be added to the student's diploma and official transcript.

* Students in the Bachelor of Science—Medical Sonography program must complete at least 95 credits at NSU to receive the degree with distinction. Students earning the Bachelor of Science in Nursing degree with a cumulative GPA of 3.8–4.0 will receive a degree with high honors, and those with a cumulative GPA of 3.6–3.79 will receive a degree with honors.

Commencement

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

Commencement and graduation fees are determined by the college or program from which the student is graduating. For specific information on fees, refer to the *Tuition and Fee Chart* in the Undergraduate Student Catalog. For all programs, degrees are conferred throughout the year on the final day of each month.

Graduation Requirements

Minimum Graduation Requirements

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

The following conditions are also required:

1. Completion of at least 120 credits, including major, minor, general education, specialization, concentration, exams, and electives coursework, as specified by program requirements;
2. Attainment of a 2.0 cumulative grade point average*;
3. Attainment of a 2.25 grade point average in the major area*;
4. Completion, at NSU, of at least 30 credits (not including CLEP, proficiency examinations, nor prior experiential learning credits);
5. Completion of at least 50 percent of the credits in the major area at NSU (not including CLEP, proficiency examinations, nor prior experiential learning credits). In the nursing programs, students are allowed to apply only six credits from another program;
6. Submission of a degree application form and payment of the diploma fee, preferably no later than the last semester;
7. For students in the Bachelor of Science in Nursing degree program, all courses in the program of study required for the degree must be completed with a grade of C or better;

8. In the College of Health Care Sciences and the College of Nursing, all students are required to attend the Commencement ceremony except students in the Bachelor of Health Science distance-based programs and in the R.N. to B.S.N. programs offered outside of Broward and Miami-Dade counties.

* Degree-seeking students in programs that lead to initial teacher certification in the Abraham S. Fischler School of Education must attain a 3.0 cumulative grade point average and a 3.0 grade point average in the major area. Students seeking the Bachelor of Science in Nursing and the Bachelor of Health Science in Vascular Sonography must attain a minimum 2.0 cumulative GPA in the major.

Honor Societies and Academic Organizations

This section includes undergraduate organizations and institutes affiliated with Nova Southeastern University.

Honor Societies

Alpha Chi

Alpha Chi is an academic honor society with more than 289 chapters in the United States. To qualify for Alpha Chi, students must be juniors or seniors, complete a minimum of 24 credits at NSU, and be in the top 10 percent of their major. Qualifying students are invited to join once a year. Membership in Alpha Chi includes eligibility to compete for local and national scholarships. Contact the Office of the Dean in the Farquhar College of Arts and Sciences.

Alpha Eta

Alpha Eta is the national scholastic society for the allied health professions. The society's purpose is the promotion and recognition of significant scholarship, leadership, and contributions to the allied health professions.

Alpha Kappa Delta

Alpha Kappa Delta, the international sociology honor society, seeks to acknowledge and promote excellence in scholarship in the study of sociology, the research of social problems, and such other social and intellectual activities as will lead to improvement in the human condition. Contact the Office of the Dean in the Farquhar College of Arts and Sciences.

Alpha Phi Sigma

Established in 1942, Alpha Phi Sigma is recognized by both the Academy of Criminal Justice Sciences and the Association of College Honor Societies as the National Criminal Justice Honor Society. NSU's chapter, Omega Tau, includes members from both the undergraduate major and the Master of Science program. The mission of Alpha Phi Sigma is to promote critical thinking, rigorous scholarship, and life-long learning; to keep abreast of the advances in scientific research; to elevate the ethical standards of the criminal justice professions; and to sustain in the public mind the benefit and necessity of education and professional training. Alpha Phi Sigma is the largest and only official criminal justice honor society in America.

Beta Beta Beta

Beta Beta Beta (TriBeta) is a society for students, particularly undergraduates, dedicated to improving the understanding and appreciation of biological study and extending boundaries of human knowledge through scientific research. To join the NSU chapter (Rho Rho) as a regular member, a student must be a biology major, have an overall GPA of 3.2, at least three biology courses completed (one of which is above the introductory level), an average of 3.0 or higher in all biology courses, and 45 credits or more completed toward a degree. Anyone with an interest in biological sciences may join as an associate member. Contact the Division of Math, Science, and Technology in the Farquhar College of Arts and Sciences.

Kappa Delta Pi

Kappa Delta Pi, International Honor Society in Education, is dedicated to scholarship and excellence in education. The society is a community of scholars dedicated to worthy ideals: recognize scholarship and excellence in education, promote the development and dissemination of worthy educational ideals and practices, enhance the continuous growth and leadership of its diverse membership, foster inquiry and reflection on significant educational issues, and maintain a high degree of professional fellowship. The Kappa Delta Pi Educational Foundation and local chapters award more than \$100,000 annually in scholarships for academic study to active members who are undergraduate, graduate, or doctoral degree-seeking students. For more information, please call Sandra Trotman, Ph.D. at (954) 262-7915 or email trotman@nova.edu.

Lambda Epsilon Chi

Nova Southeastern University maintains a charter membership in Lambda Epsilon Chi (LEX), the national honor society for paralegal/legal assistant studies. The purpose of LEX is to recognize those who have demonstrated superior academic performance in an established program of paralegal studies offered at an institution that is an institutional member in good standing of the American Association for Paralegal Education (AAfPE). Students are inducted into LEX once a year. To be eligible for induction, a student must have successfully completed two-thirds of the program requirements and have a cumulative grade point average of 3.5 or higher. Contact the Division of Social and Behavioral Sciences in the Farquhar College of Arts and Sciences.

Lambda Pi Eta

Lambda Pi Eta (LPH) is the honor society of the National Communication Association. NSU's Upsilon Zeta chapter of LPH was chartered in 2005. To be eligible for membership, students must be communication studies majors with a minimum of 60 earned credit hours, a cumulative grade point average of 3.0, at least 12 earned credit hours in communication studies major courses with at least a 3.25 grade point average in those courses, and be in the top 35 percent of their class. Contact the Division of Humanities in the Farquhar College of Arts and Sciences.

Psi Chi

Psi Chi, the U.S. national honor society in psychology, promotes excellence in scholarship and advances the science of psychology. Membership is open to undergraduate and graduate students who meet minimum academic qualifications. Contact the Division of Social and Behavioral Sciences in the Farquhar College of Arts and Sciences.

Rho Rho Rho

The Beta Chapter of this honor society was established to recognize outstanding students earning a degree in marine biology. Members of Rho Rho Rho work to promote awareness of marine biology and appreciation of the marine environment with students of all majors. Students are inducted into this society each February. To be eligible for induction, the student must have declared a major or minor in marine biology, completed at least two full semesters (30 credits), completed two courses at the 2000 level or higher that qualify for the major with an average grade of 3.0 (B) or better, have an overall GPA of 3.2 or better, and be in good academic standing. Contact the Division of Math, Science, and Technology in the Farquhar College of Arts and Sciences.

Sigma Beta Delta

The purposes of Sigma Beta Delta are to encourage and recognize scholarship and achievement among students of business, management, and administration, and to encourage and promote personal and professional improvement. To be eligible for membership, a business student must rank in the upper 20 percent of the graduating class and be invited to membership by the faculty officers. Each year, students are notified by mail if they meet the criteria to join Sigma Beta Delta. Contact the H. Wayne Huizenga School of Business and Entrepreneurship.

Sigma Tau Delta

Alpha Nu Iota is NSU's chapter of Sigma Tau Delta, the international English honor society. Sigma Tau Delta's goals are to recognize academic excellence of students of the English language and literature, as well as the accomplishments of professional writers. In order to be eligible for membership, students must be an English major or minor, have a minimum of a 3.5 grade point average in English courses, rank at least in the highest thirty-five percent of their class, and have completed at least three semesters of college work. Contact the Division of Humanities in the Farquhar College of Arts and Sciences.

Sigma Theta Tau

Upsilon Chi is NSU's chapter of Sigma Theta Tau, the International Honor Society of Nursing. Sigma Theta Tau supports the learning, knowledge, and professional development of nurses committed to making a difference in health worldwide. Contact the College of Nursing.

Academic and Pre-Professional Organizations

Nova Southeastern University supports a diverse group of student organizations. For more university organizations, including Greek organizations and social, athletic, and service clubs, refer to the NSU Student Handbook.

Accounting Club

The Accounting Club seeks to expose students within the major to the real world necessities required of the field, and actively promotes jobs and internships offered by locally affiliated organizations. The Accounting Club also embarks on community service projects, such as free tax preparation for underprivileged members of society, plus social events and other relationship building activities.

Alpha Kappa Psi

Alpha Kappa Psi is an international co-ed professional business fraternity (for both men and women) standing for the highest ideals of conduct and achievement in university and professional life. Members include undergraduate, masters and doctoral students. Alpha Kappa Psi's core values are brotherhood, knowledge, integrity, service and duty.

NSU Florida Nursing Students Association

Membership is required in the Florida Nursing Student Association (FNSEA) for all students enrolled in the entry-level B.S.N. program. FNSEA is the official liaison between the Nursing Department and the Student Government Association.

Honors Program

The Undergraduate Honors Program fosters intellectual community both within and across academic disciplines by offering special coursework, reading groups, and workshops to help students prepare for graduate school, advanced research, study abroad, and post-baccalaureate fellowships. Students in the Undergraduate Honors Program connect classroom experience with experiences outside the classroom, including travel study, social activities, speakers series, and campus events. Academically talented and motivated students are encouraged to apply to the Honors Program; students may apply prior to or while enrolled in an undergraduate degree program. The program is facilitated by the Farquhar College of Arts and Sciences.

The Honors Program provides a small annual scholarship to students admitted into the program. Honors students may be awarded additional institutional scholarships (including the Dean's Scholarship, which is different from the Honors Program Scholarship). Students in the Honors Program may also participate in the Dual Admission Program, athletics, Razors Edge, performing arts, and other distinctive programs.

For more information about the Undergraduate Honors Program, contact the Office of the Dean in the Farquhar College of Arts and Sciences at (954) 262-8408 or visit the Honors Program Web site at www.fcas.nova.edu/go/honors.

Honors Program Mission Statement

The Undergraduate Honors Program at Nova Southeastern University provides a rigorous academic environment through value-added curricular and co-curricular experiences for high achieving undergraduate students. The program encourages academic integrity and leadership, professional development, engagement with faculty and peers, exploration of disciplinary and multi-disciplinary inquiry, and establishment of community among members of the honors students and faculty.

Honors Program Vision Statement

The Undergraduate Honors Program at Nova Southeastern University will attract outstanding students to the university by providing a selective and challenging interactive and innovative academic experience. Students will enhance critical thinking skills, personal and academic integrity, and professional development while participating in a rigorous academic environment emphasizing academic excellence through multi-disciplinary exploration, research and scholarship, leadership, and engagement, which will advance students to productive lives in a dynamic and global setting.

Honors Program Requirements

The Honors Program is a distinct program with requirements of the highest standard of academic achievement and conduct. The program, which includes intensive seminars and honors-level general education classes, is open to freshman, transfer, and current students. Entering students are invited to participate on the basis of prior academic performance. Approximately 10 percent of each year's entering student class is invited to participate. Admission to the university is a prerequisite for admission to the Honors Program.

The Honors Program requires a cumulative NSU GPA of 3.5 or higher to maintain full standing. Citation requirements for the Honors Program must be completed at NSU. All Honors courses will be noted on the student's permanent transcript and students who successfully complete the requirements of the program will be recognized for their accomplishment.

Academic progress in the Honors Program is reviewed twice yearly, and Honors students not meeting the criteria may be invited to petition to retain Honors status. Petitions are reviewed on a case-by-case basis. A report of academic misconduct for a student in the Honors Program requires a review meeting to determine whether the student's Honors status should be terminated. Such a change of status may affect the student's Honors Program Scholarship eligibility. Please refer to the Student Conduct—Academic Integrity section of this catalog for more information.

Honors Citations

Students in the Undergraduate Honors Program may pursue one or both of the following citations.

General Citation in Honors

Students are required to complete 21 credits of Honors coursework, including Honors seminars and honors-level general education classes by graduation in order to receive the Citation in General Honors. All Honors courses will be noted on the student's permanent transcript and students who successfully complete the requirements of the General Honors Citation will be recognized for their accomplishment. In order to receive a Citation in General Honors, students must hold a cumulative NSU GPA of 3.5 or higher at the time of degree conferral.

Divisional Citation in Honors

Students are required to complete 9 credits of Honors coursework, including up to 3 credits of HONR 4990 Independent Study. In addition, students are required to complete an Honors thesis. The Honors thesis allows students to pursue independent research under the direction of a faculty mentor and typically takes two academic years to complete. Students must submit and have their thesis proposal approved. Approval must be given by the faculty mentor/adviser, the division director, and the dean of the Farquhar College of Arts and Sciences. The successful completion and defense of an approved honors thesis is required to receive the Citation in Divisional Honors upon degree conferral. All Honors courses will be noted on the student's permanent transcript, and students who successfully complete the requirements of the Honors thesis will be recognized for their accomplishment. In order to receive a Citation in Divisional Honors, students must hold a cumulative NSU GPA of 3.5 or higher at the time of degree conferral.

Internships

Internships provide opportunities for experiential learning. They provide opportunities for students to experience their chosen work environment, to make connections with potential future employers, and to network with potential colleagues and mentors. Students may earn credit for internships that complement and enhance their academic programs.

There are several ways that students wishing to pursue an internship can initiate the process. The student can:

- Meet with a professional in the field who is willing to provide an internship experience and then meet with their academic advisor.
- Explore ideas for internships with faculty and then meet with their academic advisor.
- Meet with personnel in the Office of Career Development and discuss options for internships and then meet with their academic advisor.
- Check the Web or the newspaper for available internships and then meet with their academic advisor.

The process should be initiated at least one month prior to the start of the term in which the internship is requested. Students interested in pursuing internships should contact their academic advisor to determine eligibility requirements and to complete an internship enrollment form. Internships are supervised by faculty and must be pre-approved. Regular tuition schedules and rates apply to internships.

NSU Student Handbook

The NSU Student Handbook addresses general university policies for NSU students, including student life, student rights and responsibilities, university policies and procedures, and NSU resources. The NSU Student Handbook is located at www.nova.edu/studentaffairs/forms/studenthandbook_2014-15.pdf.

Office of International Affairs (OIA)

The Office of International Affairs (OIA) within Enrollment and Student Services (ESS) is committed to providing essential services to assist international students and visiting scholars at NSU achieve their academic goals. OIA serves as a resource to the university community and provides services and counseling expertise regarding U.S. government visa regulations and university life in the USA. The OIA acts as a liaison with federal agencies such as the USCIS, USIA, U.S. Department of State, and foreign governmental agencies. More than 1,100 international students and scholars from more than 124 countries have selected NSU as their academic destination.

The OIA provides a wide variety of support services in the following areas:

- F-1 and J-1 visa counseling
- transfer assistance
- reinstatement
- travel documentation
- on- and off-campus employment
- assistance with CPT/OPT
- extension of stay
- Social Security
- taxes
- health insurance
- cross-cultural activities
- international student orientation

The OIA is committed to welcoming international students, scholars, and their families while facilitating their transition to life at Nova Southeastern University. For further information, contact OISS at (954) 262-7240 or visit the Web site at www.nova.edu/internationalstudents.

Online Course Access and SharkLink

Nova Southeastern University handles much of its business online. The NSU Web site www.nova.edu provides links for current students to access most of the NSU services.

Distance Education Support

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

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

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

SharkLink

SharkLink is NSU's online information portal. With a single username and password, it provides students access to their NSU email account, online courses and discussion groups, university announcements and calendar reminders, and student records. SharkLink also enables students to register online, view course availability, and check their grades. All students are assigned an NSU ID that uniquely identifies them and provides them access to the NSU administrative system. In addition, students are assigned a SharkLink ID, which is also their NSU email name. SharkLink can be accessed at <https://sharklink.nova.edu>. To obtain an NSU ID and/or SharkLink ID, students should visit www.nova.edu/resources/nsuidentity.html.

Online Course Access

The university uses a secure course management platform for developing and delivering interactive courses and their

components over the Web. Students are granted access to this platform based on registration for online courses. Students must use their SharkLink login and password in order to access their online courses. All online students must use this platform when communicating with their program. Course communication will be done through the particular course that the student is attending. Online courses can be accessed at SharkLearn (<https://sharklearn.nova.edu>).

NSU Email

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

Orientation

By connecting students to educational and social programming, involvement opportunities and University resources, the Office of Orientation and Commuter Involvement strives to welcome, prepare, and support the transition of new students and families into the Nova Southeastern University community. The office coordinates all orientation programs for undergraduate students on the main campus, regional campuses, and in the online domain for students at a distance. All new undergraduate students must attend a mandatory orientation program prior to beginning their first semester at NSU. To learn more about specific orientation programs and to sign up to attend, visit www.nova.edu/studentorientation, call (954) 262-8050, or email orientation@nova.edu.

Pre-Degree Granting Programs

The Farquhar College of Arts and Sciences administers three undergraduate pre-degree programs. Students enrolled in these programs intend to pursue a bachelor's degree and may be eligible for financial aid and institutional scholarships.

Deciding Program

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

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

Pre-Athletic Training Program

Students admitted into the athletic training major (professional phase) at the Farquhar College of Arts and Sciences must first complete the Pre-Athletic Training Program. This program fulfills the Level I requirements of the NSU Athletic Training Education Program (ATEP) and the pre-professional phase of the athletic training major.

The Pre-Athletic Training Program includes successful completion (C or higher) of six courses: ATTR 1100 Introduction to Athletic Training, ATTR 1200 Principles of Athletic Training, ATTR 1300 Emergency Care, ATTR 1400 Health and Fitness, BIOL 1400 Introduction to Cell Biology or equivalent, and BIOL 3312 Human Anatomy and Physiology/Lab or equivalent. In addition, each student must complete a specified number of clinical experience hours as part of the ATTR 1100 and ATTR 1200 courses, observing ATEP-Preceptors (i.e., Certified Athletic Trainers) in a variety of settings. Students in the Pre-

Athletic Training Program are eligible to submit a professional portfolio as part of the ATTR 1200 course. Submission of the professional portfolio does not guarantee matriculation into the professional phase of the athletic training major. Students should refer to the athletic training major section of this catalog for more information.

Pre-Nursing Program

The undergraduate Pre-Nursing Program at the Farquhar College of Arts and Sciences is designed for students who wish to apply to NSU's Entry-Level Bachelor of Science in Nursing program, and complete the program's admission prerequisite courses at the university. These prerequisite courses are offered by NSU's Farquhar College of Arts and Sciences and are held on NSU's main campus. Successful completion of these prerequisite courses does not guarantee admission to the B.S.N. program. Additional requirements, beyond course prerequisites, are needed for B.S.N. applicants to be eligible for admission. Admission prerequisites are subject to change at any time. Students must contact NSU's College of Nursing for the applicable B.S.N. program admission requirements.

Pre-nursing students must abide by the policies of the Farquhar College of Arts and Sciences. Any scholarship specific to students at the Farquhar College of Arts and Sciences will terminate once the student is admitted into the College of Nursing's B.S.N. program.

2014–2015 Prerequisite Courses for Admission to NSU's B.S.N. Program

Credits

Written Composition— At or above COMP 1500 College Writing <u>OR</u> COMP 1500H College Writing Honors	6
Math— At or above MATH 1040 and MATH 2020 Statistics <u>OR</u> MATH 2020H Applied Statistics Honors (MATH 3020, if taken prior to fall 2012)	6
Chemistry— CHEM 1100 Fundamentals of Chemistry* <u>OR</u> CHEM 1300 General Chemistry I/Lab* <u>OR</u> CHEM 1300H General Chemistry I/Lab Honors*	3–4
Anatomy and Physiology Labs— BIOL 3312 Human Anatomy and Physiology/Lab* <u>AND</u> BIOL 1400 Introductory Cell Biology* <u>OR</u> BIOL 3320 Anatomy and Physiology I/Lab* <u>AND</u> BIOL 3330 Anatomy and Physiology II/Lab*	8
Microbiology— BIOL 2400 Applied Microbiology* <u>OR</u> BIOL 3400 Microbiology/Lab*	3–4
Nutrition— BIOL 2350 Human Nutrition	3
Human Growth and Development— PSYC 2350 Life-Span Human Development	3
Psychology— Any PSYC course (except PSYC 2350 Life-Span Human Development)	3
Arts and Humanities— HIST, ARTS, HUMN, LITR, THEA, FILM, MUSIC, DANC, WRIT or foreign language course	3

* Minimum combined 3.0 GPA required

An overall GPA and science GPA of 3.0 or higher on a 4.0 scale is required for admission consideration. The science GPA is calculated from the grades received on prerequisite science courses (marked with an asterisk *)

Applicants must complete all prerequisite courses with a grade of C or higher.

Applicants with a grade of C- or below in the required natural/physical sciences courses (marked with an asterisk *) will be reviewed by the Program Director on a case by case basis.

Applicants who have a pattern of withdrawals (“W”) on their transcripts may not be considered for admission.

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

Problem Resolution Procedures

Nova Southeastern University is committed to maintaining policies and procedures supportive of the student community. Students must follow specific policies and instructions described in this catalog, in the *NSU Student Handbook*, and in course schedules, program brochures, information sheets, and periodic special mailings. Formal problems or grievances fall into three categories: harassment or discrimination grievances, academic grievances, and administrative grievances. Detailed instructions on how to submit an academic or administrative grievance are described below by each college or school. Student-athletes should refer to the *NSU Student-Athlete Handbook* for additional information regarding team membership and discipline grievances. Grievances related to Athletic Financial Aid reductions, cancellations, renewals and non-renewals are handled through the NSU Financial Aid office, according to NCAA Bylaws. Student-athletes should refer to the *NSU Student-Athlete Handbook* for additional information on this process.

Types of Grievances

For specific information on grievance procedures, refer to the appropriate college’s or school’s contacts in the *Levels of Appeal for Problem Resolution* chart. When filing a grievance, students should make every effort to document their claim.

Grade Disputes

Faculty members handle grievances involving the fairness of a grade. Students unable to resolve the grade dispute with a faculty member should contact the academic director or assistant dean of the division responsible for the course, who will make a final decision on the fairness of the grade. For specific contacts, see the *Levels of Appeal for Problem Resolution* chart. Grade disputes will not be permitted to proceed any further unless evidence of discrimination or a violation of rights can be demonstrated.

Academic Grievances

Academic grievances are related to classroom and instructor activity. For academic matters, students should follow the academic grievance process of the college or school offering the course. The *Levels of Appeal for Problem Resolution* chart indicates the specific contacts for academic grievances.

Administrative Grievances

Administrative grievances are related to academic policies and administrative actions. For administrative grievances, students should follow the administrative grievance process for their college or school indicated in the *Levels of Appeal for Problem Resolution* chart.

Harassment or Discrimination

Information on these policies can be found in the NSU Student Handbook at http://www.nova.edu/studentaffairs/forms/studenthandbook_2014-15.pdf.

Grievance Time Limitation

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

Academic and Administrative Grievance Process

Procedures for academic and administrative grievances are outlined below. Specific contacts are indicated in the *Levels of Appeal for Problem Resolution* chart. Grievances must begin at the first level contact. Grievances brought to higher level contacts without previously going through the appropriate academic or administrative grievance procedure will be referred to the appropriate step in the process, thus delaying problem resolution. Students who are not sure of the appropriate university employee to contact about an academic or administrative issue should communicate with their advisor or refer to the Level of Appeal for Problem Resolution chart.

Student Action Request (SAR)

Student Action Requests (SAR) are used to request waivers from specific university, college, or school policies under unusual circumstances. Students can officially request a waiver from a published academic policy by completing a SAR. Before a SAR is submitted, students should seek advice from their academic advisor in an effort to resolve their issue of concern and determine if an official SAR is necessary. NOTE: If a SAR involves changing enrollment status, including dropping courses, the action may affect students' eligibility for financial aid (see *Withdrawal from Classes* in Academic Resources and Procedures).

How to Submit a Student Action Request

The following information must be included in all Student Action Requests. Requests lacking the required information will not be reviewed. Students should consult with their academic advisor before submitting a SAR. The SAR should then be submitted in person to the academic advisor or be sent as a Word document from the student's official NSU email account if they cannot meet in person.

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

For more information on submitting a SAR, students can visit www.fcas.nova.edu/services/advising/studentactionform.cfm or the Web site of the school or college in which they are enrolled.

Procedure for Submitting Academic and Administrative Grievances

Academic grievances involve course-related issues originating from classroom or instructor activity. When formal grievance steps are perceived necessary, students have a right to a fair process and hearing without fear of retribution. Because grievances can often seem adversarial, it is recommended that students pursue local or departmental resolution to problems and discuss problems with appropriate parties before resorting to formal grievance steps. Academic difficulties in a class, for example, should always be discussed first with the faculty member teaching the class.

Problems that cannot be resolved with the faculty member or party involved should be discussed with an advisor who may be able to help students pursue an additional step in the process.

If the issue concerns the fairness of a grade, students should refer to *Grade Disputes*, previously discussed in this Problem Resolution Procedures section.

Step One: Meet with the faculty member or party involved

Students should discuss their grievance with the appropriate faculty member or party involved no later than the end of the semester following the occurrence of the grievance issue.

Step Two: Meet with the advisor

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

Prior to submitting the request, students should carefully read and be aware of any consequences if the grievance involves changes in enrollment status. It is also essential that students maintain copies of relevant documentation (emails, medical documents, etc.) sent to academic advisors or other NSU personnel. For detailed instructions on submitting a SAR, students should refer to the preceding Student Action Request section in this catalog.

After receiving, reviewing, and signing the SAR, the advisor will send it to the appropriate party for a decision. Once a decision has been made, the decision will be communicated to the student at the address on record or to the NSU email address.

Step Three: Appeal to the college/school administrator or committee (see the *Levels of Appeal for Problem Resolution chart*)

After receiving the decision to the SAR, if students feel that based on their expectations the issue was not satisfactorily resolved, they may appeal in writing to the administrator or committee at the next level (see the *Levels of Appeal for Problem Resolution chart*). The appeal should consist of a letter explaining the reason that the students are requesting the exception to policy and should contain official documentation to support the request. After the appeal is reviewed, students will be sent a written reply from the appropriate administrator or committee. The response will be sent to the student's address on record or to the NSU email address.

Step Four: Final appeal

Students who feel that their issue is still unresolved after receiving the decision of the administrator or committee, may submit a final appeal, in writing, to the dean or committee indicated in the *Levels of Appeal for Problem Resolution chart*. Students will receive a formal response either by mail to the address on record or to their NSU email account. This decision is final and binding and cannot be appealed.

Levels of Appeal for Problem Resolution

	Harassment or Discrimination	Grade Dispute	Academic Grievance	Administrative Grievance
Abraham S. Fischler School of Education	Refer to Title IX Coordinator: Gay Holliday, Ed.D. Associate Dean of Student Affairs at (954) 262-7280	1. Faculty 2. Director of UTE Enrollment	1. Faculty 2. Academic Advisor–SAR 3. Director of UTE Enrollment 4. Associate Dean	1. Party Involved 2. Academic Advisor–SAR 3. Director of UTE Enrollment 4. Associate Dean
College of Health Care Sciences		1. Faculty 2. Program Director	1. Faculty 2. Advisor–SAR 3. Committee on Student Progress 4. College-Wide Appeals Committee	1. Party Involved 2. Advisor–SAR 3. Committee on Student Progress 4. College-Wide Appeals Committee
College of Nursing		1. Faculty 2. Program Director	1. Faculty 2. Advisor–SAR 3. Committee on Student Progress 4. College-Wide Appeals Committee	1. Party involved 2. Academic Advisor 3. Program Director 4. Associate Dean 5. Dean
H. Wayne Huizenga School of Business and Entrepreneurship		1. Faculty 2. Assistant Dean	1. Faculty 2. Academic Advisor–SAR 3. Assistant Dean 4. Associate Dean	1. Party Involved 2. Academic Advisor–SAR/REP 3. Assistant Dean 4. Associate Dean
Institute for the Study of Human Service, Health, and Justice		1. Faculty 2. Program Director 3. Assistant Dean	1. Faculty 2. Program Director 3. Assistant Dean 4. Executive Associate Dean	1. Party Involved 2. Program Director 3. Assistant Dean 4. Executive Associate Dean
Farquhar College of Arts and Sciences		1. Faculty 2. Academic Director	1. Faculty 2. Academic Advisor–SAR 3. Associate Dean 4. Dean	1. Party Involved 2. Academic Advisor–SAR 3. Associate Dean 4. Dean

Registration

As part of the registration process, students must complete the Nova Southeastern University Student Enrollment Agreement form. Students may register online via SharkLink. Students who do not know their SharkLink username and password should visit www.nova.edu/resources/nsuidentity.html.

All students must have at least provisional admission status, be officially registered, and pay tuition and fees in order to attend class, receive a grade, and receive academic credit. Students should register via SharkLink for the fall, winter, and summer semester during the open registration period. Students should register for all courses they intend to complete within a semester and not wait until the semester has started to register for part of a term. Petitions for changes to course registrations will not be accepted 30 days after each semester ends. Registering early for the entire semester ensures availability of seats in required classes and allows the NSU Office of Student Financial Assistance to properly process and disburse the student's financial aid. An official grade will not be recorded and credit will not be given for anyone who attends class as an unregistered student. For information on dropping, adding, or withdrawing from classes, refer to the Dropping and Adding Classes or Withdrawal from Classes sections of this catalog.

The following holds will prevent students from registering:

New student hold—New students must meet with their academic advisor before registering.

NSU employee hold—NSU employees must submit a Student Transaction Form to register.

Other holds—Other holds, such as a bursar or academic hold, may prevent students from registering. Students must contact the respective hold originator to resolve the hold before registering in SharkLink.

Registration Schedule

In advance of open registration periods, students should meet with their academic advisors as early as possible to engage in academic planning. Timely registration ensures availability of seats in required classes, reduces the risk of financial aid problems, and decreases the need for last-minute advising appointments.

Registration deadlines can be found in the *Academic Calendars* section of the Undergraduate Student Catalog.

Exceptions to these deadlines are granted only in rare circumstances. A student who does not register by the appropriate deadline will have a registration hold placed on his or her student account, preventing registration. A student who wishes to appeal the registration hold must contact his or her academic advisor who will submit an Admission Application and Registration Deadlines Appeal Form to the appropriate dean for signature. The dean must request an exception to the registration deadline, which will be approved or denied by the Admission Application and Registration Deadlines Appeal Committee chaired by the vice president for Enrollment and Student Services. The dean or academic advisor will notify the student of the committee's final decision.

Student-Athlete Eligibility

To retain student-athlete eligibility, student-athletes must meet National Collegiate Athletic Association (NCAA), Sunshine State Conference and Peach Belt Conference standards. For further information, student-athletes should consult the *Student-Athlete Handbook* available from the Department of Athletics.

Closed Classes

Enrollment capacity for each class is carefully determined to reflect the physical limitations of the classroom or lab as well as the subject's most effective learning and teaching environment. Once a class has been filled and closed to further registration, students should meet with their academic advisor for help adjusting schedules and choosing alternative classes that meet degree program requirements.

Students may appeal to register for closed classes under exceptional circumstances. Student appeals must be made in writing by the student's academic advisor to the academic director of the division in which the course is offered. Appeals should not be directed to course instructors. Academic directors review appeals and may consult instructors when considering such requests. All appeals must explain why no alternative class will support the student's degree requirements, explain why the student was unable to register for the class when space was available, and include a written endorsement from an academic advisor (e.g., by email).

Appeals will only be considered up to the date of the first class meeting. If a student appeal is granted, the academic director will authorize the student's academic advisor in writing (e.g., by email) to register the student. However, the registration must be processed within 24 hours of the director's notification. If the registration is not processed within that time period, the authorization is removed and the student's space in the closed class may be released to another student.

Repeated Courses

Students may repeat a course to improve the grade earned from an earlier attempt. Repeating a course may allow students to improve their GPAs by excluding the previous grade from the cumulative and semester GPA calculation. The repeat course policy may be applied to a maximum of two repeats per course. Although the semester GPA will be affected if the course grade is excluded, all grades received for a repeated course will be displayed on the student's academic record, and any academic standing notation for that semester will remain on the student's academic record. Regardless of the number of times a course is repeated, course credit may be applied toward completion of degree requirements only once. All grades earned for courses attempted in a given semester are used in evaluating the student's academic standing for that semester (even if a grade in that semester is replaced).

Depending upon the number of repeat attempts, the following applies:

- If a student repeats a course once, then the higher grade will be applied to the cumulative GPA calculation. The lower grade will be displayed on the student's academic record, but will not be calculated in the cumulative and semester GPA.
- If a student repeats a course two times, then the highest grade will be applied to the cumulative GPA calculation. The two lower grades will be displayed on the student's academic record, but will not be calculated in the cumulative and semester GPAs.
- If a student repeats a course three or more times, a maximum of two lower grades can be excluded. These grades will be displayed on the student's academic record, but will not be calculated in the cumulative and semester GPAs. All other grades will not be excluded and will be calculated in the semester and cumulative GPAs. Course credit may be applied only once toward completion of degree requirements.

Only courses taken at NSU qualify for grade replacement. Course repeats are subject to availability of the course, and there is no guarantee that a particular course will be offered.

A student's GPA for a particular semester may be impacted by repeating a course. This may have an impact on financial aid and/or academic status. A student receiving financial aid should be aware that replacing a grade does not change the satisfactory progress calculation for financial aid. All work attempted is part of this calculation, and repeating courses could negatively affect the student's eligibility for financial aid. Questions regarding satisfactory academic progress (SAP) should be directed to the Office of Student Financial Assistance.

The Veterans Administration will not pay for repeated courses if the previous grade met academic standards. Questions regarding this policy should be directed to the Office of Veterans Affairs.

Scholarships and Grants for Undergraduate Students

Scholarships and grants are available to students from various sources within the university, as well as from external public and private organizations.

The first step for students interested in financial aid of any kind is to visit the NSU Office of Student Financial Assistance on the Web for information about deadlines for the FAFSA and other necessary financial aid applications. NSU's Office of Student Financial Assistance administers grants, loans, scholarships, and student employment and provides resources to help students locate funding and plan the financial aspects of their education. For more information about the Office of Student Financial Assistance, call (954) 262-3380 or go to www.nova.edu/financialaid.

All college and university scholarships and grants are combined with other federal and state financial aid programs to help meet students' financial needs. Eligibility requirements vary. Students should note that changes in enrollment during a semester may affect eligibility for awards with minimum course load requirements (e.g., that require students to be enrolled full time).

Please visit the NSU Scholarship Web site at www.nova.edu/financialaid/scholarships for detailed information regarding institutional and college-specific scholarships.

Student Conduct—Academic Integrity

Students should refer to the NSU Student Handbook's full Code of Student Conduct and Academic Responsibility. Conduct standards, supplementary standards, and university policies and procedures are handled by the NSU Office of the Vice President of Student Affairs or by the individual colleges and schools, as deemed appropriate.

Academic Conduct versus Other Conduct

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

Academic Integrity in the Classroom

The university is an academic community and expects its students to manifest a commitment to academic integrity through rigid observance of standards for academic honesty. Faculty members are committed to uphold the standards of academic integrity as described in the NSU Student Handbook. They do their utmost to prevent academic misconduct by being alert to its possibility. If academic misconduct is detected, the faculty member communicates with the student and takes appropriate grade actions within the scope of the course. Faculty members report all violations of academic honesty to their college/school administration. Depending on the severity or reoccurrence of the academic misconduct, academic leadership can impose institutional sanctions. Deans, associate deans, or directors, at their discretion, may immediately suspend students pending a hearing on charges of violations. Sanctions may include disciplinary probation, suspension, or expulsion, including notation on the student's academic transcript. Students found responsible for violations of academic integrity have the option of appealing the sanctions.

Abraham S. Fischler School of Education; Farquhar College of Arts and Sciences; H. Wayne Huizenga School of Business and Entrepreneurship; and Institute for the Study of Human Service, Health, and Justice

Academic Integrity

Faculty members are responsible for assessing classroom conduct including academic misconduct. Faculty members are required to report any incident of misconduct to the college's Office of the Dean. These reports are reviewed for institutional sanction, which is distinct from a grading consequence administered by the faculty member. A first report often results in a letter of warning, while serious infractions can result in institutional sanctions including dismissal. Records of each reported incident are retained in the Office of the Dean. A subsequent report of academic misconduct will likely result in a more serious institutional sanction, such as suspension or dismissal.

In cases of significant or repeated instances of academic dishonesty, the Farquhar College of Arts and Sciences will convene an Academic Integrity Committee (AIC), comprised of faculty members and students. The AIC will meet only in cases in which a student wishes to challenge the sanction issued in a case of academic misconduct. The dean of the Farquhar College of Arts and Sciences may appoint up to five undergraduate students to serve on the AIC. Faculty members from each academic division serves on the committee, appointed by the academic director. The committee has no minimum number of members required for action; meetings are conducted based on faculty and student members present.

Students charged with academic misconduct will be notified in writing of the impending sanction and be offered the opportunity to present mitigating evidence in their defense. If a student chooses to take advantage of this opportunity, the dean will convene a meeting of the AIC to consider the student's presentation.

Instances of academic misconduct will likely affect the student's grade in the respective course. The Academic Integrity Committee does not review instructors' evaluation of coursework nor decisions on academic misconduct. Students may appeal a classroom grade consequence of academic misconduct through the instructor and the academic division director. Policies and procedures for appeal of grades are outlined in the *Problem Resolution Procedures* section, located in Academic Resources and Procedures, as well as in the *Grievance Process* sections within the individual college and school portions of this catalog. Following review of students' presentations, the AIC decides whether a revision of consequences is warranted. The committee will make a recommendation to the dean, who will then make a final decision.

A report of academic misconduct for a student in the Undergraduate Honors Program or the Dual Admission Program requires a review meeting to determine whether the student's status in that program should be terminated. Both programs have requirements of the highest standard of conduct.

College of Health Care Sciences and College of Nursing

Academic Honesty Policy

The following policy and procedure apply specifically to the College of Health Care Sciences and the College of Nursing as a supplement to the policy in the university-wide *Student Handbook*. Faculty members who have reasonable cause to believe that a student has committed an act of academic dishonesty may give the student a failing grade for the course and/or refer the student to the Academic Honesty Committee (AHC) of the student's respective college for disciplinary recommendations. The Academic Honesty Committee is composed of faculty representatives from each discipline within the College of Health Care Sciences and the College of Nursing.

Once a student is referred to the AHC, the student is notified in writing as to his or her right to a formal hearing before the committee. The committee's chair will advise the dean of committee recommendations. The dean will notify the student in

writing of the final disciplinary decision. Students have the right to appeal the dean's decision within five working days of receipt of notification, by submitting a written appeal to the chair of the appeals committee.

Appeals not submitted within the aforementioned timeframe shall not be heard.

Code of Academic and Clinical Conduct—Undergraduate Nursing Program

The Nursing Department supports the following Code of Academic and Clinical Conduct adopted by the National Student Nurses Association (NSNA) House of Delegates in 2001.

Preamble

Students of nursing have a responsibility to society to learn the academic theory and clinical skills needed to provide nursing care. The clinical setting presents unique challenges and responsibilities in actively practicing that care while caring for human beings in a variety of health care environments. The Code of Academic and Clinical Conduct is based on an understanding that to practice nursing as a student is an agreement to uphold the trust with which society has placed in us. The statements of the code provide guidance for the nursing student in the personal developments of an ethical foundation and need not be limited strictly to the academic or clinical environment but can assist in the holistic development of the person.

A Code for Nursing Students

As students are involved in the clinical and academic environments, nursing faculty members believe that ethical principles are a necessary guide to professional development. Therefore, within these environments students should:

- Advocate for the rights of all clients
- Maintain client confidentiality
- Make appropriate action to ensure the safety of clients, self, and others
- Provide care for the client in a timely, compassionate, and professional manner
- Communicate client care in a truthful, timely, and accurate manner
- Actively promote the highest level of moral and ethical principles and accept responsibility for their actions
- Promote excellence in nursing by encouraging lifelong learning and professional development
- Treat others with respect and promote an environment that respects human rights, values, and choice of cultural and spiritual belief
- Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care
- Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students
- Encourage faculty members, clinical staff, and peers to mentor nursing students
- Refrain from performing any technique or procedure for which the student has not been adequately trained
- Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self, or others
- Assist the staff nurse or preceptor in ensuring that there is full disclosure and that proper authorizations are obtained from clients regarding any form of treatment or research
- Abstain from the use of substances in the academic and clinical setting that impair judgment.
- Strive to achieve and maintain an optimal level of personal health
- Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues
- Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy

Student Conduct—NSU Code of Student Conduct

Excerpt from the *NSU Student Handbook* (www.nova.edu/studentaffairs/forms/studenthandbook_2014-15.pdf):

Code of Student Conduct and Academic Responsibility

Purpose: This code seeks to promote high standards of behavior and academic integrity by setting forth the responsibilities of students as members of the university community. Abiding by the code ensures a climate wherein all members of the university community can exercise their rights of membership.

Code of Student Conduct Statement

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

In support of the Code of Student Conduct, any violations of the Code of Student Conduct and Academic Responsibility and/or university policies and procedures may result in disciplinary action and/or criminal prosecution. Violations of academic and/or supplementary standards will be handled through the student's academic college, center, or school. Violations of conduct standards, supplementary standards, university policies, and/or procedures will be handled by the Office of the Dean of Student Affairs or by the individual academic college, center, or school as deemed appropriate.

Changes to the Code of Student Conduct and Academic Responsibility will be posted on the Student Affairs Web site. Students are required to be familiar with the rules, policies, and Code of Student Conduct and Academic Responsibility.

Nova Southeastern University Statement of Student Rights and Responsibilities

Nova Southeastern University, as a community of women and men, is committed to furthering scholarship, academic pursuits, and service to our society. As an institution, our purpose is to ensure 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
- 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 ensuring the academic quality and credibility of the institution

Students are responsible for obtaining, learning, and observing the established university and academic center 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, the state of Florida, as well as any other laws, rules, and/or regulations of other jurisdictions. All members of the community should inform the appropriate official of any violation of conduct regulations.

A. Academic Standards

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

The following acts violate the academic honesty standards:

1. **Cheating:** intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise
2. **Fabrication:** intentional and unauthorized falsification or invention of any information or citation in an academic exercise
3. **Facilitating Academic Dishonesty:** intentionally or knowingly helping or attempting to help another to violate any provision of this code
4. **Plagiarism:** the adoption or reproduction of ideas, words, or statements of another person as one's own without proper acknowledgment

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

Students are expected to comply with the following academic standards:

1. Original Work:

Assignments such as course preparations, exams, texts, projects, term papers, practicum, etc., must be the original work of the student. Original work may include the thoughts and words of another author. Entire thoughts or words of another author should be identified using quotation marks. At all times, students are expected to comply with the university and/or program center's recognized form and style manual and accepted citation practice and policy.

Work is not original when it has been submitted previously by the author or by anyone else for academic credit. Work is not original when it has been copied or partially copied from any other source, including another student, unless such copying is acknowledged by the person submitting the work for the credit at the time the work is being submitted, or unless copying, sharing, or joint authorship is an express part of the assignment. Exams and tests are original work when no unauthorized aid is given, received, or used before or during the course of the examination, re-examination, and/or remediation.

2. Referencing the Works of Another Author:

All academic work submitted for credit or as partial fulfillment of course requirements must adhere to each program center's specific accepted reference manuals and rules of documentation. Standards of scholarship require that the writer give proper acknowledgment when the thoughts and words of another author are used. Students must acquire a style manual approved by their 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.

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

3. Tendering of Information:

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

4. Acts Prohibited:

Students should avoid any impropriety or the appearance thereof, in taking examinations or completing work in pursuance of their educational goals. Violations of academic responsibility include, but are not limited to the following:

- Plagiarism
- Any form of cheating
- Conspiracy to commit academic dishonesty
- Misrepresentation
- Bribery in an attempt to gain an academic advantage
- Forging or altering documents or credentials
- Knowingly furnishing false information to the institution

Students in violation will be subjected to disciplinary action.

5. Additional Matters of Ethical Concern:

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

B. Conduct Standards

1. Students should not interfere with the rights, safety, or health of members of the university community nor 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. Violations of conduct standards include, but are not limited to
 - a. theft (including shoplifting at any university service center, e.g., bookstore, food service facility), robbery, and related crimes
 - b. vandalism or destruction of property
 - c. disruptive behavior / disorderly conduct (e.g., in residence halls and classrooms, or at university-sponsored events, on or off campus)
 - d. physical or verbal altercation, assault, battery, domestic violence, or other related crimes
 - e. gambling
 - f. possession or use of firearms; pellet, air soft, and paint ball guns; fireworks; explosives; or other dangerous substances or items
 - g. possession, transfer, sale, or use of illicit and/or illegal drugs or alcohol if a minor
 - h. appearance in class or on campus under the apparent influence of drugs or alcohol, illegal or illicit drugs or chemicals
 - i. any act or conspiracy to commit an act that is harassing, abusive, or discriminatory or that invades an individual's right to privacy; sexual harassment; discrimination and abuse against members of a particular racial, ethnic, religious, on the basis of sex / gender, sexual orientation, marital status or cultural group and/or any other protected group or as a result of an individual's membership in any protected group
 - j. sexual misconduct
 - k. stalking
 - l. unacceptable use of computing resources as defined by the university. Students are also subject to the Acceptable Use of Computing Resources policy at www.nova.edu/common-lib/policies/aucr.policy.html.
 - m. impeding or obstructing NSU investigatory, administrative, or judicial proceedings
 - n. threats of or actual damage to property or physical harm to others
 - o. "Hazing" means any action or situation that recklessly or intentionally endangers the mental or physical health or safety of a student for purposes including, but not limited to, initiation or admission into or affiliation with any organization operating under the sanction of a postsecondary institution. Hazing includes,

but is not limited to, pressuring or coercing the student into violating state or federal law; any brutality of a physical nature, such as whipping, beating, branding, or exposure to the elements; forced consumption of any food, liquor, drug, or other substance or other forced physical activity that could adversely affect the physical health or safety of the student; and any activity that would subject the student to extreme mental stress, such as sleep deprivation, forced exclusion from social contact, forced conduct that could result in extreme embarrassment, or other forced activity that could adversely affect the mental health or dignity of the student. Hazing does not include customary athletic events or other similar contests or competitions or any activity or conduct that furthers legal and legitimate objective. (Florida Hazing Law, 1006.63) Engaging in, supporting, promoting, or sponsoring hazing or violating university rules governing hazing is prohibited.

- p. failure to pay tuition and fees in a timely manner
 - q. embezzlement or misuse of NSU and/or student organizational funds or monies
 - r. failure to comply with the directives of NSU officials
 - s. violation(s) of the terms or condition of a disciplinary sanction(s) imposed
 - t. violation of any policy, procedure, or regulation of the university or any state or federal law, rule, regulation, or county ordinance
 - u. fraud, misrepresentation, forgery, alteration or falsification of any records, information, data, or identity
 - v. plagiarism
 - w. possession of drug paraphernalia
 - x. use of another student's ID card
2. Students must have authorization from the university to have access to university documents, data, programs, and other types 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. Reasonable notice may be provided when additions or changes are made to the standards for student conduct. Students should refer to their center and/or Student Affairs Web site for policy updates or changes.

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, associate deans, or directors may, in their discretion, immediately suspend students pending a hearing on charges of academic, conduct, or supplemental standards violations. Violations of academic, conduct, or supplemental standards are subject to disciplinary action, up to and including, expulsion from the university. Violations of academic standards will be handled through the student's academic college, school, or center. Violations of conduct or supplementary standards will be handled by the Office of the Dean of Student Affairs or by the individual academic college, school, or center as deemed appropriate.

E. Sanctions

If the student is found in violation of the Code of Student Conduct and Academic Responsibility and/or university policies and procedures, one or more of the following sanctions may be imposed. The following list is only illustrative. The university reserves the right to take additional disciplinary action as it deems appropriate.

1. Expulsion:

Permanent dismissal from the university with no right for future readmission under any circumstances. A student who has been expelled is barred from campus and/or visiting privileges.

2. Suspension:

Mandatory separation from the university for a period of time specified in an order of suspension. An application

for readmission will not be entertained until the period of separation indicated in the suspension order has elapsed. Readmission is subject to approval of the university. During the period of suspension, the student is barred from campus visiting privileges unless specific permission is granted by the dean of student affairs or designee.

3. Temporary Suspension:

Action taken by the dean of student affairs / associate dean of student affairs, which requires a student's temporary separation from the university until a final determination is made of whether or not a student is in violation of the Code of Student Conduct and Academic Responsibility.

4. Final Disciplinary Probation:

A disciplinary sanction serving notice to a student that his / her behavior is in flagrant violation of university standards, under which the following conditions exist:

- a. The sanction is for the remainder of the student's career and may be reviewed by the dean of student affairs no sooner than two regular academic semesters or equivalent after the sanction is imposed. After two semesters in attendance, a student may initiate a request in writing for reduction of the sanction to disciplinary probation, but must also demonstrate reason to substantiate the request.
- b. Another violation of the Code of Student Conduct and Academic Responsibility will at a minimum result in suspension.

5. Disciplinary Probation:

A disciplinary sanction serving notice to a student that his/her behavior is in serious violation of university standards. A time period is indicated during which another violation of the Code of Student Conduct and Academic Responsibility will automatically raise the question of a more severe sanction (suspension or expulsion) if the student is found in violation.

6. Disciplinary Warning:

A disciplinary sanction serving notice to a student that his/her behavior has not met university standards. This sanction remains in effect for a designated number of semesters of attendance after which it is expunged from the student's file.

7. Verbal Warning:

A verbal warning is a verbal admonition to the student by a university staff member that his / her behavior is inappropriate. A verbal warning will be noted in the student's file for a period of time after which it is expunged from the student's file.

8. Fines:

Penalty fees payable to the university for violation of certain regulations with the Code of Student Conduct and Academic Responsibility.

9. Restitution:

Payment made for damages or losses to the university, as directed by the adjudicating body.

10. Restriction or Revocation of Privileges:

Restriction or revocation of privileges is the temporary or permanent loss of privileges, including, but not limited to, the use of a particular university facility, visitation privileges, and parking privileges.

11. Termination or Change of Residence Hall Contract/Accommodation:

Termination or change of residence hall contract/accommodation is a disciplinary sanction that terminates or changes the Residence Hall Contract/Accommodation. This should be accompanied by another form of disciplinary action. It is considered permanent unless lifted by the vice president of student affairs / associate dean of student affairs / director of residential life or designee.

12. Counseling Intervention:

When extreme behavior indicates that counseling may be beneficial, the student may be referred to counseling.

13. Other Appropriate Action:

Disciplinary action not specifically outlined above, but approved through the dean of student affairs / associate dean of student affairs or designee.

14. Parent / Legal Guardian Notification:

NSU personnel reserve the right to contact or notify a student's parent(s) or legal guardian(s) of a minor student, under 21 years of age, in writing or by phone, when alcohol or drug violations of university policy occur, and/or when NSU personnel determine a student's safety and/or welfare is at risk.

F. Appeal Process

An appeal of disciplinary action taken by the Office of the vice president of student affairs or its designee must be made in writing to the dean of student affairs within 72 hours of the receipt of the written disposition of the hearing. In appealing a disciplinary decision, the appeal must fall into one of the following categories:

1. The student has new evidence that was not available prior to the original hearing
2. The disciplinary process was not adhered to during the student's hearing
3. The sanction(s) do not relate appropriately to the violation

A written decision will be provided by the vice president of student affairs within a reasonable amount of time from receipt of the appeal request. The decision of the vice president of student affairs will be final.

For appeals of disciplinary action taken by individual colleges, centers, or schools, please consult the preceding *Student Conduct—Academic Integrity* section of this catalog.

Technical Help

The Help Desk provides telephone and email support to NSU students, faculty, and staff. Support services include assistance with connecting to NSU's online computing systems; navigating through the secure course management platform; resolving Personal Identification Number (PIN) issues; supporting wireless computing on campus; and configuring various software programs such as Microsoft Outlook, Netscape Navigator, and Internet Explorer. Contact the Help Desk at (954) 262-4357 (800-541-6682, ext. 24357) or help@nova.edu.

Travel Study Programs

Nova Southeastern University is committed to providing undergraduate students with travel study opportunities, the flexibility to earn college credit and receive financial assistance for travel study, and the support necessary for students to plan and realize their own, individual travel goals. For more information about study abroad, contact the Office of the Dean in the Farquhar College of Arts and Sciences at (954) 262-8093.

Travel Study Programs Sponsored by the Farquhar College of Arts and Sciences

The Farquhar College of Arts and Sciences offers organized travel study programs that award course credits and may satisfy specific major requirements. Students may also choose to take advantage of organized travel study programs without receiving credit. Sponsored programs include travel study to England, the Great Barrier Reef, Peru, Ecuador, and the Galapagos Islands. In addition to these programs, the college organizes an annual photographic expedition, led by one of a faculty member, to explore in-depth the natural history and culture of one country. In past years, expeditions have traveled to Chile, China, Costa Rica, East Africa, Malaysia, and St. Lucia.

Travel Study Programs Sponsored by Other Institutions

Students interested in a specific travel study program offered through another university or institution should contact their academic advisor to discuss the program and the steps necessary for applying. The Office of the Dean in the Farquhar College of Arts and Sciences can also help locate shared/sponsored programs to more than 150 countries, some that last three weeks to as long as one year.

Individually Designed Travel Study Programs

Students may also design and receive credit for their own travel study experiences. Students interested in designing their own program should contact the Office of the Dean in the Farquhar College of Arts and Sciences to discuss a proposed trip's academic and travel details.

Tuition and Fees

Students should refer to the NSU Student Handbook for more information about tuition payment policies and health insurance requirements.

Abraham S. Fischler School of Education;
 Farquhar College of Arts and Sciences;
 H. Wayne Huizenga School of Business and Entrepreneurship; and
 Institute for the Study of Human Service, Health, and Justice

Tuition and Fee Chart 2014–2015

Application Fee	\$50
Registration Fee (per semester)	\$25
Late Tuition Payment Fee (per semester)	\$100
Deferment Fee (per semester)	\$75
Student Services Fee (per semester):	
1–3 credits	\$175
4 or more credits	\$350
PALS Programs Tuition:	
per semester, 12–18 credits	\$12,975
per credit, under 12 credits, additional credits over 18 credits, summer courses	\$865
Career Development Programs Tuition (per credit):	
Main Campus	\$715
Off-Campus	\$575
Online	\$715
Abraham S. Fischler School of Education's Online Program	\$575
Abraham S. Fischler School of Education's A.A. with an Emphasis in Early Childhood Education Program	\$360
H. Wayne Huizenga School of Business and Entrepreneurship's Courses Held in the Bahamas	\$535
Laboratory Fee (per credit)	\$20
Field Trip Fee (per credit)	\$5
Application for Degree Processing Fee (diploma only, Seniors only)	\$100
Transcript Fee	\$10
Cap and Gown Fee	Assessed at time of graduation
Room Rate (per semester, varies based on occupancy and residence hall)	Contact the Office of Residential Life and Housing at (954) 262-7052 or visit www.nova.edu/reslife for specific room rates and meal plans.
Meal Plan (per semester, declining balance)	

Tuition and Fee Chart 2014–2015: B.H.Sc., B.S., and Certificate

Fee Description	B.H.Sc.— Online Program	B.S.— Cardiovascular Sonography* and Medical Sonography Programs	Cardiac Sonography Certificate program
Application Fee	\$50	\$50	N/A
Acceptance Fee	N/A	\$500	\$200
Deposit Due July 15 for August start Due November 15 for January start * Due April 15 for May start	N/A	\$250	N/A
Health Professions Division Access Fee	N/A	\$145	N/A
Registration Fee	\$25	\$25	N/A
Late Tuition Payment Fee (per semester)	\$100	\$100	N/A
Deferment Fee (per semester)	\$75	\$75	N/A
Student Services Fee (per semester)	\$150 (1–3 credits) \$300 (4 or more credits)		N/A
Program Tuition (per year):			
Florida Resident	N/A	\$20,500	10,000
Out-of-State Resident	N/A	\$20,500	N/A
Program Tuition (per credit)	\$300	N/A	N/A
Laboratory Fee (per semester)	N/A	N/A	\$100
Materials Fee	Variable where applicable		N/A
SPI National Exam Fee (posted in winter or summer term)	N/A	\$200	N/A
I.D. Replacement Fee	\$20	\$20	N/A
Application for Degree Processing Fee (diploma only) (Seniors only)	\$100	\$100	N/A
Commencement Fee (Seniors only)			N/A
Diploma Replacement Fee	\$30	\$30	N/A
Official Transcripts	\$10	\$10	N/A
Room Rate (per semester, varies based on occu- pancy and residence hall)	For specific room rates and meal plans, contact Residential Life and Housing at (954) 262-7052 or visit www.nova.edu/reslife .		N/A
Meal Plan (per semester, declining balance)			
Cap and Gown Fee	Assessed at time of graduation		N/A
Additional Fee if NSU needs to provide Clinical placement for the student			\$2,000

Tuition and Fee Chart 2014–2015: B.S.R.T.

Fee Description	B.S.R.T.— Online Program	B.S.R.T.— First Professional Program
Application Fee	\$50	\$50
Acceptance Fee	N/A	\$200*
Deposit Due July 15 for August start Due November 15 for January start * Due April 15 for May start	N/A	N/A
Health Professions Division Access Fee	N/A	N/A
Registration Fee	\$25	\$25
Late Tuition Payment Fee (per semester)	\$100	\$100
Deferment Fee (per semester)	\$75	\$75
Student Services Fee (per semester)	\$1,050 (per year)	\$1,050 (per year)
Program Tuition (per year): Florida Resident	N/A	\$26,500
Out-of-State Resident	N/A	N/A
Program Tuition (per credit)	\$445	N/A
Laboratory Fee (per semester)	N/A	N/A
Materials Fee	Variable where applicable	
SPI National Exam Fee (posted in winter or summer term)	N/A	N/A
I.D. Replacement Fee	\$20	\$20
Application for Degree Processing Fee (diploma only) (Seniors only)	\$100	\$100
Commencement Fee (Seniors only)		
Diploma Replacement Fee	\$30	\$30
Official Transcripts	\$10	\$10
Room Rate (per semester, varies based on occupancy and residence hall)	For specific room rates and meal plans, contact Residential Life and Housing at (954) 262-7052 or visit www.nova.edu/reslife .	
Meal Plan (per semester, declining balance)		
Cap and Gown Fee	Assessed at time of graduation	

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

Tuition and Fee Chart 2014–2015

Fee Description	Entry-Level B.S.N. Program	R.N. to B.S.N. Program
Application Fee	\$50	\$50
Acceptance Fee	\$500	N/A
Deposit Due July 15 for August start Due November 15 for January start * Due April 15 for May start	\$500	N/A
Health Professions Division Access Fee	\$145	\$145
Registration Fee	None	N/A
Late Tuition Payment Fee (per semester)	\$100	\$100
Deferment Fee (per semester)	N/A	N/A
Student Services Fee (per semester)	\$150 (1–3 credits) \$350 (4 or more credits)	
Program Tuition (per year): Florida Resident	\$25,465	N/A
Out-of-State Resident	\$26,415	N/A
Program Tuition (per credit)	N/A	\$395
Laboratory Fee (per semester)	\$150	N/A
Materials Fee	Variable where applicable	
SPI National Exam Fee (posted in winter or summer term)	N/A	N/A
I.D. Replacement Fee	\$20	\$20
Application for Degree Processing Fee (diploma only) (Seniors only)	\$100	\$100
Commencement Fee (Seniors only)	\$100	\$100
Diploma Replacement Fee	\$30	\$30
Official Transcripts	\$10	\$10
Room Rate (per semester, varies based on occupancy and residence hall)	For specific room rates and meal plans, contact Residential Life and Housing at (954) 262-7052 or visit www.nova.edu/reslife .	
Meal Plan (per semester, declining balance)		

Course-Specific Fee Chart 2014–2015

Undergraduate courses not listed here may also require course-specific fees. Students should check SharkLink for the latest information.

ARTS

ARTS 1200	\$40
ARTS 1250	\$85
ARTS 1700	\$40
ARTS 1800	\$40
ARTS 2100	\$40
ARTS 2200	\$40
ARTS 2410	\$40
ARTS 2450	\$40
ARTS 2800	\$40
ARTS 3100	\$40
ARTS 3200	\$40
ARTS 3450	\$40
ARTS 3500	\$40
ARTS 3550	\$85
ARTS 3650	\$40
ARTS 3700	\$40
ARTS 4200	\$40
ARTS 4250	\$40
ARTS 4300	\$40
ARTS 4400	\$40
ARTS 4500	\$40
ARTS 4995	\$40

ATTR

ATTR 1300	\$60
ATTR 2610	\$60
ATTR 2620	\$60
ATTR 3300	\$80
ATTR 3500	\$80
ATTR 3630	\$60
ATTR 3640	\$60

BIOL

BIOL 1451	\$20
BIOL 1461	\$20
BIOL 1500	\$80
BIOL 1510	\$80

BIOL 1510H	\$80
BIOL 3151	\$20
BIOL 3200	\$80
BIOL 3251	\$40
BIOL 3300	\$80
BIOL 3311	\$80
BIOL 3312	\$100
BIOL 3320	\$80
BIOL 3330	\$80
BIOL 3340	\$60
BIOL 3400	\$80
BIOL 3500	\$80
BIOL 3600	\$80
BIOL 4350	\$80
BIOL 4900C	\$80

CENG

CENG 1600	\$80
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CHEM

CHEM 1200	\$80
CHEM 1300	\$80
CHEM 1300H	\$80
CHEM 1310	\$80
CHEM 1310H	\$80
CHEM 2200	\$80
CHEM 2400	\$80
CHEM 2410	\$80
CHEM 3250	\$80
CHEM 3460	\$80
CHEM 3650	\$80
CHEM 3700	\$80
CHEM 3710	\$80
CHEM 4010	\$80

DANC

DANC 1200	\$40
DANC 1400	\$40
DANC 1500	\$40
DANC 1600	\$40
DANC 2101	\$40
DANC 2102	\$40
DANC 2103	\$40
DANC 2104	\$40
DANC 2200	\$40
DANC 2400	\$40
DANC 2600	\$40
DANC 3000	\$40
DANC 3100	\$40
DANC 3300	\$40
DANC 3600	\$40
DANC 3900	\$40
DANC 4000	\$40
DANC 4300	\$40

EENG

EENG 2710	\$80
EENG 3710	\$80

EXSC

EXSC 3740	\$80
EXSC 3760	\$80
EXSC 3820	\$80
EXSC 4220	\$80

HS

HS 3510	\$9,409*
HS 3520	\$9,409*
HS 3530	\$18,450
HS 3540	\$17,720
HS 3550	\$18,935

* rounded to the nearest dollar

LEGS

LEGS 2100	\$55
LEGS 4110	\$55

MBIO

MBIO 2410	\$80
MBIO 2500	\$80
MBIO 3700	\$80

MUSC

MUSC 1200	\$60
MUSC 1250	\$60
MUSC 1300	\$40
MUSC 1500	\$40
MUSC 1800	\$40
MUSC 1810	\$40
MUSC 1850	\$40
MUSC 1860	\$40
MUSC 2000	\$40
MUSC 2401	\$275
MUSC 2402	\$275
MUSC 2403	\$275
MUSC 2404	\$275
MUSC 2410	\$225
MUSC 2411	\$225
MUSC 2412	\$225
MUSC 2413	\$225
MUSC 2414	\$225
MUSC 2420	\$225
MUSC 2421	\$225
MUSC 2422	\$225
MUSC 2423	\$225
MUSC 2424	\$225
MUSC 2600	\$40
MUSC 2700	\$85
MUSC 2800	\$40
MUSC 2810	\$40
MUSC 2850	\$40
MUSC 2860	\$40

MUSC 3301	\$40
MUSC 3302	\$40
MUSC 3303	\$40
MUSC 3304	\$40
MUSC 3305	\$40
MUSC 3306	\$40
MUSC 3307	\$40
MUSC 3308	\$40
MUSC 3701	\$85
MUSC 3702	\$85
MUSC 3703	\$85
MUSC 4000	\$40
MUSC 4100	\$40
MUSC 4401	\$275
MUSC 4402	\$275
MUSC 4403	\$275
MUSC 4404	\$275
MUSC 4410	\$275
MUSC 4411	\$225
MUSC 4412	\$225
MUSC 4413	\$225
MUSC 4414	\$225
MUSC 4421	\$225
MUSC 4422	\$225
MUSC 4423	\$225
MUSC 4424	\$225

NEUR

NEUR 2500	\$150
NEUR 3000	\$50

PHYS

PHYS 2050	\$80
PHYS 2150	\$80
PHYS 2350	\$80
PHYS 2360	\$80
PHYS 2400	\$80
PHYS 2500	\$80

PSYC

PSYC 4300	\$50
PSYC 4400	\$50
PSYC 4810	\$22

TECH

TECH 1110	\$60
TECH 1111	\$60
TECH 1800	\$60
TECH 2130	\$60
TECH 2150	\$60
TECH 3000	\$60
TECH 3010	\$60
TECH 4710	\$60

THEA

THEA 1500	\$40
THEA 2000	\$40
THEA 2020	\$40
THEA 2025	\$40
THEA 2060	\$60
THEA 2101	\$40
THEA 2102	\$40
THEA 2103	\$40
THEA 2104	\$40
THEA 3020	\$40
THEA 3025	\$40
THEA 3050	\$60
THEA 3060	\$40
THEA 3070	\$60
THEA 3500	\$40
THEA 4020	\$40
THEA 4100	\$40

Explanation of Tuition Rates

Professional and Liberal Studies (PALS) Program Tuition

All students in the main campus Professional and Liberal Studies (PALS) Program enrolling in 12-18 credit hours per semester pay flat-rate tuition in the fall and winter semesters. Students will not be charged additional tuition for adding classes as long as they do not go above the 18-credit hour limit. Each credit above 18-credit hours will be charged on a per credit basis. Students seeking to register for course loads above 18 credits must request permission from their division or program's academic director. Courses dropped do not count in this total.

Students enrolled in 1-11 credits will be charged on a per-credit basis. Students who initially register for 1-11 credits, then add credits that increase their course load to 12-18 credits, will be charged the full flat-rate tuition. Students who officially drop courses and fall below 12 credits will have their tuition recalculated on a per-credit basis. Extreme care and consideration should be taken when deciding to enroll in fewer than 12 credits during a semester. Enrolling in fewer than 12 credit hours may reduce or eliminate scholarships, and institutional, federal, or other financial aid. A student enrolling in fewer than 12 credit hours (or dropping courses that results in fewer than 12 credits) is encouraged to speak with a financial aid counselor about the potential negative impact this decision may have on financial aid.

Tuition for the PALS (day) Program during summer terms is charged per credit regardless of the number of enrolled credits.

Career Development Program Tuition

Students in the Career Development Program pay tuition per credit hour. Rates vary depending on location of classes: main campus, off-campus, or online.

Bachelor of Science—Cardiovascular Sonography Program Tuition and Fees

Tuition for the 2014–2015 academic year (subject to change by the board of trustees without notice) is \$ 20,500. The following additional fees also apply:

- \$50 nonrefundable application fee
- \$500 acceptance fee
- \$250 seat deposit
- \$250 preregistration fee
- Students are responsible for purchasing any required textbooks, uniforms, white coats and/or classroom materials.
- A graduation and diploma fee of \$225 will be incurred by those students who elect to participate in the formal on-campus graduation ceremony (not required).
- A \$125 cardiovascular access fee is required yearly. This fee is required to pay for background checks, drug testing (if required), affiliation agreements, and immunizations.

Tuition waivers and discounts for NSU students, staff, and faculty members will be in accordance with published policy and administered through the dean of the College of Health Care Sciences. Tuition, fees, and payment schedules are subject to change without notice

Bachelor of Health Science—Online Program Tuition and Fees

Tuition for all terms commencing in fall 2014 is \$330 per credit. Tuition rates are subject to change by the Board of Trustees without notice. The following additional fees also apply:

- \$50 nonrefundable application fee
- An NSU student services fee of \$1,050 is required annually
- Students are responsible for purchasing any required textbooks and/or classroom materials
- \$75 diploma only fee
- A graduation and diploma fee of \$225 will be incurred by those students who elect to participate in the formal, on campus graduation ceremony (not required).

Tuition waivers and discounts for NSU students, staff, and faculty members will be in accordance with published policy and administered through the dean of the College of Health Care Sciences. Tuition, fees, and payment schedules are subject to change without notice.

Bachelor of Science—Medical Sonography Program Tuition and Fees

Tuition for the 2014–2015 academic year (subject to change by the board of trustees without notice) is \$20,500. The following additional fees also apply:

- \$50 nonrefundable application fee
- \$500 acceptance fee
- \$250 seat deposit
- \$250 preregistration fee
- Students are responsible for purchasing any required textbooks, uniforms, white coats and/or classroom materials.
- A graduation and diploma fee of \$225 will be incurred by those students who elect to participate in the formal on-campus graduation ceremony (not required).
- A \$125 medical sonography access fee is required yearly. This fee is required to pay for background checks, drug testing (if required), affiliation agreements, and immunizations.
- A \$200 fee for the Sonography Physics and Instrumentation (SPI) Examination.

Tuition waivers and discounts for NSU students, staff, and faculty members will be in accordance with published policy and administered through the dean of the College of Health Care Sciences. Tuition, fees, and payment schedules are subject to change without notice.

Bachelor of Science—Respiratory Therapy First Professional Program Tuition and Fees

- Tuition for the 2014–2015 academic year (subject to change by the board of trustees without notice) is \$26,500. The following additional fees also apply:
- \$50 nonrefundable application fee.
- \$200 acceptance fee—This fee is required to reserve the accepted applicant's place in the entering first year class, but is nonrefundable in the event of a withdrawal. It is payable within two weeks of an applicant's acceptance.
- \$1,050 NSU Student Service fee annually for lab and classroom supplies.

Students are responsible for purchasing any required textbooks, uniforms, white coats and/or classroom materials.

Bachelor of Science—Respiratory Therapy Online Program Tuition and Fees

Tuition for the 2014–2015 academic year (subject to change by the board of trustees without notice) is \$445 per credit. The following additional fees also apply:

- \$50 nonrefundable application fee.
- Student services fee of \$1,050 annually for lab and classroom supplies.

Students are responsible for purchasing any required textbooks and/or classroom materials.

Bachelor of Science in Nursing—Entry-Level Track Tuition and Fees

Tuition for the 2014–2015 academic year (subject to change by the board of trustees without notice) is \$25,465 for Florida residents and \$26,415 for out-of-state students. The following additional fees also apply:

- A Health Professions Division general access fee of \$145 is required each year. An NSU student services fee of \$1,050 is also required annually.
- The acceptance fee is \$200. This fee is required to reserve the accepted applicant's place in the entering first-year class, but is not refundable in the event of a withdrawal. It is payable within two weeks of an applicant's acceptance.
- The deposit is \$250. This is due July 15 for August admission and November 15 for January admission.
- The lab fee is \$150. This is due on or before registration.
- Students may incur additional costs in the program, including PDA, FNSA dues, uniforms, and lab coat.

The first semester's tuition and fees, less the \$1,000 previously paid, are due on or before registration day. Tuition for each subsequent semester is due on or before the appropriate registration day. Students will not be admitted until their financial obligations have been met.

Each student is required to carry adequate personal medical and hospital insurance. Students may avail themselves of the hospitalization insurance plan obtainable through the university.

The Office of Student Financial Assistance and the Nursing Department are eager to assist students in exploring all the grants and loans currently available for nursing students. Do not hesitate to ask for this help.

Bachelor of Science in Nursing—R.N. to B.S.N. and R.N. to M.S.N. Tuition and Fees

Tuition for the R.N. to B.S.N. track, as well as undergraduate courses in the R.N. to M.S.N. program is \$395 per credit hour for academic year 2014–2015 (subject to change by the board of trustees without notice). A Health Professions Division general access fee of \$145 is required each year. An NSU student services fee of \$1,050 is also required annually.

There are a number of national, Florida, and hospital grants available for the R.N. student. Additionally, student loan interest for nursing students is lower than for students seeking other degrees. The financial aid office and the nursing department are eager to assist students in exploring all possible financial aid options. Please do not hesitate to ask for this help.

Tuition rates relating to graduate courses in the R.N. to M.S.N. program may be found in the Health Professions Division catalog.

Charges and Payments—College of Health Care Sciences and College of Nursing

Tuition charges in the College of Health Care Sciences and the College of Nursing are automatically calculated when students register for classes. Students are expected to pay in full at the time of registration, or have completed the necessary paperwork for financial aid and have been awarded. Students may pay for tuition using credit cards: MasterCard, VISA, or American Express. Credit card payments may now be made online.

Course Remediation Cost—College of Health Care Sciences and College of Nursing

The cost of repeating a course in the Health Professions Division is not covered in the regular tuition. Students who fail a course, didactic or fieldwork, will be required to repeat the course and will be charged a per semester hour rate as determined by the executive vice chancellor and provost.

Tuition Payment Options

NSU Payment Plans

NSU students (with the exception of international students) who wish to defer payment of their tuition, fees, and other institutional charges due at the time of registration may sign up for a 3-month or a 10-month payment plan. The 10-Month Payment Plan is only available for the combined fall and winter semesters. For detailed information, visit www.nova.edu/bursar/payment/payment_plans.html.

Employer Tuition Assistance Plans

Undergraduates participating in employer tuition assistance programs who wish to defer tuition payment need to submit a letter of eligibility, a purchase order from their employer, or details of the program from the employer's human resources office or the company Web site. They must also provide postdated payments (checks or credit card authorizations) for the amount of tuition. Payment, of tuition only (not fees), may then be deferred for five weeks after course completion. A \$75 deferment fee is charged for this service and must be paid at registration, along with all other fees. Students must notify the Office of Student Financial Assistance if they are participating in the Employer Tuition Assistance Plan.

Florida Prepaid College Plan

NSU accepts and bills the Florida Prepaid College Plan for tuition, fees, and on-campus housing costs. However, the plans are based on the tuition rates of the tax assisted Florida public colleges and universities. The difference between NSU tuition, fees, and on-campus housing costs and the allocations through the Florida Prepaid College Plan is the sole responsibility of the student. If a student is on the unrestricted plan, the student must designate a dollar amount for up to the cost of tuition and fees. Students new to NSU must contact Florida Prepaid at 800-552-GRAD to authorize NSU for payment. Additionally, each semester, the student must submit a copy of the front and back of the ID card with a signed statement indicating the number of credits or the amount to be invoiced. To learn more about the Florida Prepaid College Plan, visit www.myfloridaprepaid.com.

Tuition Deferment/Late Payment Fee

All tuition and fees must be paid within 30 days after the start of the semester. A delay in excess of 30 days will result in the assessment of a nonrefundable \$100 late payment fee, and a hold will be placed on the student account. The hold will prevent the student from viewing grades, registering for future classes, ordering transcripts or diplomas, and accessing the Don Taft University Center RecPlex until the financial obligation is reconciled.

Consequences for Nonpayment

The student's failure to meet financial obligations in accordance with university policy at the end of 30 days will result in an automatic letter of notification being sent to the student informing him or her of failure to resolve his or her financial obligation.

The university bursar shall:

- Identify those students who have still failed to meet their financial obligation at the end of each 30-day period.
- Place a financial hold and late fee of \$100 on the student's account.
- Notify those students of their failure to pay via their NSU (SharkLink) email.
- Forward to the program office the names of all students in delinquent status for the program office to take appropriate administrative action. Those students who fail to meet financial obligations shall not receive any academic credit for the coursework taken.

Tuition Refund Policies

Refunds of Admission Deposits

The \$200 deposit paid upon admission to the Professional and Liberal Studies (PALS) Program is refundable if requested by May 1 for fall enrollment, and September 1 for winter enrollment.

Refunds of Tuition and Fees

Pro-rated tuition refunds are limited to the first three weeks of each term according to the policies outlined below for each program. All fees will be refunded to students prior to the first day of classes for a semester. Non-attendance does not constitute an official drop. Students must formally drop courses in order to be eligible for a refund. Contact an academic advisor for assistance.

Please note that students must be officially registered prior to the start date of cours(s) in order to participate in and receive academic credit for those courses. The "start date" is generally through the first week of class. Petitions for changes to course registration will not be accepted 30 days after each semester ends. Students are responsible for reviewing their registration and academic records each semester for accuracy.

Processing of Refunds

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

Refunds for Expelled Students

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

Refunds for Course Cancellations

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

Exceptions to Refund Policies

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

It is the student's responsibility to provide all necessary documentation. Academic advisors will forward requests to appropriate directors for consideration. See also the Student Action Request (SAR) section in Problem Resolution Procedures.

Tuition Refund Policy

Students will not be charged tuition for each course dropped in SharkLink by the end of the first week of classes. In order to drop classes after the official add/drop period, students must drop the course via SharkLink or submit a Student Transaction Form to the Registrar's Office, the One-Stop Shops (located in the Horvitz and Terry Administration buildings), or the program office.

The following applies:

- Drops through the seventh day of term in which the class begins: 100 percent
- Drops during the eighth through 14th day of term: 75 percent
- Drops during the 15th through 21st day of term: 50 percent
- Withdrawals after the 21st day of term: no refund

Tutoring and Testing Center (TTC)

The Tutoring and Testing Center (TTC) supports the academic progress of NSU undergraduate students. Among the various services are free individualized tutoring in writing, mathematics, and science, as well as a diverse array of testing services.

Tutoring Services

Students can receive one-on-one tutoring in writing, math, and science courses. Tutoring sessions are offered in 45 minute increments. Writing tutoring covers all stages of the writing process, from brainstorming and research to organization and revision. TTC does not provide editing services. Tutors help students identify ways in which they can improve their writing and research skills. Math and science tutors clarify and reinforce specific topics. Students are expected to bring attempted assignments to the session. For more information, please call (954) 262-8350 or visit our Web site at www.nova.edu/tutoring-testing/tutoring-services/.

Testing Services

Incoming undergraduate students, in consultation with their academic advisors, may request to take challenge/placement exams in writing, mathematics, Spanish, and technology. Testing Services also facilitates faculty make-up exams and accommodations for students with documented disabilities. Other credit-bearing examinations available to the students are the College-Level Examination Program (CLEP), DSST - DANES subject standardized tests, and New York Proficiency Testing in Foreign Languages. All exams are by appointment. For more information, please call (954) 262-8374 or visit our Web site at www.nova.edu/tutoring-testing/testing-services/.

Veterans' Education Benefits

Department of Veterans Affairs (DVA) educational benefits are designated to provide eligible individuals with an opportunity for educational and career growth. Eligible veterans and their dependents should contact the Veterans Benefits Administrator Office at (954) 262-7236, toll free 800-541-6682, ext. 27236, Monday through Friday, between the hours of 8:30 a.m. and 5:00 p.m., or visit the office in the Horvitz Administration Building on the main campus. Detailed information is also available on the veterans education benefits Web page at www.nova.edu/financialaid/veterans/. If you have any questions concerning eligibility, you may also contact the U. S. Department of Veterans Affairs (DVA) at 888-442-4551 or visit their Web site at www.gibill.va.gov.

Standards of Academic Progress

A veteran student receiving federal and state financial assistance must maintain Satisfactory Academic Progress (SAP). Program policies vary, and standards for SAP are published at www.nova.edu/sap. A student who, at the end of the SAP evaluation period, has not met SAP, may file an appeal based on extenuating circumstances.

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 program and/or dean for that program.

Grade/Progress Reports for Students Receiving Veterans' Benefits

Nova Southeastern University furnishes each student with a Notification of Posting of Grade with instructions on how to view an unofficial transcript that shows current status of grades and earned semester hours for all courses completed and/or attempted, and grades for courses in which the student is currently enrolled. At the end of every evaluation period (e.g., term, semester) each veteran can request an official transcript which shows the current status of grades and earned semester hours for all courses completed and/or attempted. This transcript can be obtained from the One-Stop Shop at the Horvitz or Terry administration buildings or online at <https://sharklink.nova.edu/cp/home/displaylogin>.

Conduct Policy for Students Receiving Veterans' Benefits

All VA students are expected to comply with the legal and ethical standards of Nova Southeastern University. 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. Students should refer to the “Problem Resolution Procedures” portion of the *Academic Resources and Procedures* section of this catalog.

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 institutional 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.

Withdrawal from Classes

Students may withdraw from a class after the drop and add periods have ended. Withdrawn courses will remain on student transcripts with a notation of W, but will not affect the student’s GPA. For information about the drop and add periods, see *Dropping and Adding Classes*. For the tuition refund schedule during drop and add periods, refer to the *Tuition and Fees* section. Contact the appropriate office (i.e., Financial Aid, Bursar’s Office, Loan Disbursing Office) to determine the exact nature of how changes will affect financial and academic standing.

**Abraham S. Fischler School of Education;
Farquhar College of Arts and Sciences;
H. Wayne Huizenga School of Business and Entrepreneurship; and
Institute for the Study of Human Service, Health, and Justice**

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

There is no financial refund if a student withdraws from a course. Total credits attempted are not reduced by course withdrawals. Withdrawals may affect a student’s financial aid eligibility; therefore, students should check with a financial aid counselor before making adjustments to their schedule. Not attending classes does not constitute official withdrawal. A student who stops attending classes will receive grades based on course requirements and work completed.

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

Withdrawal Dates—Bahamas and Jamaica

The last days to withdraw from courses offered in the Bahamas and Jamaica are:

Bahamas (5-weekend programs): the Monday following the third class/weekend meeting

Jamaica (4-weekend programs): one week from the Monday following the second class/weekend

College of Health Care Sciences and College of Nursing

Students may withdraw from a course or program of study with consultation and approval of the academic advisor and program director and/or department chair.

Bachelor of Science—Cardiovascular Sonography, Medical Sonography Programs, and Cardiac Sonography Certificate Program

Students may not withdraw without consultation and approval of the academic advisor and program director and/or department chair.

Bachelor of Health Science—Online Program

Students must submit a written request for withdrawal to the program director between the second and ninth week after the beginning of the class in which the student is enrolled. Students may request withdrawal only if they are in good standing and not failing the course. A grade of W (withdrawal) or WP (withdraw passing) will be recorded. A withdrawal from a course requires approval from the program director. Unofficial, late, or poor standing withdrawals may result in a grade of F or WF (withdraw failing).

Bachelor of Science—Respiratory Therapy First Professional Program

Students may not withdraw without consultation and approval of the academic advisor and program director and/or department chair.

Bachelor of Science—Respiratory Therapy Online Program

Students must submit a written request for withdrawal to the program director between the second and ninth week after the beginning of the class in which the student is enrolled. Students may request withdrawal only if they are in good standing and not failing the course. A grade of W (withdrawal) or WP (withdraw passing) will be recorded. A withdrawal from a course requires approval from the program director. Unofficial, late, or poor standing withdrawals may result in a grade of F or WF (withdraw failing). Withdrawal from a clinical site may significantly extend the length of the program of study.

Nursing Programs

Students may initiate a withdrawal after a semester or term's drop/add period. Students who would like to withdraw from a nursing course should make an appointment to see the program director for advising. Students must complete a withdrawal form if they wish to receive a W on their transcripts, rather than an unsatisfactory course grade.

All undergraduate nursing programs entail sequential, lockstep coursework. Therefore, students must complete the course from which they withdrew before advancing in the program. Students who wish to be readmitted to a nursing course must notify the program director at least one term prior to their desired re-entry date. Every effort will be made to accommodate their desire for re-enrollment. Re-enrollment in clinical courses is on a space-available basis. Because the second enrollment is the last time for students to successfully accomplish course objectives, they are encouraged to realistically assess those factors that inhibited their accomplishment during the previous enrollment (financial limitations, family obligations, personal concerns, reading skills, etc.) Only when such an assessment has been made and necessary corrective steps taken, should students attempt a nursing course for the second time.

If students are out of a program area for 12 months or longer, for purposes of re-entry they will be required to pass a test(s) measuring theoretical and/or clinical competencies.

Policies relating to the graduate courses of the R.N. to M.S.N. program may be found in the Health Professions Division catalog and the College of Nursing handbook.

International Students

Changes in enrollment status may affect eligibility for student visas and immigration status.

Withdrawal from the University and Leaves of Absence

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

Continuous Enrollment and Withdrawal from the B.H.Sc. Online Program

Although continuous enrollment is not a requirement the program strongly recommends students to enroll in at least two courses per semester, for the duration of their B.H.Sc. studies. Unless prior approval or a leave of absence has been granted, students who do not enroll in any classes for two consecutive semesters may be administratively withdrawn (WU) from the B.H.Sc. program. If a student is administratively withdrawn from the program he or she would be required to petition the program director in writing for reinstatement in the program.

Leaves of Absence

Students who require a leave of absence for less than one year may return and continue their programs without reapplying to the university. If students have not registered for coursework for more than one year, they must reapply for admission and their major program's required curriculum will be reevaluated according to the most recent requirements as listed in the most current NSU Undergraduate Student Catalog. Students should note that any leave of absence may affect eligibility for financial aid and loan deferment.

If there is an interruption in studies of more than one calendar year from the end of the last semester enrolled, the student must abide by the NSU Undergraduate Student Catalog in effect upon return, or to requirements approved by the student's academic program director.

College of Health Care Sciences

A student seeking a voluntary leave of absence must submit the request in writing to the program director and/or department chair. In collaboration with the dean, the director and/or chair will determine and notify the student in writing whether a leave of absence will be granted and the conditions and time frame under which the student may return to school. In making the request, the student understands that he or she may not be eligible to return to the program before the next academic year and may at the discretion of the department chair and or dean, be required to repeat coursework previously taken if the leave of absence is for an extended period of time, as defined by the department.

College of Nursing

A student seeking a voluntary leave of absence must submit the request in writing to the program director and/or associate dean. In collaboration with the dean, the director and/or associate dean will determine and notify the student in writing whether a leave of absence will be granted and the conditions and time frame under which the student may return to school. In making the request, the student understands that he or she may not be eligible to return to the program before the next academic year and may at the discretion of the department chair and or dean, be required to repeat coursework previously taken if the leave of absence is for an extended period of time, as defined by the department.

Military Leaves of Absence

Students in the military whether active, reserve, or National Guard desiring to take a leave of absence because of military deployment or changes in orders may request a leave of absence for the duration of the time indicated in their orders. In order to request military leave of absence, students must contact and supply either the Department of Health Science program office or the College of Nursing program director with a copy of the orders.

Because the B.H.Sc.—Online program, R.N. to B.S.N. program, and R.N. to M.S.N. program are distance based, students are encouraged, if at all possible, to continue their studies.

As the B.S.—Cardiovascular Sonography Program, and the B.S.—Medical Sonography Program are both on-campus, lock-step programs, students will be required to meet with the directors upon returning from leave in order to assess and determine the method in which they may continue their studies. Students who have coursework in progress and request a military leave of absence will be given a grade of I (Incomplete) for the duration of their deployment.

Because the B.S.N. Entry-Level Program is an on-campus, lock-step specialization, students will be required to meet with the program directors upon returning from leave to assess and determine the student's status in the program (prior to the military leave) as well as the possible impact on licensure and certification.

Upon the completion of military duty and return to the program, students enrolled in the Bachelor of Health Science—Online Program will have 90 days to complete all incomplete coursework. Students in the Bachelor of Health Science—Vascular Sonography Program will be required to start at the beginning of the courses that were in progress at the time of his or her leave.

Abraham S. Fischler School of Education

Abraham S. Fischler School of Education

Dean's Message



On behalf of the many men and women who are members of the Abraham S. Fischler School of Education learning community, I bring you the best of all we have to offer and a pledge to provide the quality instruction and service you need to continue your pathway to a successful career.

We are committed to the successful enhancement of your professional career. We provide excellent instruction, technology designed to deliver instruction, and an infrastructure aimed at supporting your efforts. We maintain one of the largest library databases available and employ a host of new initiatives designed to focus on developing new approaches to teaching and learning.

While you are very special to us, we also remind you that our expectations and standards are high. We urge you to excel beyond your wildest dreams and explore new vistas. The end result will be recognition by you and us of your talents, skills, and the acquisition of new knowledge.

On behalf of the hundreds of professional men and women associated with the Abraham S. Fischler School of Education, I welcome you to the threshold of a new world.

A handwritten signature in black ink, appearing to read 'Ronald J. Chenail'.

Ronald J. Chenail, Ph.D.
Interim Dean, Abraham S. Fischler School of Education

FSE Mission Statement

The Abraham S. Fischler School of Education (FSE) is dedicated to the enhancement and continuing support of teachers, administrators, trainers, and others working in related helping professions throughout the world. The school fulfills its commitment to the advancement of education by serving as a resource for practitioners, both novice and experienced, and by supporting them in their professional self-development.

Because of its commitment to the working professional, the school offers alternative delivery systems that are adaptable to practitioners' work schedules and locations. School programs anticipate and reflect the needs of practitioners to become more effective in their current positions, to fill emerging roles in education and related fields, and to be prepared to accept changing responsibilities within their own organizations.

Ahead of the Curve

At the Abraham S. Fischler School of Education, our mission requires us to stay “Ahead of the Curve”—in education, leadership, and services. We are dedicated to the enhancement and continuing support of all who desire, provide, or facilitate education and/or educational options throughout the world. The school fulfills this commitment to the advancement of education by serving as a resource for practitioners and supporting them in their professional self-development.

Our commitment to the value of the working professional is the basis for our alternative delivery systems that take education to the learner and adapt it to meet the career needs of the practitioner. Our programs anticipate and reflect the needs of practitioners to become more effective in their current positions, to fill emerging roles where education is needed, and to prepare them to accept changing responsibilities within their own organizations.

Consistent with the philosophical views of individual development, motivation, and leadership, FSE is also committed to prepare professional educators who possess both a high sense about their responsibilities as leaders in their society and who hold themselves to high ethical standards. It is also devoted to the formation of humanistic educators able to successfully meet the needs of people in a culturally and globally diverse society.

State Disclosures

The following states require these disclosures:

Arizona

Nova Southeastern University is licensed to operate in Arizona by the Arizona State Board for Private Postsecondary Education.

California

Any questions or problems concerning this institution which have not been satisfactorily answered or resolved by the institution should be directed to the Bureau for Private Postsecondary and Vocational Education, 1027 Tenth Street, Fourth Floor, Sacramento, California 95814; (916) 445-3427.

Nevada

Nova Southeastern University’s Master of Science in Speech-Language Pathology Program, Undergraduate and Graduate Teacher Education Programs, and the National Ed.D. Program for Educational Leaders are licensed by the Nevada Commission on Postsecondary Education.

Meeting Facilities

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

Certification/Licensure

The requirements for certification/licensure differ from state to state. Some states do not grant initial certification/licensure unless transcripts are annotated as having met that state's approved program.

In Florida, students graduating from a state-approved program and who have passed all portions of the Florida Teacher Certification Exam (FTCE) with the appropriate Subject Area Examination applicable to the student's major are eligible for an initial professional certificate. Actual teacher certification is awarded by the Florida Department of Education, not NSU.

The State of Nevada's Department of Education has amended its rule regarding candidates pursuing initial certification. Rule **NRS 394.150** requires all students at the undergraduate **and** graduate levels to complete instruction in the United States and State of Nevada's constitutions. Students may fulfill this requirement by completing a course in Nevada law or by providing passing scores on an approved examination.

A state department of education (DOE) reserves the right to change requirements leading to certification/licensure at any time. Consequently, NSU reserves the right to change requirements in a state-approved program, with or without prior notice, to reflect changes mandated by the DOE.

For specific requirements and current information regarding teacher certification/licensure, please contact the appropriate department of education (DOE).

Florida Department of Education

Bureau of Educator Certification
Suite 201, Turlington Building
325 West Gaines Street
Tallahassee, Florida 32399-0400
www.fldoe.org/edcert

Telephone Service:
In-state toll-free number: 800-445-6739
Out-of-state number: 850-488-2317

Nevada Department of Education

Teacher Licensing Office
1820 East Sahara Avenue, Suite 205
Las Vegas, Nevada 89104
<http://nvteachers.doe.nv.gov>

Telephone Service:
(702) 486-6457 (voice mail)
(702) 486-6458 (8:00 a.m. to 5:00 p.m.)
(702) 486-6450 (fax)

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

Some courses are offered for students who already hold a bachelor's degree in fields other than education and who desire to obtain certification in specific content areas (see programs of study). Before registering for courses, individuals seeking courses that may lead to certification must be admitted to NSU as non-degree-seeking students. Certification-only students assume full risk in interpreting the letter of eligibility needs. NSU recommends that certification-only students discuss anticipated course offerings with the Teacher Certification Office of the Florida Department of Education, the Nevada Department of Education, or the local school district certification officer, before registering for any courses.

Dress Code

Field Experiences and Clinical Practice (Internship)

All field experience and clinical practice (internship) students are expected to abide by the dress code that is in place at the school/school district at which they are situated. Field experience and clinical practice (internship) students must dress professionally and appropriately for the school setting and/or specific activity. Clothing that is in any way controversial, provocative, and/or revealing may not be worn. Teacher candidates are expected to follow good grooming habits and long hair should be worn in a manner where it will not impede the Pre-K–12 classroom students' view of the teacher candidate's face and mouth. Facial piercings (nose, tongue and eyebrow) and/or the exhibition of inappropriate tattoos are not permitted. If poor judgment is exercised in the manner of dress or grooming, the teacher candidate may be asked to leave campus by the school administrator, cooperating teacher, or university supervisor until such time that the situation has been remedied.

Form and Style Guidelines for Student Writing

The current edition of The Publication Manual of the American Psychological Association is the official style guide used for all written works at the Abraham S. Fischler School of Education. All students must adhere to the form and style requirements outlined by the APA style guide and the Fischler Standard Format document (available online at www.fischlerschool.nova.edu/Resources/uploads/app/28/files/PDF/FSE_standard_format.pdf) for all written assignments.

Undergraduate Programs in Education

The Abraham S. Fischler School of Education (FSE) offers undergraduate programs in education through a cooperative agreement with NSU's Farquhar College of Arts and Sciences. Courses are delivered by both Farquhar and Fischler faculty. FSE undergraduate programs include the Associate of Arts program with an emphasis in Early Childhood Education (A.A./ECE), the Undergraduate Teacher Education Program (UTEP), the Bachelor of Science in Education with a concentration in Child Development (BSCD), and the Bachelor of Science in Speech-Language and Communication Disorders (SLCD).

Associate of Arts Program

A.A. in Early Childhood Education (A.A./ECE) Program

The Associate of Arts degree with an emphasis in Early Childhood Education has been designed to provide a highly supportive learning environment in which members of the early childhood community can develop the skills and knowledge needed to meet the current standards for advanced degrees in the field of early childhood education. The program is a collaborative effort between the Abraham S. Fischler School of Education (FSE) and the Farquhar College of Arts and Sciences. The A.A./ECE program is not designed to lead to certification or licensure.

The A.A./ECE program is structured according to the national and state requirements for associate degree programs in early childhood education. The program is based on the competencies and guidelines established by the National Association for the Education of Young Children (NAEYC).

A.A. in Early Childhood Education Learning Outcomes

Early childhood educators enrolled in the A.A. program will do the following:

1. Develop the skills and knowledge necessary to meet the increased challenges and responsibilities faced in today's early childhood settings
2. Learn how to incorporate the best teaching competencies and practices in their work environment
3. Learn to recognize the diverse needs and learning styles of all children in today's multicultural early childhood settings
4. Learn how to be responsive to the individual and unique needs of children with special needs
5. Attain a greater assurance of job security and expand their potential for career advancement
6. Increase their computer and technology skills
7. Create a foundation for lifelong learning

Instructional Delivery System

A.A./ECE courses are delivered using an online format or a blended online/on-site model at regional campuses in the state of Florida. Online courses are delivered through the university's secure learning management system, Blackboard. Blended-model students will take some courses on-site and other courses online within their curriculum. Online delivery provides access to coursework at times and places that are convenient for working professionals.

Program Completion Timeline

The formal instructional portion of the program is designed to be completed in two years.

Program Completion Requirements

To graduate, a student must (a) successfully complete all coursework and apply for degree conferral, (b) maintain a minimum 2.0 grade point average, and (c) meet all financial obligations to the University.

A.A. in Early Childhood Education Curriculum

The program of study is designed to meet the national guidelines and competencies recommended by the NAEYC for the initial preparation of early childhood educators. Professional courses are intended to develop knowledge and competencies in five key areas that include: (a) child development, (b) curriculum, family, and community, (c) assessment, (d) special needs, and (e) professionalism.

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the *General Education Program* section in the Academic Resources and Procedures segment of this catalog.

A.A. in Early Childhood Education Major Prerequisites (6 credits)

All incoming and current students who have not yet taken COMP 1500 and MATH 1040 are required to complete prerequisite courses of COMP 1000 and MATH 1000. Students may take a challenge exam, present appropriate transfer credits, or show evidence of standardized test scores to fulfill these prerequisites.

MATH 1000	Essential Mathematics (3 credits)
COMP 1000	Basic Writing (3 credits)

A.A. in Early Childhood Education Program Requirements (3 credits)

EDUC 2500	Education Pre-enrollment Seminar (0 credits)
ESOL 2903	Cross Cultural Studies (3 credits)

A.A. in Early Childhood Education Major Requirements (27 credits)

Required Courses (24 credits)

ECA 203	Foundations of Early Care and Education (3 credits)
EDEC 2405	Children with Special Needs (3 credits)
ECA 218	Child Observation, Record Keeping, and Assessment (3 credits)
ECA 241	Child Guidance (3 credits)
ECA 242	Foundations of Literacy Development (3 credits)
ECA 215	Creative Activities for Young Children (3 credits)
ECA 267	Literacy Development in Multilingual Communities (3 credits)

AND

Select one of the following courses:

ECA 252	Managing Early Literacy Environments (3 credits)
ECA 227	Developmental Curriculum: Language, Literature, and Social Studies (3 credits)

Capstone (3 credits)

ECA 285	Professional Behavior in Early Childhood (3 credits)
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ECA Electives*

(These are optional courses that will not count toward fulfilling the program credit requirements.)

ECA 101	Introduction to Early Childhood Education: Professionalism, Safety, Health, and Learning Environment (CDA I) (3 credits)
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ECA 112	Introduction to Early Childhood Education: Physical, Cognitive, Communication, and Creative Development (CDA II) (3 credits)
ECA 114	Introduction to Early Childhood Education: Families, Schools, and Communities (CDA III) (3 credits)
ECA 270	Administration of Child Care and Education Programs (3 credits)

* CDA courses (ECA 101, ECA 112, and ECA 114) and ECA 270 are elective and optional 3 credit courses, but may not be used towards degree credits. ECA 270 is designed for existing or aspiring administrators and directors. This course meets the training requirements for the Florida Child Care and Education Program Director Credential.

Total Credits Required for Degree Completion: 60 credits

Bachelor of Science Undergraduate Teacher Education Program (UTEP)

The Undergraduate Teacher Education Program (UTEP) at Nova Southeastern University offers state-approved majors that are proactively designed to address the current and future needs of classroom educators. The aim of UTEP is to prepare developing professionals with knowledge of content and pedagogy, professional dispositions, and skills for entry into the teaching profession.

Conceptual Framework

In order to provide quality programs that prepare effective educators, Nova Southeastern University provides teacher education majors that are structured around a conceptual framework (SUNRISE) and that include the following elements and characteristics:

- Standards-based instructional and leadership programs that link theory to practice with the
- Use of data for evaluation, ethical decision-making, and intervention for the
- Needs and accommodations for diverse students who provide
- Reflective and ethical practice based on meaningful field and clinical experiences as part of
- Innovative and convenient postsecondary delivery systems with a
- Shared responsibility for quality education programs and professional advocacy with stakeholders with an
- Emphasis on technology and best practices for dynamic learning environments

Undergraduate Teacher Education Program Goals

The Undergraduate Teacher Education Program remains committed to the following goals:

1. Provide a quality, state-approved, teacher preparation program that incorporates best practices of teacher preparation;
2. Continue to ensure and enhance the quality and the consistency of program delivery on the main campus, regional campuses, and online;
3. Implement Teacher Candidate Meetings for teacher candidates enrolled in the state-approved teacher education program at all campuses. These meetings are designed to provide up to date information on the program procedures, particularly those related to teacher candidates' attainment of the teacher education standards;
4. Continue to provide instructional and supervisory support for teacher candidates during their field experiences and clinical practice to ensure they are implementing best practices;
5. Provide adequate resources for adjunct and full time faculty members to improve the quality of instruction and provide opportunities for professional development. Success in this area is also dependent upon communication between full-time faculty members and adjunct instructors at the campuses;

6. Continue to work with school districts and communities to assess their needs and identify opportunities toward delivery of specially designed academic programs;
7. Remain responsive to the state, federal, and international legislative demands related to teaching.

Matriculation Requirements

Each semester, the Undergraduate Teacher Education Program reviews the academic transcripts of all students enrolled in a state-approved teacher education major. Upon meeting the conditions of matriculation into the Undergraduate Teacher Education Program, students will be declared teacher candidates and will receive a letter of notification indicating their matriculation status by the teacher candidate's junior year (60 credits). It is the student's responsibility to work with his or her academic advisor to meet the matriculation requirements.

1. Florida and Nevada students must comply with the admission requirements established by Nova Southeastern University Office of Undergraduate Admissions. Upon admission, students matriculate in a state-approved education major and declare themselves as intended teacher candidates.
2. Florida students must earn a grade of C or better in COMP 1500, 3 credits above COMP 1500, MATH 1040, and MATH 1050 or their equivalents.
3. Nevada students must earn a grade of C or better in COMP 1500, 3 credits above COMP 1500, MATH 1040, and MATH 1050 or their equivalents.
4. Florida and Nevada students must earn a cumulative GPA of 2.5 or higher.
5. Florida students must submit documentation that the testing requirement (General Knowledge Test [GKT] or equivalent sections of Praxis I) has been met before registration of education courses in the teacher candidate's junior year (60 credits).
6. Nevada students must submit documentation that the testing requirement of the Praxis I has been met before accumulating 24 credits at NSU.
7. All teacher candidates who wish to enter a Pre-K-12 classroom are required to obtain security clearance (fingerprint/background check) from their respective school district. Obtaining and maintaining security clearance is the teacher candidate's professional responsibility. Security clearance should be obtained solely through the local school district. Security clearance obtained through private sectors will not be allowed as proof of clearance. Security clearance is required in order to matriculate into the program. Directions for obtaining security clearance can be found on the Office of Placement Services Web page: www.fischlerschool.nova.edu/undergraduate/Obtaining-Security-Clearance.

Students who fail to meet any one of the seven matriculation criteria are required to submit a prerequisite override form through their advisor. The director of undergraduate enrollment and recruitment will review all prerequisite override forms. Students who fail to abide by the terms and conditions of the prerequisite override form may be denied subsequent registration until the conditions are met.

Testing Requirements

Florida

The Florida Department of Education requires passing the General Knowledge Test (GKT) or Praxis I equivalents as a requirement for admission into any state-approved teacher education program. NSU's Undergraduate Teacher Education Program is a state-approved teacher education program; therefore, the testing requirements apply. The GKT is the preferred requirement for entrance into a state-approved teacher education program since it also serves as a requirement for completion of a teacher preparation program. Florida teacher candidates are required to pass the Professional Education Test and the Subject Area Examination portions of the Florida Teacher Certification Examinations (FTCE) in order to begin the clinical practice (internship). Testing entrance and exit requirements will remain in place. It is the teacher candidate's responsibility to register and pass the Florida Teacher Certification Examination GKT, Professional Education Test, and the Subject Area Examination in a timely fashion.

Nevada

Nevada students are required to pass the knowledge skills sections of the Praxis I (or California Basic Educational Skills Test [CBEST]) before accumulating 24 credits at NSU. The appropriate Praxis I knowledge skills sections (also known as the Paraprofessional Skills Test [PPST]) are reading, writing, and mathematics. In addition, Nevada teacher candidates are required to pass the Praxis II subtests for professional skills and subject area skills prior to the clinical practice (internship). Students are advised to confer with their academic advisor as the appropriate subtests vary between the Elementary Education major and the Exceptional Student Education major.

Matriculation into the Major

Florida students majoring in a state-approved teacher education program must pass all sections of the GKT or equivalent sections of the Praxis I before matriculating into the major. Nevada students must pass all sections of Praxis I before accumulating 24 credits at NSU in order to matriculate. (For additional information, please review the section Matriculation Requirements for UTEP Students). Upon matriculating into the state-approved teacher education program, students will subsequently be referred to as teacher candidates.

Prior to Clinical Practice (Internship)

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

Assessment System

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

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

Teacher candidates' progress through the program is monitored by full-time faculty using the ASSESS system. Teacher candidates must complete the required key assessments/critical tasks and their progress is monitored at two checkpoints by the Office of Placement Services. The first checkpoint occurs when the teacher candidate applies for entrance into the clinical practice (internship). The teacher candidate must successfully attain standards prior to the clinical practice (internship) in order to qualify for the clinical practice (internship). The second checkpoint occurs when the teacher candidate applies for degree conferral. The teacher candidate must successfully attain standards during or prior to the clinical practice (internship) in order to qualify for degree conferral. The teacher candidate must submit the reports to the Coordinator of Clinical Experiences with a copy to the Director of Placement Services for review. Failure to pass the checkpoints prevents progression to the clinical practice (internship) and/or degree conferral.

Degree Completion Requirements

Teacher candidates graduating from a Florida state-approved teacher education program must pass all parts of the Florida Teacher Certification Examination as noted in the previous Testing Requirements section. Official scores for the various sections of the FTCE must be submitted at least 90 days prior to the anticipated graduation date to ensure degree conferral.

Teacher candidates graduating from the Nevada state-approved teacher education program must pass all parts of the Praxis test as noted in the previous Testing Requirements section. Official scores for the various sections of the Praxis must be submitted at least 90 days prior to the anticipated graduation date to ensure degree conferral.

In addition to passing test scores, evidence of skill acquisition/mastery of the required teacher education standards must be reflected in the key assessments/critical tasks grades in ASSESS as “meets” or “exceeds” standards as described in the Assessment System section.

Teacher candidates are required to maintain a 2.5 grade point average or higher to progress through the program and qualify for degree conferral.

Course Load Policy

Students/teacher candidates enrolled in the Undergraduate Teacher Education Program at NSU are full-time students/teacher candidates if they are registered and complete 12 or more credits (four or more courses) per 16-week semester. Teacher candidates may not be permitted to take more than 18 credits during a 16-week semester.

Registration Requirements

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

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

Teacher Candidate Meetings

The Undergraduate Teacher Education Program requires all teacher candidates to attend Teacher Candidate Meetings, which are held biannually (fall and winter semesters) at the main campus as well as at all NSU regional campuses. The purpose of these meetings is to keep all teacher candidates informed of Undergraduate Teacher Education Program policies, state department of education updates, the Assessment System process, and field experiences and clinical practice (internship) procedures. In addition, these meetings allow teacher candidates to ask questions of full-time faculty members and representatives from the Office of Placement Services on issues concerning their respective majors. Teacher candidates who are completing their major online will attend the Teacher Candidate meeting in online format.

Field Experiences

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

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

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

Education courses in Nova Southeastern University's Undergraduate Teacher Education Program curriculum may require up to a (10) hour field experience component. The field experiences vary depending on the competencies and course requirements. A supervised field experience occurs in a designated course specific to each major. If it is determined by the university supervisor that remediation is needed as a result of the supervised field experience, follow-up supervision will take place in subsequent courses. All questions about the field experience should be directed to the Office of Placement Services at (954) 262-7900 or (800) 986-3223 ext. 27900.

Clinical Practice (Internship)

Clinical practice (internship) is the final phase of the NSU Undergraduate Teacher Education Program. This 12-week course includes seminar meetings and 12 weeks of teaching in an area school. Teacher candidates will be placed at a school site by the internship coordinator in collaboration with school district placement specialists. Teacher candidates will gradually assume full responsibility for teaching the class to which they are assigned. The clinical practice (internship) is offered each academic year in the fall and winter semesters.

The clinical practice (internship) is a required 12-credit course for all teacher candidates and must be completed at NSU. Students must earn a B or higher in the clinical practice (internship) for program completion. The clinical practice (internship) final grade is derived from three sources: the cooperating teacher's final evaluation, the university supervisor's final evaluation, and the internship seminar grade. Since it is the terminal course for the degree, it cannot be transferred from another institution, nor can experience be substituted to satisfy this requirement. The Florida Board of Education's Administrative Rule 6A-4.002 does not permit full-time administrative or teaching experience to be a substitution for the internship for purposes of initial certification.

Internship Application

It is the teacher candidate's responsibility to complete and submit the internship application before the deadline. Students can fill out the internship application online at <http://apps.fse.nova.edu/internship/internshipform.aspx>.

Fall semester deadline—February 1

Winter semester deadline—August 1

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

Internship dates are published in the Academic Calendars section of the catalog. If a teacher candidate does not meet the entrance requirements listed below, the internship application will be denied until all requirements are met.

Internship Qualifications

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

- Completion of appropriate credits (including all general education requirements, all program requirements, and all courses required for the major, except the internship);
- A minimum overall GPA of 2.5;
- Passing of all specified testing requirements (GKT or Praxis I, the Professional Education Test, Praxis II, and the Subject Area Examination);
- Completion of the key assessments/critical tasks in coursework.

Teacher candidates should refer to the Internship Handbook for a complete explanation of policies and procedures covering the internship program. All questions about the internship program should be directed to the Office of Placement Services at (954) 262-7900 or 800-986-3223, ext. 27900.

Undergraduate Programs of Study

The Abraham S. Fischler School of Education offers the following academic programs:

Bachelor of Science degree with the following majors:

Education with a concentration in Child Development
Elementary Education
Exceptional Student Education
Prekindergarten/Primary Education (Age Three through Grade Three)
Secondary Biology Education
Secondary English Education
Secondary Mathematics Education
Secondary Social Studies Education
Speech-Language and Communication Disorders

Minors:

Education
Physical Education
Speech-Language Pathology

Add-on Endorsement Areas in ESOL and Driver Education

Majors in Education

Education Major with a concentration in Child Development (BSCD)

The Bachelor of Science in Education with a concentration in Child Development is intended to provide professional training for students interested in working in the field of education and human services with special interest in the variety of careers and professions related to working with young children, their families, and communities. The major emphasis of the child development program is in the early childhood years (birth to age 8). Additional study through electives and an emphasis area allows students to customize their degrees to meet their interests and professional needs. The Bachelor of Science in Education with a concentration in Child Development program is not designed to lead to certification or licensure.

Education Major with a concentration in Child Development Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the *General Education Program* section in the Academic Resources and Procedures segment of this catalog.

Child Development Program Requirements (6 credits)

EDUC 2500	Education Pre-enrollment Seminar (0 credits)
ESOL 2903	Cross Cultural Studies (3 credits)
ECA 203	Foundations of Early Care and Education (3 credits)

Child Development Concentration Requirements: Child Development (Birth–Age Eight) (75 credits)

Lower Division (21 credits)

Block I

EDEC 2405	Children with Special Needs (3 credits)
ECA 215	Creative Activities for Young Children (3 credits)
ECA 241	Child Guidance (3 credits)
ECA 242	Foundations of Literacy Development (3 credits)

Block II

ECA 218	Child Observation, Record Keeping, and Assessment (3 credits)
ECA 252	Managing Early Literacy Environments (3 credits) <i>OR</i> ECA 227 Developmental Curriculum: Language, Literature, and Social Studies (3 credits)
ECA 267	Early Development in Multilingual Communities (3 credits)

Upper Division (48 credits)

Block III

ECDP 3321	Child Development: Prenatal, Infancy and Toddler Years (Birth – Age 3) (3 credits)
ECDP 3334	Child Development during the Preschool and Primary Age Years (Ages 4 – 8) (3 credits)
ECDP 3338	Diversity and Multiculturalism in Child Development (3 credits)
ECDP 3340	Psychosocial Development during the Preschool Years (3 credits)
EDEC 3420	Families of Children with Special Needs: Challenges and Opportunities (3 credits)

Block IV

ECDP 3345	Parent-Child Relationship during the Early Childhood Years (3 credits)
ECDP 3349	Fatherhood: Cross-Cultural Perspectives (3 credits)

EDEC 4320	Cultural Diversity and Family-Community Development (3 credits)
ECDP 4423	Issues in Child Abuse and Neglect (3 credits)
EECP 3550	Child Guidance and Classroom Management (3 credits)

Block V

Emphasis (12 credits)

Students are required to select a total of 12 credits in any of the emphasis areas. The emphasis areas provide an opportunity for studying additional areas of interest and expertise, as well as obtaining professional preparation and knowledge in the field of early childhood education and child development.

*Applied Behavioral Analysis** (12 credits)

*Child Development Associate*** (9 credits)

Developmental Curriculum (12 credits)

Early Childhood Director's Credential (12 credits)

Early Literacy (12 credits)

English for Speakers of Other Languages (ESOL) (12 credits)

Special Needs (12 credits)

EECP 4330 Health, Nutrition, Safety and Physical Development in Early Childhood (3 credits)

ECDP 4990 Advanced Senior Year Seminar (3 credits)

Open Electives (15 credits)

Total Credits Required for Degree Completion: 120 credits

* These courses are offered in collaboration with the Mailman Segal Center for Human Development.

** The curriculum for the Child Development Associate (CDA) area of emphasis includes 9 credits of CDA coursework and 3 credits of coursework from one of the other areas of emphasis.

Elementary Education Major

Elementary Education Major Curriculum—Florida

The Bachelor of Science in Elementary Education is a state-approved initial certification program in Florida that focuses on developing teacher candidates to enter the classroom, while emphasizing the teaching of elementary (grades K–6) students. This major provides future educators with a foundation in classroom management and methods of teaching for instructing elementary-level students. Course content is research based and infuses best practices in education and strategies for teaching English as a second language (ESOL). The program aligns directly with the Florida Department of Education's certification requirements for elementary education (grades K–6) and endorsement requirements for ESOL.

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the *General Education Program* section in the Academic Resources and Procedures segment of this catalog.

Elementary Education Program Requirements—Florida (3 credits)

EDUC 2500 Education Pre-enrollment Seminar (0 credits)

ESOL 2903 Cross-Cultural Studies (3 credits)

Elementary Education Major Requirements—Florida (63 credits)

Teacher candidates in the state-approved teacher education program in the elementary education major must also keep track of field experiences within the courses. A supervised field experience occurs in ELEM 4530.

EDUC 3330	Integrating Instructional Technology in the Classroom (3 credits)
ESOL 3340	Survey of TESOL for Teachers (3 credits)
EDUC 3350	Survey of Exceptional Student Education (3 credits)
EDUC 3360	Educational Psychology (3 credits)
EDUC 3525	Practices of Instruction (3 credits)
ELEM 3530	Methods of Teaching Social Studies in the Elementary School (3 credits)
EDUC 3535	Educational Assessment (3 credits)
ELEM 3550	Methods of Teaching Science in the Elementary School (3 credits)
ELEM 4320	Elementary Classroom Management (3 credits)
ELEM 4340	Methods of Teaching Language Arts through Children's Literature in the Elementary School (3 credits)
ELEM 4350	Methods of Teaching Mathematics in the Elementary School (3 credits)
ELEM 4360	Methods of Teaching Literacy in the Elementary School (3 credits)
EDUC 4200	Simulation Experience-Diversity and Ethics (3 credits)
ELEM 4530	Integrating Art, Music, PE, and Health Education Across the Curriculum (3 credits)
ELEM 4540	Reading Assessment I (3 credits)
ELEM 4560	Methods of Teaching Reading Across the Elementary Curriculum (3 credits)
ESOL 4565	Second Language Learning: Theory, Method and Evaluation (3 credits)
ELEM 4570	Internship/Seminar (12 credits)

Open Electives (24 credits)

Total Credits Required for Degree Completion: 120 credits

Elementary Education Major Curriculum—Nevada

The Bachelor of Science in Elementary Education is a state-approved initial certification program in Nevada that focuses on developing teacher candidates to enter the classroom, while emphasizing the teaching of elementary (grades K–6) students. This major provides future educators with a foundation in classroom management and methods of teaching for instructing elementary-level students. Course content is research based and infuses best practices in education. The program aligns directly with the Nevada Department of Education's certification requirements for elementary education (grades K–6).

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the *General Education Program*. For specific course requirements, refer to the *General Education Program* section in the Academic Resources and Procedures segment of this catalog.

Elementary Education Program Requirements—Nevada (3–5 credits)

EDUC 2500	Education Pre-enrollment Seminar (0 credits)
NLAW 1000	Nevada School Law OR EXAM (0–2 credits)
ESOL 2903	Cross Cultural Studies (3 credits)

Elementary Education Major Requirements—Nevada (69 credits)

Teacher candidates in the state-approved program in the elementary education major must also keep track of field experiences within the courses. A supervised field experience occurs in ELEM 4530.

EDUC 3330	Integrating Instructional Technology in the Classroom (3 credits)
EDUC 3350	Survey of Exceptional Student Education (3 credits)
EDUC 3360	Educational Psychology (3 credits)
EDUC 3525	Practices of Instruction (3 credits)
ELEM 3530	Methods of Teaching Social Studies in the Elementary School (3 credits)
ELEM 3532	Science Curriculum for Elementary Education Majors (3 credits)
EDUC 3535	Educational Assessment (3 credits)
ELEM 3550	Methods of Teaching Science in the Elementary School (3 credits)

ELEM 4320	Elementary Classroom Management (3 credits)
ELEM 4330	Mathematics Curriculum for Elementary Education Majors (3 credits)
ELEM 4340	Methods of Teaching Language Arts through Children's Literature in the Elementary School (3 credits)
ELEM 4350	Methods of Teaching Mathematics in the Elementary School (3 credits)
ELEM 4360	Methods of Teaching Literacy in the Elementary School (3 credits)
EDUC 4200	Simulation Experience-Diversity and Ethics (3 credits)
ELEM 4530	Integrating Art, Music, PE, and Health Education Across the Curriculum (3 credits)
ELEM 4540	Reading Assessment I (3 credits)
ELEM 4560	Methods of Teaching Reading across the Elementary Curriculum (3 credits)

ESOL Courses

ESOL 4901	Methods of Teaching ESOL (3 credits)
ESOL 4902	Curriculum and Materials Development (3 credits)
ELEM 4570	Internship/Seminar (12 credits)

Open Electives (18 credits)

Total Credits Required for Degree Completion: 120 credits

Exceptional Student Education Major

Exceptional Student Education Major Curriculum—Florida

The Bachelor of Science in Exceptional Student Education is a state-approved initial certification program in Florida that focuses on preparing teacher candidates to enter the classroom, while emphasizing the teaching of students with multiple disabilities both within the inclusive classroom and/or in special educational settings. This major provides future educators with a foundation in the history of special education including current state and federal legislation, as well as preparation in classroom management, and methods of teaching reading, mathematics, and life skills to special needs students. Course content is research based and infuses best practices in education and strategies for teaching English as a second language (ESOL). The program aligns directly with the Florida Department of Education's certification requirements for exceptional student education (grades K–12) and endorsement requirements for ESOL.

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the *General Education Program* section in the Academic Resources and Procedures segment of this catalog.

Exceptional Student Education Program Requirements—Florida (3 credits)

EDUC 2500	Education Pre-enrollment Seminar (0 credits)
ESOL 2903	Cross-Cultural Studies (3 credits)

Exceptional Student Education Major Requirements—Florida (69 credits)

Teacher candidates in the state-approved program in the exceptional student education major must also keep track of field experiences within the courses. A supervised field experience occurs in ESED 4550.

EDUC 3330	Integrating Instructional Technology in the Classroom (3 credits)
ESOL 3340	Survey of TESOL for Teachers (3 credits)
EDUC 3350	Survey of Exceptional Student Education (3 credits)
EDUC 3360	Educational Psychology (3 credits)
EDUC 3525	Practices of Instruction (3 credits)
EDUC 3535	Educational Assessment (3 credits)

ESED 3540	Introduction to Language Development and Speech Disabilities (3 credits)
ESED 3561	Families, Professionals and Exceptionality (3 credits)
ESED 3570	Foundations of Learning Disabilities (3 credits)
ESED 4320	Classroom Management for Typical and Atypical Learners in the Multicultural Classroom (3 credits)
ELEM 4340	Methods of Teaching Language Arts Through Children's Literature in the Elementary School (3 credits)
ELEM 4350	Methods of Teaching Mathematics in the Elementary School (3 credits)
ELEM 4360	Methods of Teaching Literacy in the Elementary School (3 credits)
EDUC 4200	Simulation Experience-Diversity and Ethics (3 credits)
ESED 4530	Classroom Procedures for the Intellectually and Developmentally Disabled (3 credits)
ELEM 4540	Reading Assessment I (3 credits)
ESED 4550	Methods and Materials for Teaching SLD Learners (3 credits)
ELEM 4560	Methods of Teaching Reading across the Elementary Curriculum (3 credits)
ESOL 4565	Second Language Learning: Theory, Method, and Evaluation (3 credits)
ESED 4570	Internship/Seminar (12 credits)

Open Electives (18 credits)

Total Credits Required for Degree Completion: 120 credits

Exceptional Student Education Major Curriculum—Nevada

The Bachelor of Science in Exceptional Student Education is a state-approved initial certification program in Nevada that focuses on preparing teacher candidates to enter the classroom, while emphasizing the teaching of students with multiple disabilities both within the inclusive classroom and/or in special educational settings. This major provides future educators with a foundation in the history of special education including current state and federal legislation, as well as preparation in classroom management and methods of teaching reading, mathematics, and life skills to special needs students. Course content is research based and infuses best practices in education. The program aligns directly with the Nevada Department of Education's certification requirements for exceptional student education (grades K–12).

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the *General Education Program* section in the Academic Resources and Procedures segment of this catalog.

Exceptional Student Education Program Requirements—Nevada (3–5 credits)

EDUC 2500	Education Pre-enrollment Seminar (0 credits)
NLAW 1000	Nevada School Law OR EXAM (0–2 credits)
ESOL 2903	Cross Cultural Studies (3 credits)

Exceptional Student Education Major Requirements—Nevada (66 credits)

Teacher candidates in the state-approved program in the exceptional student education major must also keep track of field experiences within the courses. A supervised field experience occurs in ESED 4550.

EDUC 3330	Integrating Instructional Technology in the Classroom (3 credits)
EDUC 3350	Survey of Exceptional Student Education (3 credits)
EDUC 3360	Educational Psychology (3 credits)
EDUC 3525	Practices of Instruction (3 credits)
EDUC 3535	Educational Assessment (3 credits)
ESED 3540	Introduction to Language Development and Speech Disabilities (3 credits)
ESED 3561	Families, Professionals, and Exceptionality (3 credits)
ESED 3570	Foundations of Learning Disabilities (3 credits)
ESED 4320	Classroom Management for Typical and Atypical Learners in the Multicultural Classroom (3 credits)

ELEM 4340	Methods of Teaching Language Arts through Children's Literature in the Elementary School (3 credits)
ELEM 4350	Methods of Teaching Mathematics in the Elementary School (3 credits)
ELEM 4360	Methods of Teaching Literacy in the Elementary School (3 credits)
EDUC 4200	Simulation Experience-Diversity and Ethics (3 credits)
ESED 4530	Classroom Procedures for the Intellectually and Developmentally Disabled (3 credits)
ELEM 4540	Reading Assessment I (3 credits)
ESED 4550	Methods and Materials for Teaching SLD (3 credits)
ELEM 4560	Methods of Teaching Reading across the Elementary Curriculum (3 credits)
ESED 4570	Internship/Seminar (12 credits)

Open Electives (24 credits)

Total Credits Required for Degree Completion: 120 credits

Prekindergarten/Primary Education (Age Three Through Grade Three) Major

The Bachelor of Science in Prekindergarten/Primary Education (age three-grade 3) with ESOL endorsement is a state-approved initial certification program in Florida that focuses on training teacher candidates to enter the classroom, while emphasizing the teaching of early childhood students by combining theoretical components with practical application. This major provides future educators with a foundation in classroom management and methods of teaching, as well as skills for working with children age three through grade three. Course content is research based and infuses best practices in education and strategies for teaching English as a second language (ESOL). An emphasis is placed on the appropriate uses of technology. The program aligns directly with the Florida Department of Education's certification requirements for prekindergarten/primary education (age three-grade 3) and endorsement requirements for ESOL.

Prekindergarten/Primary Education Major Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the *General Education Program* section in the Academic Resources and Procedures segment of this catalog.

Prekindergarten/Primary Education Program Requirements (3 credits)

EDUC 2500	Education Pre-enrollment Seminar (0 credits)
ESOL 2903	Cross-Cultural Studies (3 credits)

Prekindergarten/Primary Education Major Requirements (75 credits)

Teacher candidates in the state-approved program in the prekindergarten/primary education (age three through grade three) major must also keep track of field experiences within the courses. A supervised field experience occurs in EECF 4340.

ECA 203	Foundations of Early Care and Education (3 credits)
EECP 3330	Integrating Instructional Technology in the Classroom (3 credits)
ESOL 3340	Survey of TESOL for Teachers (3 credits)
EDEC 2405	Children with Special Needs (3 credits)
EDEC 3420	Families of Children with Special Needs: Challenges and Opportunities (3 credits)
EDEC 3530	Diagnosis, Assessment, and Evaluation of Young Children (3 credits)
EECP 3550	Child Guidance and Classroom Management (3 credits)
EDEC 4320	Cultural Diversity and Family-Community Development (3 credits)
EECP 4330	Health, Nutrition, Safety, and Physical Development in Early Childhood (3 credits)

EECP 4340	Developmentally Appropriate Practices for Teaching Literacy and Language Arts in Early Childhood Education (3 credits)
EECP 4345	Principles and Practices of Reading and Language Arts Assessment in Early Childhood Education (3 credits)
EDUC 4200	Simulation Experience-Diversity and Ethics (3 credits)
EECP 4520	Developmentally Appropriate Practices for Teaching Reading in Early Childhood (3 credits)
EECP 4530	Developmentally Appropriate Practices for the Integration of Creative Arts Across the Early Childhood Curriculum (3 credits)
EECP 4545	Developmentally Appropriate Practices for Integrating Math and Science in Early Childhood Education (3 credits)
EECP 4550	Developmentally Appropriate Practices for Teaching Social Studies in Early Childhood (3 credits)
EECP 4560	Integrating Literacy Throughout the Early Childhood Curriculum (3 credits)
ESOL 4565	Special Language Learning (3 credits)

Open Electives (21 credits)

Total Credits Required for Degree Completion: 120 credits

Secondary Biology Education Major

The Bachelor of Science in Secondary Biology Education is a state-approved initial certification program offered by the Nova Southeastern University (NSU) Abraham S. Fischler School of Education (FSE) that provides a comprehensive set of pedagogical courses specifically designed for biology instruction, a specialty component with a variety of science courses composing the content of the secondary biological sciences based on the Florida Sunshine State Science Standards and the current state-wide assessment in the sciences in (grades 6–12). Biology certification is a specialty certification that allows teachers to provide instruction at the middle school level as well as many biological and environmental courses at the high school level. This program does not lead to an ESOL endorsement. Teacher candidates seeking to graduate from the secondary biology education major (grades 6–12) with an ESOL endorsement should notify their advisor and complete the 15-credit ESOL endorsement found in the “Add-on Endorsements” section of this catalog.

Secondary Biology Education Major Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the *General Education Program* section in the Academic Resources and Procedures segment of this catalog.

Secondary Biology Education Program Requirements (3 credits)

EDUC 2500	Education Pre-enrollment Seminar (0 credits)
ESOL 2903	Cross-Cultural Studies (3 credits)

Secondary Biology Education Major Requirements (77 credits)

Teacher candidates in the state-approved teacher education program in the secondary biology education major (grades 6–12) must also keep track of field experiences within the courses. A supervised field experience occurs in SECE 3550.

EDUC 3330	Integrating Instructional Technology in the Classroom (3 credits)
ESOL 3340	Survey of TESOL for Teachers (3 credits)
EDUC 3350	Survey of Exceptional Student Education (3 credits)
EDUC 3360	Educational Psychology (3 credits)
EDUC 3525	Practices of Instruction (3 credits)
EDUC 3535	Educational Assessment (3 credits)
SECE 3550	Methods of Teaching Secondary Science (3 credits)
SECE 4320	Middle and Secondary Classroom Management (3 credits)
EDUC 4200	Simulation Experience-Diversity and Ethics (3 credits)

SECE 4550	Teaching Inquiry Science in Middle and Secondary Schools (3 credits)
SECE 4560	Methods of Teaching Secondary Reading (3 credits)
ESOL 4565	Second Language Learning (3 credits)
SEBI 4570	Internship/Seminar (12 credits)

Biology Specialty Courses

BIOL 1070	Basics in Human Heredity (3 credits)
BIOL 2400	Applied Microbiology (3 credits)
BIOL 1500	Biology I/ Lab (4 credits)
BIOL 1510	Biology II/ Lab (4 credits)
BIOL 3200	General Ecology/ Lab (4 credits)
BIOL 3312	Human Anatomy and Physiology/Lab (5 credits)
CHEM 1100	Fundamentals of Chemistry (3 credits)
MATH 2020	Applied Statistics (3 credits)

Open Electives (12 credits)

Total Credits Required for Degree Completion: 122 credits

Secondary English Education Major

The Bachelor of Science in Secondary English Education with ESOL endorsement is a state-approved initial certification program offered by the Nova Southeastern University (NSU) Abraham S. Fischler School of Education (FSE). The program provides a comprehensive set of pedagogical courses specifically designed for English instruction and assessment, a specialty component with a variety of English, literature, and speech communication courses comprising the content of the secondary English education major based on the Florida Sunshine State English Standards, and the current state-wide assessment in English (grades 6–12). Course content is research-based and infuses best practices in education and strategies for teaching English as a second language (ESOL).

Secondary English Education Major Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the General Education Program section in the Academic Resources and Procedures segment of this catalog.

Secondary English Education Program Requirements (3 credits)

EDUC 2500	Education Pre-enrollment Seminar (0 credits)
ESOL 2903	Cross-Cultural Studies (3 credits)

Secondary English Education Major Requirements (69 credits)

Teacher candidates in the state-approved teacher education program in the secondary English education major (grades 6–12) must also keep track of field experiences within the courses. A supervised field experience occurs in SECE 4370.

EDUC 3330	Integrating Instructional Technology in the Classroom (3 credits)
ESOL 3340	Survey of TESOL for Teachers (3 credits)
EDUC 3350	Survey of Exceptional Student Education (3 credits)
EDUC 3360	Educational Psychology (3 credits)
EDUC 3525	Practices of Instruction (3 credits)
EDUC 3535	Educational Assessment (3 credits)
SECE 4320	Middle and Secondary Classroom Management (3 credits)
SECE 4370	Methods of Teaching Middle and Secondary English (3 credits)
EDUC 4200	Simulation Experience-Diversity and Ethics (3 credits)

SECE 4560	Methods of Teaching Middle and Secondary Reading (3 credits)
ESOL 4565	Second Language Learning (3 credits)
SEEN 4570	Internship/Seminar (12 credits)

English Specialty Courses

SPCH 1010	Public Speaking (3 credits)
LITR 2010	British Literature I (3 credits)
LITR 2020	American Literature I (3 credits)
LITR 2021	American Literature II (3 credits)
LITR 2030	World Literature I (3 credits)
LITR 2031	World Literature II (3 credits)
LITR 3060	History and Structure of the English Language (3 credits)
LITR 3520	African American Literature (3 credits)
LITR 3660	Young Adult Literature (3 credits)

Open Electives (18 credits)

Total Credits Required for Degree Completion: 120 credits

Secondary Mathematics Education Major

The Bachelor of Science in Secondary Mathematics Education is a state-approved initial certification program offered by the Nova Southeastern University (NSU) Abraham S. Fischler School of Education (FSE) that provides a comprehensive set of pedagogical courses specifically designed for Mathematics instruction and assessment, a specialty component with a variety of mathematics courses comprising the content of secondary mathematics based on the Florida Sunshine State Mathematics Standards, and the current state-wide assessment in mathematics at (grades 6–12). Mathematics certification is a generic certification that allows teachers to provide instruction at both the middle school level as well as at the high school level. This program does not lead to an ESOL endorsement. Teacher candidates seeking to graduate from the secondary mathematics education major (grades 6–12) with an ESOL endorsement should notify their advisor and complete the 15-credit ESOL endorsement found in the “Add-on Endorsements” section of this catalog.

Secondary Mathematics Education Major Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the *General Education Program* section in the Academic Resources and Procedures segment of this catalog.

Secondary Mathematics Education Program Requirements (3 credits)

EDUC 2500	Education Pre-enrollment Seminar (0 credits)
ESOL 2903	Cross-Cultural Studies (3 credits)

Secondary Mathematics Education Major Requirements (71 credits)

Teacher candidates in the state-approved teacher education program in the secondary mathematics education major (grades 6–12) must also keep track of field experiences within the courses. A supervised field experience occurs in SECE 4350.

EDUC 3330	Integrating Instructional Technology in the Classroom (3 credits)
ESOL 3340	Survey of TESOL for Teachers (3 credits)
EDUC 3350	Survey of Exceptional Student Education (3 credits)
EDUC 3360	Educational Psychology (3 credits)
EDUC 3525	Practices of Instruction (3 credits)
EDUC 3535	Educational Assessment (3 credits)
SECE 4320	Middle and Secondary Classroom Management (3 credits)
SECE 4350	Methods of Teaching Math in Secondary School (3 credits)

EDUC 4200	Simulation Experience-Diversity and Ethics (3 credits)
SECE 4560	Methods of Teaching Secondary Reading (3 credits)
ESOL 4565	Second Language Learning (3 credits)
SEMA 4570	Internship/Seminar (12 credits)

*Offered as part of general education

Math Specialty Courses

MATH 1200	Pre-calculus Algebra (3 credits)
MATH 1250	Trigonometry (3 credits)
MATH 2100	Calculus I (4 credits)
MATH 2200	Calculus II (4 credits)
MATH 2020	Applied Statistics (3 credits)
MATH 2250	Euclidean Geometry (3 credits)
MATH 3300	Introductory Linear Algebra (3 credits)
MATH 3350	Number Theory (3 credits)
SEMA 4570	Internship/Seminar (12 credits)

Open Electives (21 credits)

Total Credits Required for Degree Completion: 122 credits

Secondary Social Studies Education Major

The Bachelor of Science in Secondary Social Studies Education is a state-approved initial certification program offered by the Nova Southeastern University Abraham S. Fischler School of Education that provides a comprehensive set of pedagogical courses specifically designed for social studies instruction and assessment. The program provides a specialty component with a variety of content courses within the social sciences including history, geography, political science, economics and sociology for secondary social studies based on the Florida Sunshine State Social Studies Standards and the current state-wide assessment in Social Studies (grades 6–12). Course content is research-based and infuses best practices in education and strategies for teaching social studies at the middle and high school level (grades 6–12). This program does not lead to an ESOL endorsement. Teacher candidates seeking to graduate from the secondary social studies education major (grades 6–12) with an ESOL endorsement should notify their advisor and complete the 15-credit ESOL endorsement found in the “Add-on Endorsements” section of this catalog.

Secondary Social Studies Education Major Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the General Education Program section in the Academic Resources and Procedures segment of this catalog.

Secondary Social Studies Education Program Requirements (3 credits)

EDUC 2500	Education Pre-enrollment Seminar (0 credits)
ESOL 2903	Cross-Cultural Studies (3 credits)

Secondary Social Studies Education Major Requirements (75 credits)

Teacher candidates in the state-approved teacher education program in the secondary social studies education major (grades 6–12) must also keep track of field experiences within the courses. A supervised field experience occurs in SECE 3530.

EDUC 3330	Integrating Instructional Technology in the Classroom (3 credits)
ESOL 3340	Survey of TESOL for Teachers (3 credits)

EDUC 3350	Survey of Exceptional Student Education (3 credits)
EDUC 3360	Educational Psychology (3 credits)
EDUC 3525	Practices of Instruction (3 credits)
EDUC 3535	Educational Assessment (3 credits)
SECE 3530	Methods of Teaching Middle and Secondary Social Science (3 credits)
SECE 4320	Middle and Secondary Classroom Management (3 credits)
EDUC 4200	Simulation Experience-Diversity and Ethics (3 credits)
SECE 4560	Methods of Teaching Secondary Reading (3 credits)
ESOL 4565	Second Language Learning (3 credits)
SECE 4565	Teaching Controversial Topics in Social Studies (3 credits)
SESS 4570	Internship/Seminar (12 credits)

Social Studies Specialty Courses

HIST 1090	Early Western History (3 credits)
ECN 2020	Principles of Microeconomics (3 credits)
GEOG 2050	Survey of Geography (3 credits)
HIST 2140	Modern Latin America (3 credits)
HIST 3010	Constitutional History I (3 credits)
SOCL 3130	Family Systems (3 credits)
HIST 3300	Contemporary U.S. History (3 credits)
HIST 3430	Renaissance and Reformation Age (3 credits)
HIST 3450	History of American Immigration (3 credits)

Open Electives (12 credits)

Total Credits Required for Degree Completion: 120 credits

Speech-Language and Communication Disorders Major

The Bachelor of Science (B.S.) in Speech-Language and Communication Disorders (SLCD) is designed as a pre-professional degree and provides students with the ability to address some of the academic requirements for American Speech-Language-Hearing Association (ASHA) certification. Additionally, the program is designed to serve as a pathway to the master's degree in Speech-Language and Communication Disorders, at Nova Southeastern University or elsewhere, by providing the necessary prerequisite coursework. Depending on the state in which the student resides, graduates of the undergraduate program can apply for licensure as a speech-language pathology assistant, which permits them to work under the direction of a certified and licensed speech-language pathologist in education and health-related settings. Students will be provided with a research-based, academic foundation in the concepts and principals in speech, hearing, language, and human communication disorders. The curriculum provides the scientific basis for subsequent coursework in the area of assessment and treatment of various communication disorders, instills a research philosophy in communication sciences and disorders, and introduces the profession as a career. Additionally, students will develop critical thinking and problem solving skills in their courses.

B.S. in Speech-Language and Communication Disorders Learning Outcomes

After completing the program, students will be able to demonstrate the ability to:

1. Apply fundamental concepts of basic sciences (i.e., biological, physical, mathematics/statistics, behavioral and social sciences) to the speech-language and communication disorders discipline;
2. Demonstrate professional oral, and written language skills;
3. Describe basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, linguistic and cultural bases;
4. Describe speech, language, and hearing disorders;
5. Observe a diversity of clients with communication disorders in a variety of settings;
6. Apply appropriate technology to speech-language and communication disorders;

7. Demonstrate flexible and adaptive problem-solving skills in the scientific and clinical curriculum
8. Develop the research skills needed to be a lifelong learner; and
9. Discuss and demonstrate ethical and professional behaviors in the field of speech-language and communication disorders.

Program Completion Requirements:

To graduate, a student must (a) successfully complete all coursework and apply for degree conferral, (b) maintain a cumulative grade point average of 2.5 or higher and (c) meet all financial obligations to the University.

B.S. in Speech-Language and Communication Disorders Major Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the General Education Program section in the Academic Resources and Procedures segment of this catalog.

B.S. in Speech-Language and Communication Disorders Program Requirements (24 credits)

ESOL 2903	Cross Cultural Studies (3 credits)
PSYC 2390	Adulthood and Aging (3 credits)
Any SPCH course	(Oral Communication, 3 credits)
EDUC 3350	Survey of Exceptional Student Education (3 credits)
BHS 4150	The Science of Sound (3 credits)
BIOL 1070	Basics of Human Heredity (3 credits)
PSYC 2300	Behavior Modification (3 credits)
BHS 4001	Individuals with Disabilities and Special Needs (3 credits)

B.S. in Speech-Language and Communication Disorders Major Requirements (42 credits)

CSAD 2010	Communication Disorders Through Film & Media (3 credits)
CSAD 3010	Phonetics (3 credits)
CSAD 3020	Anatomy & Physiology of Speech, Language, and Hearing (3 credits)
CSAD 3025	Language Science (3 credits)
CSAD 3030	Speech and Language Development (3 credits)
CSAD 3035	Foundations of Language and Literacy (3 credits)
CSAD 3040	Neuroanatomy (3 credits)
CSAD 3050	Hearing and Speech Science (3 credits)
CSAD 3060	Directed Observation (1 credit)
CSAD 3080	Introduction to Research in CSD (3 credits)
CSAD 4010	Evaluation of Speech and Language Disorders (3 credits)
CSAD 4030	Treatment of Speech and Language Disorders (3 credits)
CSAD 4050	Introduction to Audiology (3 credits)
CSAD 4070	Rehabilitation for People having Hearing Impairment (3 credits)
CSAD 4080	Capstone (2 credits)

Program Electives (24 credits)

Total Credits Required for Degree Completion: 120 credits

Minors

Education Minor

There is currently a need for exceptional student education and secondary level teachers. The Undergraduate Teacher Education Program offers a minor in education that will allow students majoring in English, history, math, life science, or other majors the opportunity to take educational coursework to obtain employment in grade K-12 classrooms. The education minor will give students the strong foundation in teaching towards an alternative certification path to enter the teaching profession.

Students must have a minimum of 30 credits and no more than 90 credits to enroll in the education minor. In addition, the required field experiences for each course must be completed within an area elementary, middle, or high school. Students will be required to complete any security clearance processes required by the local school district. For more information regarding policies and necessary procedures, please refer to the following Web site: www.fischlerschool.nova.edu/ugrad/minor/education.

Education Minor Requirements (18 credits)

All students minoring in education will need to complete the following:

EDUC 3330	Integrating Instructional Technology in the Classroom (3 credits)
ESOL 3340	Survey of TESOL for Teachers (3 credits)
EDUC 3350	Survey of Exceptional Student Education (3 credits)
EDUC 3360	Educational Psychology (3 credits)
EDUC 3525	Practices of Instruction (3 credits)

Choose 3 credits from the following:

ELEM 4320	Elementary Classroom Management (3 credits)
ESED 4320	Classroom Management for Typical and Atypical Learners in the Multicultural Classroom (3 credits)
SECE 4320	Secondary Classroom Management (3 credits)

Students must maintain a minimum 2.5 grade point average to be awarded the minor in education.

Physical Education Minor

The physical education minor is designed for individuals who wish to complete 19 credit hours of coursework towards the Florida Department of Education certification track in Physical Education for teaching physical education in the elementary, middle, and secondary schools. The course of study is designed to offer students the opportunity to advance their understanding of physical education. Students will have the ability to explore a variety of applications of physical education ranging from the teaching methods to the prevention and care of athletic injuries. In addition, they will learn about the organization and administration of physical education as a tool to promote and sustain physical education in the K-12 school.

Students must have a minimum of 30 credits and no more than 90 credits to enroll in the physical education minor. In addition, the required field experiences for each course with a PHED prefix must be completed in an area elementary, middle, or high school. Students will be required to complete any security clearance processes required by the local school district. For more information regarding policies and necessary procedures, please refer to the following Web site: www.fischlerschool.nova.edu/bs/education/minor/physed.

Physical Education Minor Requirements (19 credits)

All students minoring in education will need to complete the following:

ATTR 1300	Emergency Care and First Aid (3 credits)
PHED 3200	Methods of Teaching Physical Education (3 credits)
PHED 3300	Physical Education Administration (3 credits)
PHED 3400	Physical Education Principles and Practices in Coaching (3 credits)
EXSC 3700	Kinesiology (3 credits)
EXSC 3710	Exercise Physiology with Lab (4 credits)

Speech-Language Pathology Minor

The speech-language pathology minor provides students with a basic understanding of communication sciences and disorders. Students will be provided with a research-based, academic foundation in the concepts and principals in speech, hearing, language, and human communication disorders. Students will develop critical thinking and problem solving skills in their courses. All courses offered in the minor are offered only in the evenings at the NSU main campus and online. All speech-language pathology courses are only available to degree seeking students.

Speech-Language Pathology Minor Requirements (18 credits)

All students minoring in speech-language pathology will need to complete the following:

CSAD 3010	Phonetics (3 credits)
CSAD 3020	Anatomy and Physiology of the Speech-Language and Hearing Mechanisms (3 credits)
CSAD 3030	Speech-Language Development (3 credits)
CSAD 3040	Neuroanatomy (3 credits)
CSAD 3050	Hearing and Speech Science (3 credits)
CSAD 4050	Audiology (3 credits)

Add-on Endorsements

Driver Education Add-on Endorsement

The Driver Education courses offered at Nova Southeastern University provide the competencies to meet endorsement requirements for teaching high school students basic driver education skills using Florida Department of Education Driver Education requirements. The series of three courses lead to an endorsement in Driver Education. Participants will review driving rules and procedures associated with driving as well as how to implement these procedures using engaging instructional strategies. Teaching strategies to assist participants with classroom implementation will be used throughout the three courses in sequence. Sample teaching strategies and curriculum connections will also be included in the three courses.

EDUC 4910	Introduction to Driver's Education (3 credits)
EDUC 4911	Instructional Strategies and Methods for Teaching Advanced Driver Education (3 credits)
EDUC 4912	Administration and Supervision of Driver Education (3 credits)

English for Speakers of Other Languages (ESOL) K-12 Add-on Endorsement

The state-approved courses leading to the ESOL endorsement enable educators to add additional coverage to their certification. This will allow them to teach students who are designated as being LEP (limited English proficient) and who are in ESOL programs. This endorsement is also designed for teacher candidates who are enrolled within the Elementary Education, Exceptional Student Education, Prekindergarten/Primary Education, Secondary English Education and Middle Grades English Education majors at Nova Southeastern University in the Undergraduate Teacher Education Program and are currently working toward teacher certification in Florida. Additionally, this endorsement is for educators who are certified in other areas.

To earn the endorsement, students enrolled in the Elementary Education and Exceptional Student Education major who entered the major after January 2005, students enrolled in the Prekindergarten Primary Education major who entered the major after August 2014, in addition to students enrolled in the Secondary English Education major must satisfactorily complete three state-prescribed courses, totaling 9 semester hours, and complete an ESOL-infused program curriculum in the major. Only the Florida State Department of Education, Office of Certification, grants the endorsement. While these three courses and ESOL-infused curricula meet the endorsement requirements, NSU reflects the ESOL endorsement on the transcript.

Registration for these courses should follow the sequence as denoted below:

ESOL 2903	Cross Cultural Studies (3 credits)
ESOL 3340	Survey of TESOL for Teachers (3 credits)
ESOL 4565	Second Language Learning (3 credits)

Students enrolled in the Prekindergarten Primary Education major who entered the major prior to August 2014 as well as students enrolled in the Elementary Education and Exceptional Student Education majors, who entered the majors before January 2005 must satisfactorily complete five state-prescribed courses, totaling 15 semester hours in order to earn the ESOL endorsement. Additionally, individuals from other majors who wish to pursue an ESOL endorsement must complete these five state-prescribed courses, totaling 15 semester hours. While this curriculum meets the ESOL endorsement requirements and will be reflected on the NSU transcript, only the Florida Department of Education, Office of Certification, grants the endorsement.

Registration should follow the sequence as denoted below:

ESOL 2903	Cross Cultural Studies (3 credits)
ESOL 4901	Methods of Teaching English to Speakers of Other Languages (3 credits)
ESOL 4902	ESOL Curriculum and Materials (3 credits)
ESOL 4904	Linguistics for ESOL Educators (3 credits)
ESOL 4905	Testing and Evaluation in ESOL (3 credits)

As part of their Bachelor of Science degree program, all degree-seeking education major students who require an ESOL endorsement by the Florida Department of Education take either the 9-credit hour ESOL endorsement plus ESOL-infused curriculum OR the 15-credit-hour ESOL endorsement.

College of Health Care Sciences

College of Health Care Sciences

Dean's Message



Welcome to the College of Health Care Sciences. As you peruse this catalog, it is our hope that the information contained within will provide the guidance needed to make informed decisions about your academic future. The variety of programs represented in the college offer tremendous opportunities for those seeking to fulfill their professional aspirations. The College of Health Care Sciences endeavors to train allied health professionals in the art of improving the quality of life in the community by providing the highest quality, state of the art training and instruction to students. We train allied health professional to become an integral part of the healthcare team who are ready to innovate and effectuate constructive changes for the health care community.

If you have any suggestions about the services we provide, the university, or the community, please feel free to contact us.



Stanley H. Wilson, PT, Ed.D., CEAS
Dean, College of Health Care Sciences

Health Professions Division Board of Governors

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Health Professions Division Mission Statement

The mission of Nova Southeastern University Health Professions Division is to train primary care health practitioners in a multidisciplinary setting, with an emphasis on medically underserved areas.

The institutional premise is that health professionals should be trained in a multidisciplinary setting and, whenever possible, with integrated education. The university trains students in concert with other health profession students so that the various disciplines will learn to work together as a team for the good of the public's health. During their didactic work, students share campus facilities and, in some cases, have combined classes. In their clinical experiences, they work together in facilities operated by the university.

Furthermore, the division aims to educate health care practitioners who will eventually increase the availability of health care in areas of Florida that suffer from health care shortages. The division aims to alleviate some of these shortages by exposing the entire student body to the needs, challenges, and rewards of rural, underserved urban, and geriatric care. Existing curricula require all students to attend ambulatory care clerkships in rural or urban areas, or both, making Nova Southeastern University strongly oriented toward a pattern of training its students in areas geographically removed from the health center itself, and to the care of indigent and multicultural population groups.

In doing this, it developed training programs that address the primary care needs of the region's most medically underserved populations.

College of Health Care Sciences Mission Statement

The College of Health Care Sciences strives to provide professionals with the skills necessary for the diagnosis, treatment and prevention of disease and disability in order to assure optimum health conditions in the community and beyond. With an unwavering commitment to ethical practice and in support of the Nova Southeastern University Core Values, the College endeavors to advance research, scholarship, and the development of leadership skills utilizing traditional educational methods, distance learning, and innovative combinations of both to achieve its educational goals.

College of Health Care Sciences Vision Statement

The College of Health Care Sciences will be recognized as a local, national, and international leader in health-care education through excellence and innovation in teaching, scholarship, and service.

Introduction to the College of Health Care Sciences

The College of Health Care Sciences is committed to providing the highest quality education to students in a variety of health care disciplines. The College of Health Care Sciences offers four undergraduate degrees and one certificate program:

- Bachelor of Science—Cardiovascular Sonography
- Bachelor of Science—Medical Sonography
- Bachelor of Health Science—Online
- Bachelor Science—Respiratory Therapy
- Cardiac Sonography Certificate Program

Notice on Professional Examinations

Credits and degrees earned from colleges within the state of Florida that are licensed by the State Board of Independent Colleges and Universities do not automatically qualify the individual to participate in professional examinations in Florida. The established procedure requires the appropriate state professional board to review and recognize the colleges granting the degrees prior to scheduling examinations. Additional information regarding Nova Southeastern University Health Professions Division and its Colleges of Osteopathic Medicine, Pharmacy, Optometry, Allied Health and Nursing, Medical Sciences, and Dental Medicine may be obtained by contacting the State Board of Independent Colleges and Universities, Department of Education, Tallahassee, Florida. Any student interested in practicing a regulated profession in Florida should contact the Department of Business and Professional Regulation, 2009 Apalachee Parkway, Tallahassee, Florida 32301.

HPD Library

Service Units Learning Resources

The Health Professions Division Library is located on the first floor of the HPD's Library/Laboratory Building. It contains an online catalog of holdings with more than 20,000 book titles; 1,500 journal subscriptions; and 1,500 audio and video tapes, slide sets, and CD-ROMs. Also, 21,000 full-text journals are available online. There are 48 group study rooms equipped with videotape players and monitors. The HPD library maintains an Internet Web site that allows for access to more than 200 health-related and other electronic databases, including MEDLINE and MDConsult. Students also have checkout privileges at other NSU libraries, including the Shepard Broad Law Center Library; the Oceanographic Center Library; and the Alvin Sherman Library, Research, and Information Technology Center (a joint-use facility with the Broward County Board of County Commissioners).

HPD Policies and Procedures

Acceptance of Professional Fees

The activities of students are not to be construed as the practice of medicine, optometry, pharmacy, occupational therapy, physical therapy, physician assistance, vascular sonography, nursing, dentistry, or public health. It is a violation of the law and contrary to the policy of this university for any unlicensed person to attempt to engage in the professional practice of

health care. Students who are appropriately licensed in a profession may engage in that professional work to the extent provided by law.

AIDS Policy

The university has adopted the following AIDS policy: Nova Southeastern University Health Professions Division recognizes its responsibilities for the health and welfare its students and faculty and staff members, as well as its responsibilities to patients suffering from AIDS or harboring the human immunodeficiency virus (HIV). While the division does not subscribe to compulsory HIV testing either as a screening device or in individual cases, some rotation sites require this test and students must comply. As an institution of medical learning, the division provides each student/faculty/staff person knowledge to understand the AIDS problem, including AIDS testing, treatment, and counseling by community services. The division provides an annual seminar to all students, faculty members, and staff members. The division recommends universal precautions in all laboratory and clinical settings. The division reserves the right to alter this policy as new information on AIDS becomes available. Students should consult their physician for HIV testing or treatment immediately following exposure.

Background Checks

Students are required to authorize the NSU Health Professions Division to obtain background check(s) as per adopted policy of April 22, 2005. Students may also be required by the Health Professions Division to obtain a background check or authorize, where appropriate, clinical training facilities to conduct the check and to permit the results provided by the consumer reporting agency to the NSU Health Professions Division and /or to the clinical training facilities. If the background check(s) reveal information of concern, which the NSU Health Professions Division may deem unfavorable, the NSU Health Professions Division will provide the accepted applicant or enrolled student a copy of the report and the document entitled "A Summary of Your Rights Under the Fair Credit Reporting Act," and request the individual to provide a detailed written explanation of the information contained in this report along with appropriate documentation (e.g., police reports). This information must be returned to the NSU Health Professions Division within 10 business days of the date the communication is sent or another date specified by the NSU Health Professions Division in its communication with the student.

Offers of admission will not be considered final until the completion of the background check(s), with results deemed favorable by the NSU Health Professions Division, and, where appropriate, by the clinical training facilities, or if information received indicates that the student has provided false or misleading statements, has omitted required information, or in any way is unable to meet the requirements for completion of the program, then the admission may be denied or rescinded, the student may be disciplined or dismissed, or his or her enrollment terminated.

Following the initial background check(s), students will be asked annually to provide a certification relating to any convictions, guilty pleas, or no contest pleas to any criminal offense, other than traffic violations.

Certificate of Physical Examination

Students must have a certificate of physical examination completed by their physician. Forms will be distributed by the Division Office of Admissions and Student Services to each matriculant as part of the admissions package. A current medical and physical examination is due upon admission. The NSU Health Professions Division Mandatory Immunization Form and Certificate of Physical Examination must be completed prior to the orientation date. Students may request that the University Health Service perform these examinations after matriculation. The University Health Service will make appointments in as timely a manner as possible, and the appointments, once made, become an obligation of the student, and must be kept. These certificates (whether done privately or by the university), will be placed in the student's files.

Additional testing and requirements may be needed based on individual hospital/ agency requirements. These costs will be the responsibility of the student. Students are not permitted in the on-campus lab or in the clinical setting until the completed medical records are on file. The health form must be updated annually at the student health center.

If the renewal date for physical requirements occurs during a term, **the student must renew prior to the beginning of the term in which the renewal date occurs.** Approved status must be valid for the entire semester in which the student enrolls. A student who experiences a health problem that may interfere with the ability to provide client care (e.g., surgery, fracture) must provide a release from their health care provider indicating the ability to participate fully in client care situations. “Light duty” is not permissible.

- A Nova Southeastern University Health Form will be included with acceptance materials. The completed, signed form must be presented according to the admissions department guidelines.
- Basic Life Support (BLS) certification must be valid **prior** to each term for the duration of the term.
- The student should carry a copy of their health/ hospitalization insurance card with them to the clinical agency, as well as their BLS card.

Core Performance Standards for Admission and Progress

The Nova Southeastern University Health Professions Division is pledged to the admission and matriculation of qualified students and wishes to acknowledge awareness of laws which prohibit discrimination against anyone on the basis of race, color, national origin, religion, sex or qualified disability.

Regarding those students with verifiable disabilities, the university will not discriminate against such individuals who are otherwise qualified, but will expect applicants and students to meet certain minimal technical standards (core performance standards) as set forth herein with or without reasonable accommodation. In adopting these standards, the university believes it must keep in mind the ultimate safety of the patients whom its graduates will eventually serve. The standards reflect what the university believes are reasonable expectations required of health professions students and personnel in performing common functions.

The holders of health care degrees must have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care. In order to carry out the activities described below, candidates for Health Professions Division degrees must be able to integrate consistently, quickly, and accurately all information received, and they must have the ability to learn, integrate, analyze, and synthesize data.

Candidates for degrees offered by the Health Professions Division must have, with or without reasonable accommodation, multiple abilities and skills including intellectual, conceptual, integrative, and quantitative abilities; interpersonal communication; mobility and strength; motor skills; hearing, visual, tactile, behavioral, and social attributes. Candidates for admission and progression must be able to perform these abilities and skills in a reasonably independent manner.

Intellectual, Conceptual, Integrative, and Qualitative Abilities

These abilities include measurement, calculation, reasoning, analysis, and synthesis. Problem solving—a critical skill—requires all of these intellectual abilities. Candidates and students must have critical thinking ability sufficient for good clinical judgment. This is necessary to identify cause-effect relationships in clinical situations and to develop plans of care. In addition, candidates and students should be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures. An individual is expected to be able to perform multiple tasks in a diverse, dynamic, highly competitive, and challenging learning environment. All individuals are expected to meet their program requirements on a satisfactory level as determined by HPD administration or the applicable college/program administration.

Interpersonal Communication

Candidates and students should be able to interact with and observe patients in order to elicit information, examine patients, describe changes in mood, activity, and posture, and perceive nonverbal communications. They must be able to communicate effectively and sensitively with patients. Communication includes not only speech but also reading and writing. They must also be able to communicate effectively and efficiently in all written forms with all members of the health care team. They must have interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds.

Motor Skills

Candidates and students should have sufficient motor function to execute movements reasonably required to provide general care and emergency treatment to patients. Examples of emergency treatment reasonably required to some health care professionals are cardiopulmonary resuscitation, administration of intravenous medication, the application of pressure to stop bleeding, the opening of obstructed airways, and the ability to calibrate and use various pieces of equipment. Such actions require coordination of both gross and fine muscular movements, equilibrium and functional use of the senses of touch and vision. Physical therapy and occupational therapy students must be able to position patients for treatment, as well as teaching the teaching the functions involving gross and fine movements. Pharmacy candidates and students must have sufficient motor skills to weigh chemical and pharmaceutical (including intravenous) solutions, prepare prescriptions, and carry out sterile procedures.

Strength and Mobility

Candidates and students must have sufficient mobility to attend to emergency codes and to perform such maneuvers as CPR when required. They must have the physical ability to move sufficiently from room to room and to maneuver in small places. Osteopathic medical students must have the ability to position patients for the administration and delivery of osteopathic manipulative treatment in a variety of settings and to position and move patients when required. Pharmacy students must be able to move about within a pharmacy setting and a patient's room. Physical therapy and occupational therapy students must be able to administer treatment in a variety of settings and positions and move patients when required.

Hearing

Candidates and students should have sufficient auditory ability to monitor and assess health needs. They must be able to hear information given by the patient in answer to inquiries; to hear cries for help; to hear features in an examination, such as the auscultatory sounds; and to be able to monitor equipment.

Visual

Candidates and students must have visual ability sufficient for observation and assessment necessary in patient care. It must be consistent in many cases with being able to assess asymmetry, range of motion, and tissue texture changes. Osteopathic Medicine, Optometry, and Physician Assistant students must have sufficient visual ability to use ophthalmologic instruments. It is necessary to have adequate visual capabilities for proper evaluation and treatment integration. Candidates and students must be able to observe the patient and the patient's responses including body language and features of the examination and treatment. Pharmacy students must be able to interpret prescriptions and medical orders, as well as to inspect medicine for deterioration or expiration.

Tactile

Candidates and students must have sufficient tactile ability for physical assessment. They must be able to perform palpation, functions of physical examination, and/or those related to therapeutic intervention. Pharmacy students must be able to measure and compound, sometimes transferring from container to container and to carry out sterile procedures. Dental students must be able to deliver appropriate treatment using high technology equipment such as dental drills and surgical instruments.

Behavioral and Social Attributes

Candidates and students must possess the emotional health required for full use of their intellectual abilities; the exercise of good judgment; the prompt completion of all responsibilities attendant to the diagnosis and care of patients; and the development of mature, sensitive, and effective relationship with patients. Candidates and students must be able to physically tolerate taxing workloads, to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, interest, and motivation are all personal qualities that will be assessed during the admissions and education process.

Sensory

Osteopathic students and physician assistants are required to have an enhanced ability to use their sensory skills. These enhanced tactile and proprioceptive sensory skills are essential for appropriate osteopathic evaluation and treatment of patients.

Dress Code

Students must maintain a neat and clean appearance befitting students attending a professional program. Therefore, attire should convey a professional appearance whenever the student is on campus or at any off-campus educational site. The dress code is to be maintained at all times in the Administration Building, classrooms, laboratories, and all areas involved in providing patient care.

Additionally, the dress code is in force Monday through Friday from 8:00 a.m. until 5:00 p.m. in the library and in other areas not mentioned above. Those failing to comply may be dismissed from the classroom and/or campus. A written warning describing the infraction will be entered into the student's file.

The following constitutes acceptable and professional attire:

- Students enrolled in all entry level programs must wear their **white clinical jackets at all times**
- Shirt, tie, slacks, and regular shoes for men, and for women it should be professional business dress, which includes slacks, pants, or skirt with blouse, or dress and appropriate shoes
- Matching scrub sets, socks, and shoes. No institutional scrubs may be worn by any College of Health Care Sciences student at any time while on campus. Institutional scrubs are those that have the identification symbols or lettering from the institution that owns or issues them. Those scrubs are marked in locations that are easy to identify as being part of the inventory of that institution. Students may not wear the following: shorts or cutoffs, mini-skirts (higher than mid-thigh), jeans (all colors), see-through clothing or halter tops, sandals, flip-flops, T-shirts (as the outer shirt), jogging or exercise clothing, inappropriately mismatched garments, hats, or caps.
- Students must wear their approved NSU ID badges while on campus.

Students inappropriately dressed or groomed may be requested to leave the campus. In this circumstance, an unexcused absence will be recorded until the student returns properly attired.

Questionable or disputed cases of dress or grooming shall be presented to the dean, whose decision shall be final. Repeated violations will be considered improper professional behavior and may result in disciplinary action. When a class requires special dress (such as the wearing of scrub suits in anatomy laboratory), it will be the only exception to the dress code allowed during that time.

The dress code is to be observed at all times including midterms and examination periods.

Cardiovascular Laboratory Uniform Dress Code

Students in the didactic phase of the curriculum will be required to wear a uniform for training in the ultrasound teaching lab. Students also may be required to wear this uniform during end-of-rotation seminars within the clinical year. This uniform will include a gray, short-sleeved T-shirt, either plain or with the Cardiovascular program or NSU logo on the front. No logo or writing should be on the back of the T-shirt. Pants must be navy blue gym-type shorts with an elastic waistband and draw strings, either plain or with the program or NSU logo on the pant leg. All students must be prepared and able to remove the T-shirt for thoracic, cardiac, chest wall, and abdominal examination at any time during training in the ultrasound teaching lab. Therefore, females must wear a sports bra or similar under attire beneath the T-shirt. Athletic shoes and socks must be worn at all times in the lab, except as dictated by the instructor for specific training purposes. This uniform is permitted to be worn only in the ultrasound teaching lab. Upon leaving a lab session, unless immediately leaving the NSU campus for the day, the program specific white clinical jackets must be worn and students should change back into normal professional attire as described above.

Medical Sonography Laboratory Uniform Dress Code

During the laboratory sessions on-campus, students are required to wear proper program approved attire and lab coats. Besides, students must have available a pair of short pants and T-shirts which are loose-fitting enough to allow scanning. All students must be prepared and able to remove the T-shirt for thoracic, cardiac, chest wall, upper extremities, and abdominal examination as well as to roll short pants properly for lower extremities examinations at any time during training in the ultrasound teaching lab. In some labs such as cardiac training, female students will be expected to wear a sports bra and tank top. Athletic shoes and socks must be worn at all times in the lab, except as dictated by the instructor for specific training purposes. This uniform is permitted to be worn only in the ultrasound teaching lab. Upon leaving a lab session, unless immediately leaving the NSU campus for the day, the program specific white clinical jackets must be worn and students should change back into normal professional attire as described above.

Identification Badges

Students must wear identification badges at all times while on campus. ID badges are not transferable. ID badges are issued at the Division Badge Room. These badges are given to the students at no charge except for replacement.

Identification Requirements and Fieldwork Prerequisites

An affiliated clinical/ fieldwork teaching facility may also require a student to pass a state of Florida Department of Health screening before rotation. Other requirements, which may be held by the affiliated facility include, but are not limited to, fingerprinting, criminal background check, urinalysis for drugs and alcohol, and proof of immunization. If a student does not meet all requirements held by the affiliated facility before the first day of the scheduled placement, the student's placement will be canceled, or if the placement has begun, the student will be asked to leave.

Immunization Requirements

Students must complete the mandatory immunization form, which must be signed by a licensed healthcare provider. The form can be found at www.nova.edu/smc.

The following immunizations/vaccinations are required of students at the Health Professions Division, based on the current CDC recommendations for Health Care Personnel:

Basic Immunizations: Every student is required to have had an immunization for, or show evidence of immunity to, the following diseases before matriculating at Nova Southeastern University: Varicella (chicken pox), Measles, Mumps, Rubella.

Tetanus-Diphtheria-Pertussis: All students are required to have had a Tetanus-Diphtheria (Td) booster within the 10 years prior to matriculation and must maintain immunity by continuing to remain current according to the CDC recommendations for healthcare personnel during their program. Due to the increased risk of pertussis in healthcare settings, the Advisory Committee on Immunization Practices highly recommends healthcare workers receive a one-time Tdap (ask your healthcare provider), only if it has been more than two years since receiving a Td booster. Therefore, students are encouraged to receive a Tdap if it has been more than two (2) years since receiving a Td booster.

Hepatitis B Vaccine: Because every student at the Health Professions Division can be potentially exposed to this deadly virus, and since many rotation sites require it of personnel, we will require and administer hepatitis B vaccinations for every entering student during the first year with a follow-up blood test showing the presence of hepatitis B antibody.

Students with documented immunity to Hepatitis B must provide such documentation upon matriculation, including a Hepatitis B Surface Antibody Titer.

Tuberculosis: Because of the resurgence of tuberculosis and the possible exposure of students to TB, the Health Professions Division will require and provide a yearly tuberculosis test for every student.

Arrangements: Students may request that the Student Medical Center administer these immunizations. The Student Medical Center will make appointments in as timely a manner as possible. The appointment, once made, becomes an obligation of the student and must be kept. For students at the NSU regional campuses, the appointments may be scheduled with the NSU designated physician for their area.

Student Activities Fees: The student activity fees cover Hepatitis B and TB Screening. All other immunizations and health care services are the responsibility of the student.

Failure to Comply: The University is not required to provide alternate sites for clinical practicum or rotations should immunization be a requirement for placement. Therefore, failure to comply with this policy may result in a student's inability to satisfy the graduation requirements in their program.

Netiquette

In a traditional classroom, students are reminded that behavior that disrupts the class or interferes with other students and their ability to learn is unacceptable. Any person engaged in disruptive behavior receives a written warning from the instructor. Students who continue to engage in disruptive behavior after this warning may be administratively withdrawn from the course.

Similarly, in an online course, any electronic postings, emails, or electronic messages that disrupt the class or interfere with learning goals and objectives are unacceptable. Electronic communication—the backbone of this online course—must be civil, respectful, and cordial at all times. Any posting that disrupts or interferes with learning will be removed, and the author of the posting will receive a written warning. A second disruptive posting will cause the author to be administratively withdrawn from the course.

Student Insurance Requirement

It is required that each Health Professions Division Student (except those in distance education and R.N. to B.S.N. nursing programs) carry adequate personal medical and hospitalization insurance. It is strongly suggested that students and their families avail themselves of the insurance plan obtainable through the university. Information about the policy can be obtained through the Health Professions Division Admissions and Student Services Office, or by accessing the Web site: www.nova.edu/smc. Click on to the link for Health Insurance Information. Please note that students will see a charge for health insurance appear on their student account as part of the academic registration process.

For those students who already have health insurance coverage and do not need the NSU-endorsed insurance plan, this charge will be removed from their account once proof of coverage has been submitted. To complete the waiver form, go to www.rec.nova.edu and click on to link for the waiver form. The online waiver is the only process by which insurance charges will be removed and coverage will be cancelled. Students who fail to complete the waiver form and provide proof of health insurance by the stated deadline will not be eligible to have charges removed and will continue to be enrolled in the insurance plan endorsed by NSU.

Visits to Other Institutions

Students in the Health Professions Division may not visit, in an official or presumably official capacity as a professional school student, any health-related institution (hospital, pharmacy, practitioner's office, clinic, etc.) or any health school without express permission of the dean. Visits to relatives or friends who are hospitalized are permitted, provided they are within visiting hours and all hospital rules are observed.

Department of Cardiopulmonary Sciences

The Department of Cardiopulmonary Sciences offers two B.S.R.T. program tracks. The completion track is for the practicing registered respiratory therapist to obtain their bachelor's degree in a completely online format. The first professional or entry-level track is for the student to obtain their B.S.R.T. through didactic and clinical training.

Computer Requirements

All students in the department are required to have a computer meeting the minimum requirements listed below.

- 1.5 GHz minimum processor
- 1 GB RAM
- Video and monitor capable of 1024 x 768 resolution or better
- CD-ROM or DVD drive
- Full duplex sound card and speakers
- DSL or CABLE modem
- Internet connection with private Internet service provider (ISP) for access from home to the Internet
- Windows XP or above or Macintosh with Virtual Machine and Windows
- Microsoft Office 2003 or newer with PowerPoint, Word and Excel minimum or compatible office suite
- Surge suppressor recommended
- DVD/RW or CD/RW

Recommended option: laptop computer with wireless Internet capability and wireless router

Majors in Cardiopulmonary Sciences

Bachelor of Science in Respiratory Therapy for the Practicing RRT—Online Program

The B.S.R.T. completion program is designed for Registered Respiratory Therapists with an AS degree from a regionally accredited institution. This degree allows Respiratory Therapists to further expand their expertise with advanced knowledge in a variety of areas. Delivered entirely online, through a combination of synchronous (real-time) and asynchronous instruction, the B.S.R.T. program is designed for students who are unable to be physically present, on campus, or for those with schedule or family constraints that make traditional college class schedules un-workable.

B.S.R.T. Mission Statement

The mission of NSU's Department of Cardiopulmonary Sciences is to advance the respiratory care profession through leadership in teaching, research, and service. We will provide a premiere health care education experience in a learning environment that cultivates critical thinking, inspires professional leadership, encourages and promotes research, and imparts a strong awareness of ethical standards and social diversity. By engaging all faculty and students in research and scholarly activity we intend to cultivate the knowledge, attitudes, and skills necessary to support not only national leadership for the respiratory care profession, but develop future educators and providers in professionally-related health care arenas.

Bachelor of Science in Respiratory Therapy—Program Goals

The goal of the respiratory therapy program is contained within the college mission, in that the program graduates students who serve as competent advanced level respiratory therapists and leaders with the building blocks of research and scholarship will provide benefit to the community and their professions.

The intellectual, moral, ethical, and professional competencies are explicitly stated in terms of three program objectives. Program objectives are as follows:

- Demonstrate cognitive behaviors in the clinical setting to include recall, application, and analysis of information consistent with an advanced-level respiratory therapist.
- Exhibit the psychomotor skills in the clinical setting necessary to perform as and consistent with an advanced-level respiratory therapist.
- Demonstrate caring and positive attitudes and professional behaviors in the clinical setting consistent with an advanced-level respiratory therapist.

Working toward its goals and objectives, the respiratory therapy program addresses NSU's larger mission to benefit the community and foster academic excellence.

Bachelor of Science in Respiratory Therapy—Program Learning Outcomes

Graduates of the Bachelor of Respiratory Therapy degree completion program will demonstrate command of the following learning outcomes as evidenced by their participation in class, completion of class assignments, presentations, projects,

Graduates will be able to:

1. Demonstrate knowledge of the physiological bases for all therapeutic interventions, advanced patient monitoring, assessment, and treatment, as well as diagnostic procedures in all areas of respiratory therapy practice.
2. Demonstrate critical thinking and problem-solving skills problem solving as consultants to physicians and other healthcare personnel in developing and carrying out various cardiopulmonary care strategies.
3. Demonstrate proficiency in establishing an evidence base for best practice through research and the critique and interpretation of the professional scientific literature.
4. Demonstrate knowledge of the ethical obligations and responsibilities of healthcare professionals and institutions.
5. Demonstrate knowledge of current issues and trends in healthcare, including public policy, access, quality improvement, and legal and ethical topics.
6. Demonstrate proficiency in oral and written communication.
7. Demonstrate knowledge of roles in respiratory education and management.
8. Apply knowledge successfully in practical and experiential arenas.

Computer Literacy

Access to and ongoing use of a computer will be required for all students to successfully complete the online programs and courses in the Department of Cardiopulmonary Science. Each student is expected to acquire computer hardware and software appropriate to the program. Competency in the basic use of a computer and the ability to navigate and interact with the course and curriculum content is the responsibility of the student and necessary for graduation.

Continuous Enrollment

Although continuous enrollment is not a requirement, the B.S.R.T. program strongly recommends students to enroll in at least two courses per semester, for the duration of their B.S.R.T. studies.

Online Student Center—Program and Course Communication

All students are required to visit the online student center at least once every week. All communication and programmatic information will be posted in the online student center. It is required that all B.S.R.T. online students use the online student center when communicating with the program. All class communication must take place through the university's secure course management platform.

Bachelor of Science in Respiratory Therapy—Online Program Curriculum

- The program requires that all core coursework be completed through the NSU B.S.R.T. program. A minimum total of 120 credit hours, of which 30 credit hours must fulfill general education requirements, are required to graduate with the B.S.R.T. degree.
- All students are required to obtain a grade of C or better (greater than or equal to 73 percent) in every required core course.
- Students receiving a C-, D+, D, or F in a required core course will be required to retake the course at its next scheduled offering.
- The B.S.R.T.—Online Program is presented in a distance-learning format and requires no on-campus time.
- The coursework is professor-paced using Web-based delivery. The curriculum and coursework follow a standard 12-week semester calendar. The curriculum is designed to build upon the existing knowledge base of the Registered Respiratory Therapist while focusing on the overall health care picture. Leadership, evidenced-based practice, and education, are a selected few of the areas covered in the curriculum.

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the *General Education Program* section in the Academic Resources and Procedures segment of this catalog.

Generalist Track Major Requirements (45 credits)

Core Courses (39 credits)

RRT 3014	Advanced Patient Monitoring and Assessment (3 credits)
RRT 3015	Critical Care Pathophysiology (3 credits)
RRT 3016	Advanced Cardiopulmonary Physiology (3 credits)
RRT 3017	Outpatient Services in Respiratory Therapy (3 credits)
RRT 3018	Advanced Pharmacology in Respiratory Therapy (3 credits)
RRT 3020	Quality Improvement in Health Care (3 credits)
RRT 3021	Sleep Medicine (3 credits)
RRT 4005	Evidence-Based Practice (3 credits)
RRT 4006	Leadership and Management for Health Care Professionals (3 credits)
RRT 4007	Education Principles in Health Care (3 credits)
RRT 4009	Legal and Ethical Considerations in Respiratory Care (3 credits)
RRT 4010	Case Management Theory and Process (3 credits)
BHS 4031	Statistics for Health Sciences (3 credits)

Health Professions Division Practical Coursework and Experiences (6 credits)

Select two courses from the following:

RRT 4502	Practicum (3 credits)
RRT 4505	Scientific Investigation (3 credits)
RRT 4506	Internship (3 credits)

Total Degree Requirement: 120 credits (minimum)

Optional Specialization in Management (15 credits)

Successful completion of the following courses, in addition to the requirements for the Bachelor of Science in Respiratory Therapy—Online Program Generalist Track, will grant a B.S.R.T. degree with the added specialization in management:

BHS 3155	Conflict Management in Health Care (3 credits)
BHS 3161	Health Care Finance (3 credits)
BHS 3162	Economics of Health Services (3 credits)
RRT 4103	Strategic Planning and Organizational Development for Health Care (3 credits)
RRT 4014	Operational Analysis and Quality Improvement (3 credits)

Bachelor in Science in Respiratory Therapy—First Professional Track

This program is designed for the first-professional or entry-level student to obtain their B.S.R.T. through didactic and clinical training. This program is a full-time two- year on campus program which requires the student to complete 45 prerequisite credits prior to matriculation.

Prerequisites Courses

Courses	Credits
Written Communication above 1500 level.....	6
Mathematics above 1040 level..... (one of which must be college algebra)	6
Humanities	6
Social and Behavioral Sciences	6
Human Anatomy and Physiology 1 and 2 with Lab	8
Microbiology with Lab	4
Physics 1 with Lab.....	4
General Chemistry with Lab	4
Medical Terminology.....	1
Total Prerequisite/General Education Courses	45

Highly Recommended Courses

Courses	Credits
Genetics	3
Organic/Inorganic Chemistry with Lab	4

Bachelor of Science in Respiratory Therapy—First Professional Program Curriculum

- The program requires that all core coursework be completed through the NSU B.S.R.T. program. A minimum total of 120 credit hours, of which 30 credits must fulfill general education requirements.
- All students are required to complete 45 prerequisite courses prior to matriculation.
- All students are required to obtain a grade of C or better (greater than or equal to 73 percent) in every required core course.
- Students receiving a C-, D+, D, or F in a required core course will be required to retake the course at its next scheduled offering.
- The program is offered in a two year full-time on campus format with a lock step sequence.

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the General Education Program section in the Academic Resources and Procedures segment of this catalog.

Generalist Track Major Requirements (75 credits)

RCP 3002	Cardiopulmonary A and P with Lab (3 credits)
RCP 3003	Fundamentals of Respiratory Care with Lab (4 credits)
RCP 3004	Respiratory Care Basics and Assessments with Lab (4 credits)
BHS 4031	Statistics for Health Sciences (3 credits)
RCP 3501	Clinical 1 (1 credit)
RCP 3007	Pulmonary Disease (3 credits)
RCP 3008	Pharmacology for Respiratory Therapy (3 credits)
RCP 3009	Patient Monitoring with Lab (4 credits)
RCP 4009	Legal and Ethical Considerations in Respiratory Care (3 credits)
RCP 3502	Clinical 2(3 credits)
RCP 3011	Mechanical Ventilation with Lab (4 credits)
RCP 3012	Cardiopulmonary Diagnostics and PFT (3 credits)
RCP 3013	Human and Infectious Disease (3 credits)
RCP 4501	Clinical 3(5credits)
RCP 4001	Neonatal/Pediatric Respiratory Care and Lab (4 credits)
RCP 4002	Cardiopulmonary Technology and Specialties (3 credits)
RCP 4003	Alternate Respiratory Disciplines (3 credits)
RCP 4100	Clinical Seminar 1
RCP 4006	Leadership and Management in Respiratory Care (3 credits)
RCP 4005	Health Research and Evidence-Based Practice (3 credits)
RCP 4502	Clinical 4 (5 credits)
RCP 4503	Specialization Clinical 5 (5 credits)
RCP 4101	Clinical Seminar 2 (1 credit)

Department of Health Science

The Department of Health Science is an interdisciplinary group of programs designed for health professionals with the desire to advance academically, administratively, or clinically within their profession. The department offers educational opportunities from entry-level undergraduate to programs for working health professionals, demonstrating the university's and college's commitment to lifelong learning. The Department of Health Science uses innovative online and on-campus components to achieve its mission of preparing professionals for today's health care market.

The department offers the Bachelor of Health Science (B.H.Sc.) in an exclusively online format. The department also houses a preeminent on-campus, entry-level program, the Bachelor of Science—Medical Sonography, on NSU's main campus, and houses the Bachelor of Science—Cardiovascular Sonography Program on the campus in Tampa. Both programs are supported by state-of-the-art teaching laboratories. Additionally, the department offers the Cardiac Sonography Certificate Program for residents of the State of Florida.

Computer Requirements

It is required that the student have access to a desktop or laptop consistent with a recent generation of Microsoft Windows (7 or 8) or Apple OS (10.8 or above) and compatible Microsoft Office software to include Word, Powerpoint, and Excel. Tablets and smartphones, while very useful, may not be sufficient for all program uses. The computing platform should include headphones, microphone, camera, and video conferencing capabilities. Broadband access is essential. Surge protection and appropriate back-up options strongly suggested. Minimum computer requires can found at <https://www.nova.edu/publications/it-standards>

Majors in Health Science

Bachelor of Health Science—Online Program

The Bachelor of Health Science (B.H.Sc.)—Online Program is an online degree advancement program for graduates from associate's degree, diploma, or certificate programs in the health sciences such as military trained health care technicians, radiology technicians, respiratory therapists, etc. The NSU B.H.Sc. generalist track course of study is interdisciplinary and is designed to provide career advancement for health care practitioners as well as deliver a well-rounded curriculum. This cutting-edge program offers the opportunity for numerous health care occupations to complete their under graduate degree coursework online, conveniently from their own home or office, without compromising career or other obligations.

The B.H.Sc. Online program also offers a Pre -Master of Occupational Therapy (Pre-MOT) track for Certified Occupational Therapy Assistants. This educational opportunity is available to Certified Occupational Therapy Assistants (COTAs) to earn a Bachelor in Health Science degree and upon completion of the Pre-MOT Track be guaranteed admission to the Master of Occupational Therapy at NSU's main campus in Fort Lauderdale, Florida.

There have been dramatic changes in the health care market and delivery systems in the United States over the past decade. As health care becomes increasingly competitive, it becomes more important to distinguish one self professionally and academically. The Bachelor in Health Science—Online Program is offered via the College of Health Care Sciences Web-based distance learning technology that allows health care professionals to remain in their current location and employment.

Upon successful completion of the B.H.Sc. program, students are eligible to apply for admission to continue their education in health sciences in the online Master of Health Science (M.H.Sc.) and later the Doctor of Health Science (D.H.Sc.) program or other graduate program.

B.H.Sc. Mission Statement

The mission of the Nova Southeastern University (NSU) Bachelor of Health Science (B.H.Sc.) program is to provide an online, post-professional degree advancement/completion program for graduates from associate's degree, diploma, and certificate programs through an interdisciplinary course of study; to provide career and academic advancement opportunities for health care practitioners; and deliver a well-rounded curriculum allowing the enrolled students to complete their undergraduate degree online while continuing to work.

Bachelor of Health Science—Online Program Goals

The Bachelor of Health Science will enable students to:

1. Pursue a well-rounded and diverse educational degree completion program for health professionals in an online environment that allows them to continue gainful employment in their chosen field while attending and completing course work.
2. Enhance and develop the student's leadership and health care knowledge through academic inquiry while using current, practical health care models.
3. Enhance their understanding of diverse populations in health care and to prepare the student to take a leadership role in the rapidly changing health care environment.
4. Enhance the student's understanding of the political, social, legal and ethical issues that may be encountered and have an impact on areas of health care practice.
5. Develop knowledge that helps bridge between clinical care, health care diversity and critical inquiry.

Bachelor of Health Science—Online Program Learning Outcomes

Graduates of the Bachelor of Health Science degree completion program will demonstrate command of the following learning outcomes as evidenced by their participation in class, completion of class assignments, presentations, projects, Graduates will be able to:

1. Communicate effectively in writing on a variety of topics related to health care
2. Demonstrate an awareness and appreciation of the delivery of culturally competent health care.
3. Effectively communicate and acknowledge the impact of the legal, ethical, and political environment on health care policy and delivery.
4. Demonstrate the knowledge and ability to search and retrieve information and materials related to individual clinical practice issues or overall health policy concerns.
5. Describe and demonstrate management / leadership skills and theories that can be applied in preparation to lead or manage effectively in a health care environment.
6. Demonstrate knowledge of and effectively apply health care models, theories, and tools to issues impacting health care delivery

Computer Literacy

Access to and ongoing use of a computer will be required for all students to successfully complete the online programs and courses in the Department of Health Science. Each student is expected to acquire computer hardware and software appropriate to the program. Competency in the basic use of a computer and the ability to navigate and interact with the course and curriculum content is the responsibility of the student and necessary for graduation.

Continuous Enrollment

Although continuous enrollment is not a requirement, the B.H.Sc. program strongly recommends students to enroll in at least two courses per semester, for the duration of their B.H.Sc. studies.

Online Student Center—Program and Course Communication

All students are required to visit the online student center at least once every two weeks. All communication and programmatic information will be posted in the online student center. It is required that all B.H.Sc. online students use the online student center when communicating with the program. All class communication must take place through the university's secure course management platform.

Bachelor of Health Science—Online Program Curriculum

The B.H.Sc.—Online Program is designed for completion in a distance-learning format and requires no on-campus time. The coursework is professor-paced using Web-based delivery. The curriculum and coursework follow a standard 12-week semester calendar. The curriculum is designed to build upon the existing knowledge base of the health care professional while focusing on the overall health care picture. Leadership, diversity, and conflict resolution are but a few of the areas covered in the curriculum.

The program curriculum requires that a minimum of 30 semester hours of course work (including 21 semester hours of required core course work) be completed through the NSU B.H.Sc. program. To be eligible to graduate with the B.H.Sc. degree, a student must have completed a minimum of 30 credits of General Education course work in addition to the B.H.Sc. curriculum, with a resulting minimum total of 120 semester hours with a 2.0 cumulative grade point average and a 2.25 grade point average in the B.H.Sc. major.

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the *General Education Program* section in the Academic Resources and Procedures segment of this catalog.

Generalist Track Major Requirements (30 credits)

Core Courses (21 credits)*

BHS 3110	Health Care Ethics (3 credits)
BHS 3120	Introduction to Epidemiology (3 credits)
BHS 3150	Principles of Leadership (3 credits)
BHS 3155	Conflict Resolution in Health Care (3 credits)
BHS 3160	Health Policy (3 credits)
BHS 4000	Cultural Competency in Health Care (3 credits)
BHS 4100	Academic and Professional Writing (3 credits); (Must be taken during the first semester of enrollment in the program)

* Students are required to obtain a grade of C or better (greater than or equal to 73 percent) in required Core Courses. Students receiving a grade of C- or lower in a required core course will be required to retake the course at its next scheduled offering.

Major Electives (minimum 9 credits)

The number of major electives requires is variable, based on the number of credit hours accepted for transfer.

BHS 3100	Current Issues in Health Care (3 credits)
BHS 3101	History of the US Health System (3 credits)
BHS 3130	Research and Design for Health Care (3 credits)
BHS 3140	Health Care Practice (3 credits)
BHS 3145	Principles of Environmental Health (3 credits)
BHS 3151	Health Services Management (3 credits)
BHS 3161	Concepts of Health Care Finance (3 credits)
BHS 3170	Health Care Delivery Systems (3 credits)
BHS 3190	Patient Education in Health Care (3 credits)

BHS 3195	Therapeutic Communications for Health Care Professionals (3 credits)
BHS 4001	Individuals with Disabilities and Special Needs (3 credits)
BHS 4005	Alternative Medicine in Health Care (3 credits)
BHS 4006	Fundamentals of Chinese Medicine (3 credits)
BHS 4009	Sports Medicine: Principles and Practice (3 credits)
BHS 4010	Health Promotion and Disease Prevention (3 credits)
BHS 4011	Bioterrorism: Health Care Readiness and Response (3 credits)
BHS 4012	Torture, Violence, and Trauma—Health Care’s Healing Role (3 credits)
BHS 4020	Topics in Maternal, Child Health (3 credits)
BHS 4031	Statistics for Health Professions (3 credits)
BHS 4110	Health Care and Aging (3 credits)
BHS 4130	Internship** (3 credits)
BHS 4140	Independent Study** (3 credits)
BHS 4150	The Science of Sound** (3 credits)
BHS 4151	Linguistics & Psycholinguistic Variables of Normal Language Development** (3 credits)
BHS 4152	Neuroanatomy & Neurophysiology of Audition** (3 credits)
BHS 4153	Speech and Language Disorders for Health Care Practitioners (3 credits)
BHS 4154	Effect of Hearing Impairment on Speech and Language** (3 credits)
BHS 4160	Education for Health Professions (3 credits)
BHS 5001	APA Writing Seminar (3 credits)

** Student must receive departmental and academic advisor approval in order to be allowed to register for these courses.

Open/Transfer Electives (60 credits)

Students are required to complete 60 credit hours of open/transfer electives, consisting of transfer credits or additional B.H.Sc. elective coursework.

Total Degree Requirement: 120 credits (minimum)

Bachelor of Health Science—Online Pre-MOT Track Curriculum

Pre-Master of Occupational Therapy (Pre-MOT) Track for Certified Occupational Therapy Assistants

This educational opportunity is available to Certified Occupational Therapy Assistants (COTAs) to earn a Bachelor in Health Science (B.H.Sc.) degree and, upon completion of the Pre-MOT Track, be guaranteed admission to the Master of Occupational Therapy program at NSU’s main campus in Fort Lauderdale, Florida.

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the *General Education Program* section in the Academic Resources and Procedures segment of this catalog.

Pre-MOT Track Major Requirements (34 credits)

BIOL 1500	Biology I/Lab (4 credits)*
BIOL 3321	Human Anatomy and Physiology (3 credits)*
PHYS 2351	General Physics OR EXSC 3700 Kinesiology (3 credits)*
BHS 3110	Health Care Ethics (3 credits)
BHS 3120	Introduction to Epidemiology (3 credits)
BHS 3150	Principles of Leadership (3 credits)
BHS 3155	Conflict Resolution in Health Care (3 credits)
BHS 3160	Health Policy (3 credits)
BHS 4000	Cultural Competency in Health Care (3 credits)

BHS 4100	Academic and Professional Writing (3 credits); (Must be taken during first semester of enrollment in program)
BHS 4031	Statistics for Health Sciences (3 credits)

*May be used to fulfill General Education requirements

Major Electives (6 credits minimum)

Any BHS courses not counted as a Core Course.

The number of major electives required varies based on the number of credit hours accepted.

Open/Transfer Electives (60 credits)

Students are required to complete 60 credits of open/transfer electives, consisting of transfer credits or additional B.H.Sc. elective coursework.

Subtotal Required Courses: 40 credits (minimum)

Total Degree Requirement: 120 credits (minimum)

Bachelor of Science—Cardiovascular Sonography

Cardiac Sonography (Echocardiography)

Cardiac sonographers obtain images of the heart via ultrasound. Echocardiography is one of the most widely used imaging examinations for assistance in the diagnosis of heart disease. Echocardiography is especially useful for assessing diseases that affect the heart valves and for detecting abnormalities in the motion and appearance of the heart wall.

Vascular Sonography

Vascular sonographers use ultrasound imaging and other types of exams to detect anatomical and physiological changes caused by diseases of the arteries and veins and the resulting effects on organs and other tissues. Vascular disorders include carotid artery disease, which may lead to stroke; abdominal vascular diseases, such as aneurysms; peripheral arterial disease, which can result in chronic pain and may progress to loss of limbs; and venous conditions that can cause blood clots (thromboses), which can travel to the lungs (pulmonary embolism).

Cardiovascular Sonography Program

The NSU Cardiovascular Sonography Program in Tampa offers didactic and clinical training in both of these specialties, cardiac sonography (adult) and vascular sonography, as an integrated curriculum. Additional course content introduces the student to pediatric cardiac sonography and basic concepts in electrophysiological cardiology. Because of strong interrelationships between cardiac and vascular diseases, the need was seen for a comprehensive program covering both specialties. Also, some cardiology departments and other imaging providers may prefer that sonographers obtain training and professional registry in both cardiac sonography and vascular sonography for purposes of diagnostic expediency and professional flexibility. Graduates of the Cardiovascular Sonography program are eligible to apply for both the Adult Echocardiography and non-invasive Vascular Technology professional registry exams offered by the American Registry for Diagnostic Medical Sonography (ARDMS), and /or the corresponding credentials offered by Cardiovascular Credentialing International (CCI). The Cardiovascular Sonography program at NSU Tampa is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

Bachelor of Science—Cardiovascular Sonography (B.S.—CVS)

This degree program is designed to prepare students for entry-level positions in the field of Medical ultrasound. Students receive education as a combined curriculum in two of the most sought-after specialties of diagnostic medical ultrasound:

adult echocardiography (cardiac ultrasound) and vascular sonography, (non-invasive vascular technology). This prepares them for the 12-month clinical externship during their second year.

The cardiovascular sonography program includes on-campus lectures; extensive, hands-on training in our ultrasound laboratory; online courses; and a 12-month focused or combined externship in a clinical laboratory setting. The graduating student will earn a bachelor's degree in cardiovascular sonography. Students will take a combination of general courses in the health science field and focused core courses in the cardiovascular sonography field. Examples of general courses include subjects such as Writing for Medical Publication, Epidemiology, Biostatistics, and Principles and Practice of Management in Health Care. Examples of cardiovascular sonography courses include Ultrasound Physics, Cardiac Ultrasound, and Carotid Artery Duplex. While on campus, the student will spend more than 500 hours in the training laboratory learning imaging skills and techniques and physiologic testing methods prior to the clinical externship experience.

In the second year, the student will complete an approximately 1,600-hour clinical training program while continuing to take online courses. The student may have the option to perform his or her clinical externship in a vascular, adult echo, or combined vascular/ echo clinical experience, based upon his or her interests and demonstrated competencies. Upon graduation, the student will be eligible to sit for professional registry exams based upon completion of program and clinical requirements.

Prospective cardiovascular sonography students are selected by the Committee on Admissions (COA), which considers the overall qualities of the candidate. Areas of consideration include interpersonal skills, personal motivation, knowledge and understanding of the cardiovascular profession, academic performance and level of achievement, life experiences, and recommendations. Knowledge of the profession is essential. Personal interviews are offered to the most-qualified applicants to assess interpersonal and communication skills, altruistic attitude, maturity, and commitment to the cardiovascular profession. Phone interviews will not be provided, although in special circumstances, remote video interview via Skype or equivalent technology, may be offered.

Bachelor of Science—Cardiovascular Sonography Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the *General Education Program* section in the Academic Resources and Procedures segment of this catalog.

Cardiovascular Sonography Major Requirements (135 credits)

BHS 3110	Health Care Ethics (3 credits)
BHS 3120	Introduction to Epidemiology (3 credits)
BHS 3130	Research and Design for Health Care (3 credits)
BHS 3150	Principles in Leadership (3 credits)
BHS 3155	Conflict Resolution in Health Care (3 credits)
BHS 3160	Health Policy (3 credits)
BHS 4000	Cultural Competency in Health Care (3 credits)
BHS 4100	Academic and Professional Writing (3 credits)
BHS 4110	Health Care and Aging (3 credits)
CVS 3001	Correlative Imaging and Anatomy (4 credits)
CVS 3000	Introduction to Cardiovascular Instruments (3 credits)
CVS 3010	Echocardiography I/Lab (3 credits)
CVS 3020	Echocardiography II/Lab (3 credits)
CVS 3030	Echocardiography III/Lab (4 credits)
CVS 3040	Ultrasound Physics I (4 credits)
CVS 3050	Ultrasound Physics Review (1 credit)
CVS 3060	Cerebrovascular Testing/Lab (3 credits)
CVS 3070	Peripheral Arterial Testing/Lab (3 credits)
CVS 3080	Venous Testing/Lab (3 credits)

CVS 3090	Abdominal Vascular Testing/Lab (3 credits)
CVS 4000	Clinical Prep and Review / Basic Life Support (3 credits)
CVS 4500	Clinical Externship I (9 credits)
CVS 4600	Clinical Externship II (9 credits)
CVS 4700	Clinical Externship III (9 credits)

Subtotal Required Courses: 92 credits

Total Degree Requirement: 122 credits

Bachelor of Science—Medical Sonography

General Sonography

Includes subspecialties in obstetrics and gynecology, organs of the body, and small parts (soft tissues and superficial glands), as well as neurosonology. Professionals in this field are called sonographers or medical sonographers. Sonographers use diagnostic medical ultrasound to obtain images of internal organs such as the liver, gallbladder, bile ducts, pancreas, spleen, appendix, kidneys, and adrenal glands. Sonographers specializing in obstetrics and gynecology obtain images of the female pelvic organs and the fetus, while those specializing in neurosonology obtain images of the brain and its blood vessels. Sonographers working in all these specialties determine normal from abnormal situations and contribute to the making of diagnosis of pathologies affecting those organs.

Vascular Sonography

Vascular Sonography studies the anatomical and physiological characteristics of blood vessels (veins and arteries) in the human body. Professionals working in this specialty are called vascular sonographers. They use ultrasound and other specialized equipment to assess the anatomic, physiologic, and pathologic conditions of veins and arteries. Among the most common studies are those of the carotid arteries, arteries of the upper and lower extremities, abdominal blood vessels, and intracranial circulation. Exploration of these vessels helps to determine the presence of plaques and thrombus, the direction of blood flow, and the process of revascularization, as well as the patency of grafts. Vascular Sonographers play a very important role in assessing the blood vessels in special situations such as a stroke, peripheral arterial disease, abdominal aortic aneurysm, portal hypertension, and deep vein thrombosis. They even can help to select native vessels for grafts to be used in cardiac surgeries.

Medical Sonography Program

The Medical Sonography program in Fort Lauderdale offers didactic and clinical training in the general and vascular sonography subspecialties as one integrated curriculum. At the end of the program, the student will be able to perform general (abdomen, small parts, and neurosonology) obstetrical and gynecological, as well as vascular studies. The growing use of ultrasound and the need for sonographers with multiple credentials to accommodate new regulations in the health care field have set the ground for a comprehensive program that combines these two main specialties leading to the following credentials: RDMS (Registered Diagnostic Medical Sonographer) and RVT (Registered Vascular Sonography).

Bachelor of Science—Medical Sonography (B.S. Medical Sonography)

The Bachelor of Science in Medical Sonography Program was designed to prepare entry-level professionals in the fields of general and vascular sonography. During the first year, students take online course at the undergraduate level, as well as on-campus classes that include many hours each week in the training ultrasound lab. This is followed by online courses and a 12-month externship in a clinical site.

The Medical Sonography Program includes on-campus lectures; extensive, hands-on training in our ultrasound laboratory;

online courses; and a 12-month focused or combined externship in a clinical laboratory setting. The graduating students will earn a Bachelor's degree in Medical Sonography. Students will take a combination of general courses in the health science field and focused core courses in the medical sonography field. Examples of general courses include subjects such as Writing for Medical Publication, Epidemiology, Biostatistics, and Principles and Practice of Management in Health Care. Examples of medical sonography courses include: Ultrasound Physics, Abdominal Sonography, Obstetrics and Gynecology Sonography, Small Parts Sonography, Arterial, Venous, and Cerebrovascular Testing. While on campus, the student will spend more than 500 hours in the training laboratory learning imaging skills and techniques and physiologic testing methods prior to the clinical externship experience.

In the second year, the student will complete an approximately 1,600-hour clinical training program while continuing to take online courses. The student may have the option to perform his or her clinical externship in a general, vascular, or combined general and vascular clinical experience, based upon his or her interests and demonstrated competencies. Graduates will be eligible to sit for the American Registry of Diagnostic Medical Sonography (ARDMS) registry examination. This exam is administered in two parts. The first part (SPI: Sonography Principles and Instrumentation) is geared toward evaluation of understanding of fundamental concepts in the technology of ultrasound. Students at Nova Southeastern University will be able to take this portion of the ARDMS exam upon successful completion of the Ultrasound Physics Course after the first term of the program. The second part of the exam—either the RVT or the RDMS—evaluates knowledge and understanding of anatomy, physiology, pathologies, quality assurance, examination protocols, etc. in the respective areas. Students will be eligible to take this portion of the ARDMS upon graduation.

Bachelor of Science—Medical Sonography Program Objectives

The Bachelor of Science—Medical Sonography Program aims:

- To graduate competent general and vascular medical sonographers who are qualified to perform a variety of standard and specialized diagnostic sonographic procedures
- To ensure that graduates are qualified to take and successfully pass the American Registry of Diagnostic Medical Sonography (ARDMS) registry examination in general and vascular sonography
- To prepare graduates for future leadership roles in diagnostic sonography laboratories ultrasound departments, education and industry
- To enhance the student's academic skills for pursuing research studies in the field of diagnostic medical sonography.

Bachelor of Science—Medical Sonography Learning Outcomes

Students completing the Bachelor of Science—Medical Sonography Program will be able to:

1. Perform a variety of standard and specialized diagnostic general and vascular procedures
2. Qualify to sit for the American Registry of Diagnostic Medical Sonography (ARDMS) registry examination for the Registered Vascular Technologist (RVT) and the Registered Diagnostic Medical Sonographer (RDMS) credentials.
3. Communicate in a professional manner using written and electronic methods.
4. Demonstrate an awareness and appreciation of the empathy and respect in the delivery of culturally competent care health care.
5. Communicate and acknowledge the impact that the social and political environment has on the development of health care policies and the implications, benefits and ramifications on the delivery of health care.
6. Demonstrate the knowledge and ability to search and retrieve information through electronic means.
7. Describe and demonstrate management / leadership skills and theories, and prepare the student to lead or manage effectively in a health care environment.
8. Demonstrate understanding of the political, social, legal and ethical issues that may be encountered and have an impact on areas of health care practice
9. Demonstrate knowledge through the application of health care models, theories and tools in written and discussion of the issues impacting health care delivery through academic and critical inquiry.

Technical Standards

The profession of diagnostic medical sonographer includes but is not limited to, the following physical, cognitive, auditory, and visual demands:

- **Physical:** The ability to lift fifty pounds of weight, the ability to reach up, the ability to stand for up to 80% of the time, the ability to push or pull equipment and other devices such as wheelchairs or stretchers, manual dexterity to control the settings on computers and on the ultrasound equipment,
- **Cognitive:** the ability to remember, recall, and analyze information, the ability to work in a noisy environment, the ability to remain focused despite interruptions, the ability to cope with potentially stressful situations,
- **Auditory:** the ability to hear from both ears within normal auditory range, the ability to distinguish sounds within normal hearing range,
- **Visual:** the ability to distinguish colors, the ability to monitor the environment and work in dimmed light.

Computer Literacy

Access to and ongoing use of a computer will be required for all students to complete the bachelor's degree program in general and vascular sonography successfully. Each student is expected to acquire computer hardware and software appropriate to the Bachelor of Science in Medical Sonography Program. Competency in the basic use of a computer and the ability to navigate and interact with the course and curriculum content is the responsibility of the student and a requirement for graduation. All applicants must show evidence of computer skills through coursework or self-study prior to the end of the first term. Students may obtain instruction through the NSU Student Microcomputer Laboratory or other training facilities.

Bachelor of Science—Medical Sonography Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the *General Education Program* section in the Academic Resources and Procedures segment of this catalog.

Medical Sonography Major Requirements (95 credits)

BHS 3110	Health Care Ethics (3 credits)
BHS 3120	Introduction to Epidemiology (3 credits)
BHS 3130	Research and Design for Health Care (3 credits)
BHS 3150	Principles of Leadership (3 credits)
BHS 3155	Conflict Resolution in Health Care (3 credits)
BHS 3160	Health Policy (3 credits)
BHS 4000	Cultural Competency in Health Care (3 credits)
BHS 4100	Academic and Professional Writing (3 credits)
BHS 4110	Health Care and Aging (3 credits)
BHS 3102	Ultrasound Physics I/Lab (3 credits)
BHS 3112	Ultrasound Cross-sectional Anatomy (4 credits)
BHS 3200	Ultrasound Physics Review/SPI Exam (1 credit)
BHS 3220	Introduction to Diagnostic Medical Sonography (3 credits)
BHS 3300	Cerebrovascular Testing/Lab (4 credits)
BHS 3400	Venous Testing/Lab (4 credits)
BHS 3500	Peripheral Arterial Testing/Lab (4 credits)
BHS 3800	Abdominal Sonography I Testing/Lab (4 credits)
BHS 3810	Abdominal Sonography II Testing/Lab (4 credits)
BHS 3700	Clinical Preparation and Review (4 credits)
BHS 3830	Small Parts Sonography (4 credits)
BHS 3900	Obstetrics and Gynecology Ultrasound I (4 credits)

BHS 3910	Obstetrics and Gynecology Ultrasound II (4 credits)
BHS 4500	Clinical Externship I (6 credits)
BHS 4600	Clinical Externship II (7 credits)
BHS 4700	Clinical Externship III (8 credits)

Subtotal Required Courses: 95 credits

Total Degree Requirement: 125 credits

Cardiac Sonography Certificate Program

This 12-month lockstep program is designed to prepare practicing sonographers for the cardiac registry exam. The courses will be delivered in a hybrid format, with online courses and on-campus lab sessions in the evenings or on weekends on our main campus. A clinical externship is offered during the last two terms of the program. Graduates will be eligible to take the national examinations for the cardiac registry as administered by the American Registry of Diagnostic medical Sonographers (ARDMS) and/or the Cardiovascular Credentialing International (CCI).

Cardiac Sonography Certificate Program Objectives

This certificate program will:

- Provide working sonographers with the knowledge, skills, and critical thinking leading to cardiac sonography credentials.
- Provide working sonographers with the opportunity to sit for the examination to obtain the Registered Cardiac Sonographer (RDCS) credential from the American Registry of Diagnostic Medical Sonography and/or the Registered Cardiac Sonographer (RCS) credential from Cardiovascular Credentialing International (CCI).

Cardiac Sonography Certificate Program Curriculum

Courses	Credits
Cardiovascular Anatomy and Physiology—Hemodynamics.....	2
Ultrasound Physics in Echocardiography.....	2
Introduction to Adult Echocardiography I/Lab.....	5
Adult Echocardiography II/Lab.....	5
Pharmacology and ECG.....	3
Clinical Applications I.....	2
Clinical Externship I.....	8
Adult Echocardiography III/Lab.....	5
Clinical Applications II.....	2
Clinical Externship II.....	8
Total Prerequisite/General Education Courses	42

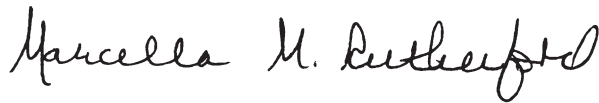
College of Nursing

College of Nursing

Dean's Message



Welcome to the College of Nursing. We hope the academic and educational resources in this catalog will assist you. The College of Nursing endeavors to educate future nursing professionals in the delivery of quality health care. Educating students in the field of nursing will help assure an adequate supply of nursing resources for the community. If you have any suggestions about the services we provide, the university or the community, please feel free to contact us.



Marcella Rutherford, Ph.D., M.B.A.
Dean, College of Nursing

Health Professions Division Board of Governors

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Health Professions Division Mission Statement

The mission of Nova Southeastern University Health Professions Division is to train primary care health practitioners in a multidisciplinary setting, with an emphasis on medically underserved areas.

The institutional premise is that health professionals should be trained in a multidisciplinary setting and, whenever possible, with integrated education. The university trains students in concert with other health profession students so that the various disciplines will learn to work together as a team for the good of the public's health. During their didactic work, students share campus facilities and, in some cases, have combined classes. In their clinical experiences, they work together in facilities operated by the university.

Furthermore, the division aims to educate health care practitioners who will eventually increase the availability of health care in areas of Florida that suffer from health care shortages. The division aims to alleviate some of these shortages by exposing the entire student body to the needs, challenges, and rewards of rural, underserved urban, and geriatric care. Existing curricula require all students to attend ambulatory care clerkships in rural or urban areas, or both, making Nova Southeastern University strongly oriented toward a pattern of training its students in areas geographically removed from the health center itself, and to the care of indigent and multicultural population groups.

In doing this, it developed training programs that address the primary care needs of the region's most medically underserved populations.

Vision Statement

NSU College of Nursing will be nationally and internationally recognized for preparing transformational leaders in health care who are valued for excellence in nursing practice, education, and research.

College of Nursing Mission Statement

The College of Nursing (CON) provides quality undergraduate and graduate educational programs within an atmosphere of scholarly inquiry, professional values, inter-professional collaboration, and community service.

Core Values

- Integrity is the quality of consistently adhering to a code of honesty, accountability and being ethically moral.
- Creativity is the ability to transcend traditional ideas, patterns, and rules, as well as having the capacity to construct meaningful new ideas, methods, and interpretations.
- Courage is the aptitude to uphold one's convictions and demonstrate confidence to speak and act in accordance with one's beliefs and responsibilities.
- Stewardship is advocating and protecting resources entrusted to one's care.
- Compassion is an active desire to alleviate another's distress through caring, empathy, supporting and helping others.
- Competence is having the expertise, knowledge, and skills to successfully and efficiently perform the roles of their profession.

Introduction to the College of Nursing

The College of Nursing is committed to providing the highest quality education to its students. The college offers a Bachelor of Science in Nursing degree via three tracks:

- Bachelor of Science in Nursing—Entry-Level Track
- Bachelor of Science in Nursing—R.N. to B.S.N. Track
- Bachelor of Science in Nursing—R.N. to M.S.N. Track

Notice on Professional Examinations

Credits and degrees earned from colleges within the state of Florida that are licensed by the State Board of Independent Colleges and Universities do not automatically qualify the individual to participate in professional examinations in Florida. The established procedure requires the appropriate state professional board to review and recognize the colleges granting the degrees prior to scheduling examinations. Additional information regarding Nova Southeastern University Health Professions Division and its Colleges of Osteopathic Medicine, Pharmacy, Optometry, Health Care Sciences, Nursing, Medical Sciences, and Dental Medicine may be obtained by contacting the State Board of Independent Colleges and Universities, Department of Education, Tallahassee, Florida. Any student interested in practicing a regulated profession in Florida should contact the Department of Business and Professional Regulation, 2009 Apalachee Parkway, Tallahassee, Florida 32301.

HPD Library

Service Units Learning Resources

The Health Professions Division Library is located on the first floor of the HPD's Library/Laboratory Building. It contains an online catalog of holdings with more than 20,000 book titles; 1,500 journal subscriptions; and 1,500 audio and video tapes, slide sets, and CD-ROMs. Also, 21,000 full-text journals are available online. There are 48 group study rooms equipped with videotape players and monitors. The HPD library maintains an Internet Web site that allows for access to more than 200 health-related and other electronic databases, including MEDLINE and MDConsult. Students also have checkout privileges at other NSU libraries, including the Shepard Broad Law Center Library; the Oceanographic Center Library; and the Alvin Sherman Library, Research, and Information Technology Center (a joint-use facility with the Broward County Board of County Commissioners).

HPD Policies and Procedures

Acceptance of Professional Fees

The activities of students are not to be construed as the practice of medicine, optometry, pharmacy, occupational therapy, physical therapy, physician assistance, vascular sonography, nursing, dentistry, or public health. It is a violation of the law and contrary to the policy of this university for any unlicensed person to attempt to engage in the professional practice of health care. Students who are appropriately licensed in a profession may engage in that professional work to the extent provided by law.

AIDS Policy

The university has adopted the following AIDS policy: Nova Southeastern University Health Professions Division recognizes its responsibilities for the health and welfare its students and faculty and staff members, as well as its responsibilities to patients suffering from AIDS or harboring the human immunodeficiency virus (HIV). While the division does not subscribe to compulsory HIV testing either as a screening device or in individual cases, some rotation sites require this test and students must comply. As an institution of medical learning, the division provides each student/faculty/staff person knowledge to understand the AIDS problem, including AIDS testing, treatment, and counseling by community services. The division provides an annual seminar to all students, faculty members, and staff members. The division recommends universal precautions in all laboratory and clinical settings. The division reserves the right to alter this policy as new information on AIDS becomes available. Students should consult their physician for HIV testing or treatment immediately following exposure.

Background Checks

Students are required to authorize the NSU Health Professions Division to obtain background check(s) as per adopted policy of April 22, 2005. Students may also be required by the Health Professions Division to obtain a background check or authorize, where appropriate, clinical training facilities to conduct the check and to permit the results provided by the consumer reporting agency to the NSU Health Professions Division and /or to the clinical training facilities. If the background check(s) reveal information of concern, which the NSU Health Professions Division may deem unfavorable, the NSU Health Professions Division will provide the accepted applicant or enrolled student a copy of the report and the document entitled "A Summary of Your Rights Under the Fair Credit Reporting Act," and request the individual to provide a detailed written explanation of the information contained in this report along with appropriate documentation (e.g., police reports). This information must be returned to the NSU Health Professions Division within 10 business days of the date the communication is sent or another date specified by the NSU Health Professions Division in its communication with the student.

Offers of admission will not be considered final until the completion of the background check(s), with results deemed favorable by the NSU Health Professions Division, and, where appropriate, by the clinical training facilities, or if information received indicates that the student has provided false or misleading statements, has omitted required information, or in any way is unable to meet the requirements for completion of the program, then the admission may be denied or rescinded, the student may be disciplined or dismissed, or his or her enrollment terminated.

Following the initial background check(s), students will be asked annually to provide a certification relating to any convictions, guilty pleas, or no contest pleas to any criminal offense, other than traffic violations.

Certificate of Physical Examination

Students must have a certificate of physical examination completed by their physician. Forms will be distributed by the Division Office of Admissions and Student Services to each matriculant as part of the admissions package. A current medical and physical examination is due upon admission. The NSU Health Professions Division Mandatory Immunization Form and Certificate of Physical Examination must be completed prior to the orientation date. Students may request that the University Health Service perform these examinations after matriculation. The University Health Service will make appointments in as timely a manner as possible, and the appointments, once made, become an obligation of the student, and must be kept.

Additional testing and requirements may be needed based on individual hospital/ agency requirements. These costs will be the responsibility of the student. Students are not permitted in the on-campus lab or in the clinical setting until the completed medical records are on file. The health form must be updated annually at the student health center.

If the renewal date for physical requirements occurs during a term, **the student must renew prior to the beginning of the term in which the renewal date occurs.** Approved status must be valid for the entire semester in which the student enrolls.

A student who experiences a health problem that may interfere with the ability to provide client care (e.g., surgery, fracture) must provide documentation from their health care provider indicating the ability to participate fully in client care situations. “Light duty” is not permissible.

- A Nova Southeastern University Health Form will be included with acceptance materials. The completed, signed form must be presented according to the admissions department guidelines.
- Basic Life Support (BLS) certification must be valid **prior** to each term for the duration of the term.
- The student should carry a copy of their health/ hospitalization insurance card with them to the clinical agency, as well as their BLS card.

Core Performance Standards for Admission and Progress

The Nova Southeastern University Health Professions Division is pledged to the admission and matriculation of qualified students and wishes to acknowledge awareness of laws which prohibit discrimination against anyone on the basis of race, color, national origin, religion, sex or qualified disability.

Regarding those students with verifiable disabilities, the university will not discriminate against such individuals who are otherwise qualified, but will expect applicants and students to meet certain minimal technical standards (core performance standards) as set forth herein with or without reasonable accommodation. In adopting these standards, the university believes it must keep in mind the ultimate safety of the patients whom its graduates will eventually serve. The standards reflect what the university believes are reasonable expectations required of health professions students and personnel in performing common functions.

The holders of health care degrees must have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care. In order to carry out the activities described below, candidates for Health Professions Division degrees must be able to integrate consistently, quickly, and accurately all information received, and they must have the ability to learn, integrate, analyze, and synthesize data.

Candidates for degrees offered by the Health Professions Division must have, with or without reasonable accommodation, multiple abilities and skills including intellectual, conceptual, integrative, and quantitative abilities; interpersonal communication; mobility and strength; motor skills; hearing, visual, tactile, behavioral, and social attributes. Candidates for admission and progression must be able to perform these abilities and skills in a reasonably independent manner.

Intellectual, Conceptual, Integrative, and Qualitative Abilities

These abilities include measurement, calculation, reasoning, analysis, and synthesis. Problem solving—a critical skill—requires all of these intellectual abilities. Candidates and students must have critical thinking ability sufficient for good clinical judgment. This is necessary to identify cause-effect relationships in clinical situations and to develop plans of care. In addition, candidates and students should be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures. An individual is expected to be able to perform multiple tasks in a diverse, dynamic, highly competitive, and challenging learning environment. All individuals are expected to meet their program requirements on a satisfactory level as determined by HPD administration or the applicable college/program administration.

Interpersonal Communication

Candidates and students should be able to interact with and observe patients in order to elicit information, examine patients, describe changes in mood, activity, and posture, and perceive nonverbal communications. They must be able to communicate effectively and sensitively with patients. Communication includes not only speech but also reading and writing. They must also be able to communicate effectively and efficiently in all written forms with all members of the health care team. They must have interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds.

Motor Skills

Candidates and students should have sufficient motor function to execute movements reasonably required to provide general care and emergency treatment to patients. Examples of emergency treatment reasonably required to some health care professionals are cardiopulmonary resuscitation, administration of intravenous medication, the application of pressure to stop bleeding, the opening of obstructed airways, and the ability to calibrate and use various pieces of equipment. Such actions require coordination of both gross and fine muscular movements, equilibrium and functional use of the senses of touch and vision. Physical therapy and occupational therapy students must be able to position patients for treatment, as well as teaching the teaching the functions involving gross and fine movements. Pharmacy candidates and students must have sufficient motor skills to weigh chemical and pharmaceutical (including intravenous) solutions, prepare prescriptions, and carry out sterile procedures.

Strength and Mobility

Candidates and students must have sufficient mobility to attend to emergency codes and to perform such maneuvers as CPR when required. They must have the physical ability to move sufficiently from room to room and to maneuver in small places. Osteopathic medical students must have the ability to position patients for the administration and delivery of osteopathic manipulative treatment in a variety of settings and to position and move patients when required. Pharmacy students must be able to move about within a pharmacy setting and a patient's room. Physical therapy and occupational therapy students must be able to administer treatment in a variety of settings and positions and move patients when required.

Hearing

Candidates and students should have sufficient auditory ability to monitor and assess health needs. They must be able to hear information given by the patient in answer to inquiries; to hear cries for help; to hear features in an examination, such as the auscultatory sounds; and to be able to monitor equipment.

Visual

Candidates and students must have visual ability sufficient for observation and assessment necessary in patient care. It must be consistent in many cases with being able to assess asymmetry, range of motion, and tissue texture changes. Osteopathic Medicine, Optometry, and Physician Assistant students must have sufficient visual ability to use ophthalmologic instruments. It is necessary to have adequate visual capabilities for proper evaluation and treatment integration. Candidates and students must be able to observe the patient and the patient's responses including body language and features of the examination and treatment. Pharmacy students must be able to interpret prescriptions and medical orders, as well as to inspect medicine for deterioration or expiration.

Tactile

Candidates and students must have sufficient tactile ability for physical assessment. They must be able to perform palpation, functions of physical examination, and/or those related to therapeutic intervention. Pharmacy students must be able to measure and compound, sometimes transferring from container to container and to carry out sterile procedures. Dental students must be able to deliver appropriate treatment using high technology equipment such as dental drills and surgical instruments.

Behavioral and Social Attributes

Candidates and students must possess the emotional health required for full use of their intellectual abilities; the exercise of good judgment; the prompt completion of all responsibilities attendant to the diagnosis and care of patients; and the development of mature, sensitive, and effective relationship with patients. Candidates and students must be able to physically tolerate taxing workloads, to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, interest, and motivation are all personal qualities that will be assessed during the admissions and education process.

Sensory

Osteopathic students and physician assistants are required to have an enhanced ability to use their sensory skills. These enhanced tactile and proprioceptive sensory skills are essential for appropriate osteopathic evaluation and treatment of patients.

Dress Code

Students must maintain a neat and clean appearance befitting students attending a professional program. Therefore, attire should convey a professional appearance whenever the student is on campus or at any off-campus educational site. The dress code is to be maintained at all times in the Administration Building, SEC buildings, classrooms, laboratories, and all areas involved in providing patient care. Additionally, the dress code is in force Monday through Friday, 8:00 a.m.–5:00 p.m., in the library and in other areas not mentioned above. Those failing to comply may be dismissed from the classroom and/or campus. A written warning describing the infraction will be entered into the student's file.

The following is professional attire from 8:00 a.m.–5:00 p.m.:

- white clinical jackets at all times for students enrolled in all entry-level programs
- shirts, tie, slacks, and regular shoes for men
- professional business dress, which includes slacks, pants, or skirts with blouses, or dresses, and appropriate shoes for women
- specified uniform (i.e., matching teal scrub sets and white shoes; khaki slacks, teal polo shirt, and brown/black shoes)

No institutional scrubs may be worn by any College of Nursing student at any time while on campus. Institutional scrubs are those that have the identification symbols or lettering from the institution that owns or issues them. Those scrubs are marked in locations that are easy to identify as being part of the inventory of that institution.

The following attire is never appropriate while the student is on campus: shorts or cutoffs, mini-skirts (higher than mid-thigh), see-through clothing, halter tops, flip-flops, jogging or exercise clothing, inappropriately mismatched garments, hats, and caps.

Students will wear the prescribed uniform during designated clinicals and be neatly groomed. Scrub suits are worn when the student is in the hospital, nursing lab, or health care agency under the supervision of a professor. When on campus, students may wear professional business casual attire with their NSU lab coat or scrubs. The nursing uniform consists of teal scrubs with the student's name and NSU embroidered on the left side of the scrub top and a white lab coat with the official NSU program patch. The scrubs are to be ordered and purchased through the NSU Bookstore or the approved vendor. No other uniform is acceptable. Students must adhere to the College of Nursing and the Health Professions Division Dress Code outlined in the *Student Handbook*. Changes to this policy may be course specific and will be communicated by the instructor.

Identification Badges

Students must wear identification badges at all times while on campus. ID badges are not transferable. ID badges are issued at the Division Badge Room. These badges are given to the students at no charge except for replacement.

Identification Requirements and Fieldwork Prerequisites

An affiliated clinical/ fieldwork teaching facility may also require a student to pass a state of Florida Department of Health screening before rotation. Other requirements, which may be held by the affiliated facility include, but are not limited to, fingerprinting, criminal background check, urinalysis for drugs and alcohol, and proof of immunization. If a student does not meet all requirements held by the affiliated facility on the date specified by the CON, the student's placement will be canceled.

Immunization Requirements

Students must complete the mandatory immunization form, which must be signed by a licensed healthcare provider. The form can be found at www.nova.edu/smc.

The following immunizations/vaccinations are required of students at the Health Professions Division, based on the current CDC recommendations for Health Care Personnel:

Basic Immunizations: Every student is required to have had an immunization for, or show evidence of immunity to, the following diseases before matriculating at Nova Southeastern University: Varicella (chicken pox), Measles, Mumps, Rubella.

Tetanus-Diphtheria-Pertussis: All students are required to have had a Tetanus-Diphtheria (Td) booster within the 10 years prior to matriculation and must maintain immunity by continuing to remain current according to the CDC recommendations for healthcare personnel during their program. Due to the increased risk of pertussis in healthcare settings, the Advisory Committee on Immunization Practices highly recommends healthcare workers receive a one-time Tdap (ask your healthcare provider), only if it has been more than two years since receiving a Td booster. Therefore, students are encouraged to receive a Tdap if it has been more than two (2) years since receiving a Td booster.

Hepatitis B Vaccine: Because every student at the Health Professions Division can be potentially exposed to this deadly virus, and since many rotation sites require it of personnel, we will require and administer hepatitis B vaccinations for every entering student during the first year with a follow-up blood test showing the presence of hepatitis B antibody.

Students with documented immunity to Hepatitis B must provide such documentation upon matriculation, including a Hepatitis B Surface Antibody Titer.

Tuberculosis: Because of the resurgence of tuberculosis and the possible exposure of students to TB, the Health Professions Division will require and provide a yearly tuberculosis test for every student.

Arrangements: Students may request that the Student Medical Center administer these immunizations. The Student Medical Center will make appointments in as timely a manner as possible. The appointment, once made, becomes an obligation of the student and must be kept. For students at the NSU regional campuses, the appointments may be scheduled with the NSU designated physician for their area.

Student Activities Fees: The student activity fees cover Hepatitis B and TB Screening. All other immunizations and health care services are the responsibility of the student.

Failure to Comply: The University is not required to provide alternate sites for clinical practicum or rotations should immunization be a requirement for placement. Therefore, failure to comply with this policy may result in a student's inability to progress in the program and to satisfy the graduation requirements in their program.

Netiquette

In a traditional classroom, students are reminded that behavior that disrupts the class or interferes with other students and their ability to learn is unacceptable. Any person engaged in disruptive behavior receives a written warning from the instructor. Students who continue to engage in disruptive behavior after this warning may be administratively withdrawn from the course.

Similarly, in an online course, any electronic postings, emails, or electronic messages that disrupt the class or interfere with learning goals and objectives are unacceptable. Electronic communication—the backbone of this online course—must be civil, respectful, and cordial at all times. Any posting that disrupts or interferes with learning will be removed, and the author of the posting will receive a written warning. A second disruptive posting will cause the author to be administratively withdrawn from the course.

Student Insurance Requirement

It is required that each Health Professions Division Student carry adequate personal medical and hospitalization insurance. It is strongly suggested that students and their families avail themselves of the insurance plan obtainable through the university. Information about the policy can be obtained through the Health Professions Division Admissions and Student Services Office, or by accessing the Web site: www.nova.edu/smc. Click on to the link for Health Insurance Information. Please note that students will see a charge for health insurance appear on their student account as part of the academic registration process.

For those students who already have health insurance coverage and do not need the NSU-endorsed insurance plan, this charge will be removed from their account once proof of coverage has been submitted. To complete the waiver form, go to www.nova.edu/insurancewaiver/. The online waiver is the only process by which insurance charges will be removed and coverage will be cancelled. Students who fail to complete the waiver form and provide proof of health insurance by the stated deadline will not be eligible to have charges removed and will continue to be enrolled in the insurance plan endorsed by NSU.

Visits to Other Institutions

Students in the College of Nursing may not visit, in an official or presumably official capacity as a College of Nursing student, any health-related institution (hospital, pharmacy, practitioner's office, clinic, etc.) or any health school without express permission of the dean. Visits to relatives or friends who are hospitalized are permitted, provided they are within visiting hours and all hospital rules are observed.

Eligibility for Florida R.N. Licensure and Required Disclosure

Applicants to the nursing program who meet all university and departmental requirements will be considered for admission. Final determination of eligibility to take the NCLEX-RN rests with the Florida Department of Professional Regulation and Board of Nursing. The licensure application requires disclosure of any criminal history and the disposition of all cases prior to board review. Entry into the nursing education program is the prospective student's decision based upon the knowledge that he or she may, or may not, be granted a nursing license. Applicants will notify the program director and/or department chair of any arrest record prior to and during enrollment in the NSU College of Nursing and prior to application for licensure. The graduate is required to meet all reporting requirements of the Board of Nursing at the time of application to sit for the NCLEX-RN.

Florida Board of Nursing
4052 Bald Cypress Way
BIN CO2
Tallahassee, Florida 32399-3252
Telephone: (850) 488-0595

Florida Nursing Students Association

The Florida Nursing Student Association (FNSA) is the professional organization for nursing students in the state of Florida. It serves to prepare nursing students to be a member of a professional organization and provides a voice for students at public, institutional and governmental bodies. The Nova Southeastern University College of Nursing has a district chapter of FNSA. All students are required to become members. Participation in various local, district, state, and national activities is encouraged.

Health Forms (Student Health Records)

The College of Nursing is required to submit to clinical sites satisfactory evidence that each program participant is free from contagious disease and does not otherwise present a health hazard to hospital clients, employees, volunteers, or guests prior to his or her participation in the program. Students will be required to follow the requirements of the College of Nursing and the clinical agencies. Performance standards for all College of Nursing students are identified in *College of Nursing Student Handbook*. If students are unable to meet the performance standards, they will be asked to obtain clearance from a physician or nurse practitioner prior to returning to the program. Each year students will provide updates to their health form, which can be completed at the Student Health Center.

Health Insurance

Nursing students are required to carry health insurance to cover their health care. Students must use this health insurance for any needs during their clinical/ class times. Any college student may be seen at the Student Health Center. Please bring a school identification card and an insurance card. At the end of the visit, students will receive a statement showing the services performed. Payment of all co-payments and deductibles is expected at the time services are rendered. Students who do have private health insurance must apply for a waiver at www.nova.edu/insurancewaiver/. Also, review this site for the coverage requirements for private insurance. Students are responsible for complying with this requirement. Some insurance policies require a primary care provider (PCP) designation. In such cases, please be sure to designate an NSU provider prior to visiting NSU's Health Care Center. For a list of providers and participating insurance carriers, please visit the Health Care Center Web site at www.nova.edu/smc/find-a-specialist/.

Textbooks and Supplies

The textbooks and other related reading materials and supplies required for nursing are available for purchase at the Nova Southeastern University campus bookstore or online. Many of the textbooks purchased for nursing will be purchased during the first nursing course and used throughout the program. Unless advised otherwise, the College of Nursing recommends that students do not purchase textbooks required at other course levels until they are ready to enroll in these courses. This will enable students to have the most current required editions. The department also suggests that students put their names in all of their textbooks. It is strongly recommended that students do not leave them unattended in the classroom or elsewhere.

Students should buy their books early. After the first few weeks of the semester, the bookstore returns all books that have not been purchased to the publishers. Books are expensive, but financial aid is available. Books may also be purchased online through the NSU bookstore. If students purchase online from another vendor they may be purchasing the incorrect edition.

In addition to the printed materials, students will also need the following supplies: a watch with a second hand and stethoscope. These are available for purchase at any local uniform shop or via the Internet. All students will be measured for an NSU lab coat during the orientation.

Students must have access to a computer with Microsoft Office software.

Computer Requirements

Computer Literacy

Access to and ongoing use of a computer will be required for all students to successfully complete the online programs and courses in the College of Nursing. Each student is expected to acquire computer hardware and software appropriate to the program. Competency in the basic use of a computer and the ability to navigate and interact with the course and curriculum content is the responsibility of the student and necessary for graduation.

Computer Recommendations (minimum)

All students are REQUIRED to have ongoing access to a computer and an active account with an Internet service provider. Minimum recommended specifications:

- 1.5 GHz minimum processor (better processor recommended)
- 2 GB RAM (recommended)
- video and monitor capable of 1024 x 768 resolution or better
- Optical drive (CD-RW, DVD-RW)
- Full duplex sound card and speakers
- DSL or CABLE modem
- Internet connection with private Internet service provider (ISP) for access from home to the Internet
- Windows XP or above or Macintosh with Virtual Machine and Windows (Windows 7 recommended for either system)
- Microsoft Office 2003 or newer with PowerPoint, Word, and Excel minimum or compatible office suite
- Surge suppressor
- Wireless card is to be a dual band card supporting 802.11 a/g/n (2.4 and 5GHz bands)
- Laptop computer with wireless Internet capability and wireless router

Nursing Programs

The College of Nursing offers a Bachelor of Science in Nursing (B.S.N.) that can be earned through an entry-level program or in a post-licensure R.N. to B.S.N program. In addition, the college offers an R.N. to M.S.N option, for those students who meet the requirement and wish to earn both the B.S.N and the M.S.N degree. The B.S.N. may be earned through an entry-level Bachelor of Science in Nursing track or an R.N. to B.S.N. completion track for registered nurses holding an associate's degree or diploma in nursing. Students may also earn the B.S.N. and M.S.N. together through the R.N. to M.S.N. track for registered nurses holding an associate's degree or diploma in nursing. All of the programs focus on developing nursing professionals to assume leadership roles in the complex health care environment.

Upon successful completion of the program, B.S.N, students may be eligible to apply for admission to continue their education in nursing in the online Master of Science in Nursing (M.S.N.) program and later in the Doctor of Nursing Practice (D.N.P.) program or the Philosophy of Science Degree (Ph.D.) in Nursing Education program.

Majors in Nursing

Bachelor of Science in Nursing Learning Outcomes

The goal of the Nova Southeastern University Bachelor of Science in Nursing degree program is to graduate nurses prepared to:

1. Integrate knowledge, theory, and evidence-based research into current nursing practice;
2. Assume a leadership role as the registered professional nurse in health care systems and diverse community settings;
3. Engage in activities for continued professional growth.

Program Outcomes

1. Exhibit leadership that support health care policies that promote safe quality nursing care within complex health care systems.
2. Integrate evidence-based practices that support decision-making in the delivery of nursing care.
3. Evaluate the effectiveness of patient and family centered nursing care based on nursing theories and evidence-based practice.
4. Incorporate the concepts derived from liberal education to build an understanding of the human experience.
5. Incorporate technology and information management to promote a safe practice environment.
6. Engage in inter-professional collaboration to improve population health while considering fiscal and material resources in the delivery of safe nursing care.
7. Integrate legal, ethical and professional values within generalist nursing practice.
8. Collaborate with the inter-professional health community to provide culturally and spiritually competent patient and family centered care in health promotion and disease/injury prevention.

Bachelor of Science in Nursing—Entry-Level Track

The entry-level track is designed for students who are seeking initial licensure as a registered nurse. Upon completion of 121 credits, the student is awarded a Bachelor of Science degree in Nursing (B.S.N.) and is eligible to make application to sit for the national licensure examination for registered nurses (NCLEX-RN). The entry-level nursing track curriculum is completed following a minimum of 39 credit hours (or equivalent quarter hours) of specific undergraduate coursework. This coursework may be completed at a community college or another university. Upon completion of the 39 credit hours, the student may apply to the nursing program.

The remainder of the 82 credit hours may be completed within seven terms (three terms per year) in the nursing program. Each term is a combination of didactic and clinical courses. The department requires matriculants to complete the entire program. Individual requests for advanced placement, transfer of credit, or credit for experiential learning will be reviewed in line with college requirements.

Bachelor of Science in Nursing—Entry-Level Track Curriculum

Students in the Bachelor of Science in Nursing—Entry-Level Track are required to take 39 credit hours of general education coursework and 82 credit hours of designated nursing courses, resulting in a total of 121 credit hours necessary for graduation. Dual enrollment students should follow the Farquhar College of Arts and Sciences' curriculum plan for nursing dual admissions students. For more information about the pre-nursing specialization, refer to the *Specializations* section in the Farquhar College of Arts and Sciences' Division of Math, Science, and technology portion of this catalog.

General Education Requirements (39 credits)

Students are required to complete 39 credit hours as part of the General Education Program. For specific course requirements, refer to the *General Education Program section* in the Academic Resources and Procedures segment of this catalog. Students must complete the General Education Program requirements before matriculating into the Bachelor of Science in Nursing—Entry-Level program.

Bachelor of Science in Nursing—Entry-Level Track Major Requirements (82 credit hours)

Students must complete all pre- and co-requisite nursing courses and be enrolled in the final general BHS course prior to enrolling in NUR 4180. Students who withdraw from final B.H.S. courses prior to the final term must withdraw from the nursing courses.

PHS 4904	Advanced Anatomy and Physiology for Health Professions (4 credits)
NUR 3002	Introduction to Baccalaureate Nursing Education (3 credits)
NUR 3160	Introduction to Professional Nursing (3 credits)
NUR 3130	Foundations of Professional Nursing Practice (6 credits)
NUR 3005	Mathematical Applications for Nursing Practice (2 credits)
NUR 3029	Foundations of Health Assessment (3 credits)
NUR 3131	Problem-Solving Strategies for Nursing Practice (1 credits)
NUR 3032	Foundations of Pathophysiology (3 credits)
NUR 3180	Primary Concepts of Adult Nursing I (6 credits)
NUR 3191	Pharmacological Basis for Nursing Interventions I (2 credits)
BHS 3110	Health Care Ethics (3 credits)
NUR 4110	Primary Concepts of Adult Nursing II (6 credits)
NUR 3192	Pharmacological Basis for Nursing Interventions II (2 credits)
NUR 4130	Concepts of Maternal-Child Nursing and Families (5 credits)
NUR 4160	Genetics for Nursing (2 credits)
NUR 3050	Research Methodologies and Evidence-Based Practice(3 credits)
NUR 3250	Concepts of Psychiatric-Mental Health Nursing (4 credits)
NUR 4152	Population Nursing Practice (4 credits)
NUR 4172	Nursing in Today's Health Care Environment (3 credits)
NUR 4020	The Nurse as a Leader and Manager (3 credits)
NUR 4030	The Business of Health Care (3 credits)
NUR 4120	Advanced Concepts of Adult Nursing (5 credits)
NUR 4180	Nursing Practicum (6 credits)

Bachelor of Science in Nursing—R.N. to B.S.N. Track

This option is designed for the registered nurse holding an associate's degree or diploma from a hospital-based nursing school licensed in the United States who now wants to obtain a B.S.N. Students must hold an active, unencumbered U. S. Registered Nurse License. Students may complete the general education requirements in conjunction with the R.N. to B.S.N. track. Students are awarded 61 credit hours of prior learning credits. Individual requests for advanced placement, transfer of credit, or credit for experiential learning will be reviewed in line with college requirements. Although the track may be completed in as little as four terms, some students elect to spread the coursework out over a longer period of time.

State Disclosure

Arkansas: Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution, course, or degree program. Such certification merely indicates that certain minimum standards have been met under the rules and regulations of institutional certification as defined in Arkansas Code §6-61-301.

Transfer of Course/Degree Credit to Other Institutions: The student should be aware that these degree programs may not transfer. The transfer of course/degree credit is determined by the receiving institution.

Bachelor of Science in Nursing—R.N. to B.S.N. Track Curriculum

General Education Requirements (36 credits)

Students are required to complete 36 credit hours as part of the General Education Program. For specific course requirements, refer to the *General Education Program* section in the Academic Resources and Procedures segment of this catalog. General education courses may be completed at any accredited community college or university.

Bachelor of Science in Nursing—R.N. to B.S.N. Track Major Requirements (85 credits)

Additional Program Requirements (10 credits)

PHS 4904	Advanced Anatomy and Physiology for Health Professions** (4 credits)
NUT 3000	Nutrition for the Health Professional** (3 credits)
BHS 3110	Health Care Ethics (3 credits)

Nursing Courses (36 credits)

NUR 3000	Transition to Baccalaureate Nursing Education for Registered Nurses (3 credits)
NUR 3013	Transition to Professional Nursing (3 credits)
NUR 3020	Theoretical Foundation of Professional Nursing Practice (3 credits)
NUR 3030	Health Assessment (3 credits)
NUR 3031	Pathophysiology (3 credits)
NUR 3051	Introduction to Nursing Research (3 credits)
NUR 4021	Transformational Nursing Leadership (3 credits)
NUR 4031	The Business of Health Care in Complex Systems (3 credits)
NUR 4151	Population Health: Promotion, Prevention, and Disease Management (4 credits)
NUR 4161	Genetics Concepts (2 credits)
NUR 4171	Nursing and Health Care Trends (3 credits)

**Credit with R.N. license

***Please see the Bachelor of Health Science course descriptions. BHS courses must be taken at NSU.

Master of Science in Nursing—R.N. to M.S.N. Track

This R.N. to M.S.N. option is designed for the registered nurse licensed in the United States who would like to obtain a B.S.N. and an M.S.N. Although the track may be completed in as little as nine terms, some students may elect to spread the coursework out over a longer period of time. Students are required to complete the general education requirements prior to beginning the M.S.N. courses. Students will transition to the M.S.N. courses only after meeting the requirements for the M.S.N. program. The M.S.N. program offers three tracks—nursing education, nursing informatics, and health systems leadership. To obtain a clinical MSN in an advanced practice registered nurse (A.P.R.N.) role, the college offers preparation for certification as a family nurse practitioner (FNP), as well as the advanced practice registered nurse (A.P.R.N.), family nurse practitioner program. All programs focus on developing nursing professionals to assume leadership roles in the complex health care environment. These programs are for nurses with a baccalaureate degree in any field that have an R.N. license. The master's degree in nursing prepares the experienced nurse to advance in nursing leadership. There are three unique tracks as well as the APRN program to earning the M.S.N., each of which offers an in-depth education by faculty experts in these fields.

1. M.S.N. nursing education for nurses who have a desire to enhance their ability to transition to an academic or staff development position;
2. M.S.N. health systems leadership for nurses who desire a position of leadership within the unique organizational environment of health care;
3. M.S.N. (clinical) APRN is for nurses who desire a position as a family nurse practitioner within the role of the advanced practice nurse.

Master of Science in Nursing—R.N. to M.S.N. Track Program Goals

1. Integrate advanced knowledge, theory, and evidence-based research into current nursing practice.
2. Assume as leadership roles in healthcare systems, the diverse community, and the profession including areas of specialization.
3. Engage in activities for continued professional growth.
4. Builds on baccalaureate education and prepares graduates for advanced roles within the discipline of nursing.

Master of Science in Nursing—R.N. to M.S.N. Track Learning Outcomes

MSN Program Outcomes

1. Exhibit leadership through collaboration to promote quality and safety for improved patient outcomes.
2. Transform clinical and educational practice through the integration of evidence.
3. Design innovative strategies to improve practice environments.
4. Incorporate knowledge of ethical and legal issues relevant to advanced nursing roles.
5. Advocate for equitable healthcare policies that improve population health.
6. Promote a culture of lifelong learning embracing professional nursing standards and values.

Education Track Outcomes

The student successfully completing the education track will be able to:

1. Utilize evidence in educational design, implementation, and evaluation.
2. Employ instructional strategies that recognize the diverse learner.
3. Implement assessment and evaluation methods in a variety of learning environments.
4. Analyze the teaching, scholarship and service roles of the nurse educator.

Health Systems Leadership Track Outcomes

The student successfully completing this track will be able to:

1. Integrate leadership and systems theories to promote quality and safety within complex health systems.
2. Utilize technology, evidence, and inter-professional collaboration to improve patient outcomes in complex health systems.
3. Apply business principles and practices within a healthcare delivery model.
4. Design change strategies to meet regulatory standards based on analysis of current trends and data.

Nursing Informatics Track Outcomes

1. Examine the role of nursing informatics competencies and the professional standards on nursing informatics practice
2. Develop skills necessary to implement health information technology for knowledge management and quality improvement.
3. Describe key legal, regulatory, and ethical issues related to the utilization of health information technology.
4. Apply leadership concepts to support the utilization of health information technology within the healthcare system.

Family Nurse Practitioner Outcomes

1. Design evidenced based advanced nursing care for the target population.
2. Integrate theory, evidence, clinical judgment and inter-professional perspectives to improve health care outcomes for the target population.
3. Employ information systems technology and inter-professional collaboration to optimize safe and cost-effective health care outcomes.
4. Develop, implement, and evaluate clinical prevention and population health activities within scope of practice.

Master of Science in Nursing—R.N. to M.S.N. Track Curriculum

General Education Requirements (36 credits)

Students are required to complete 36 credit hours as part of the General Education Program. For specific course requirements, refer to the *General Education Program* section in the Academic Resources and Procedures segment of this catalog. General education courses may be completed at any accredited community college or university. Students must complete the General Education Program requirements before matriculating into the Bachelor of Science in Nursing—R.N. to M.S.N. program.

Master of Science in Nursing—R.N. to M.S.N. Major Requirements (85 credits)

Additional Program Requirements (7 credits)

PHS 4904	Advanced Anatomy and Physiology for Health Professions** (4 credits)
NUT 3000	Nutrition for the Health Professional** (3 credits)

Nursing Courses (36 credits)

NUR 3000	Transition to Baccalaureate Nursing Education for Registered Nurses (3 credits)
NUR 3013	Transition to Professional Nursing (3 credits)
NUR 3031	Pathophysiology (3 credits)
NUR 3030	Health Assessment (3 credits)
NUR 4151	Population Health: Promotion, Prevention, and Disease Management (4 credits)

NUR 4161	Genetics Concepts (2 credits)
NUR 4171	Nursing and Health Care Trends (3 credits)
NUR 4175	Transition to Graduate Studies (9 credits)
NSG 5000	Advanced Nurse Roles (3 credits)
NSG 5100	Advanced Theoretical Concepts of Nursing Research (3 credits)

**Credit with R.N. license

R.N. to M.S.N. (non-clinical/traditional or clinical): The student may complete a (non-clinical/traditional) specialization in nursing education, health systems leadership, nursing informatics, or (clinical) specialization in the family nurse practitioner program (refer to Graduate catalog).

Farquhar College of Arts and Sciences

Farquhar College of Arts and Sciences

Dean's Message



Welcome to Nova Southeastern University and the Farquhar College of Arts and Sciences. At NSU, students enroll in a diverse array of majors and minors, working closely with outstanding faculty members and learning resources, to pursue their educational goals. Our mission is to serve all undergraduate students with personalized, attentive, caring, and high-quality academic experiences that support their personal and professional development.

In the Farquhar College of Arts and Sciences, we focus on developing critical thinking, communications, and writing skills and preparing our students in their programs of study with the tools and specialized knowledge necessary for professional success. Our students receive a comprehensive education that helps them directly enter the workforce after graduation or continue their education in graduate or professional school.

We are also focused on preparing students for the challenges of an increasingly diverse and complex global society. We emphasize intellectual community among our students and faculty members and provide the broad liberal arts background and values that will support them for a lifetime of well-rounded, engaged citizenship. Regardless of major, students receive a comprehensive general education program and have the opportunity to explore coursework as well as complementary combinations of specializations, minors, and double majors that will satisfy their academic and professional needs and their burgeoning curiosity about new subjects. We also support our students as they pursue study abroad, independent research, and creative interests that expand their experiences outside of the classroom.

The Farquhar College of Arts and Sciences and Nova Southeastern University provide exceptional opportunities and experiences. It is an exciting place to be. 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.

A handwritten signature in black ink, appearing to read "Don Rosenblum". The signature is fluid and cursive, with a long horizontal flourish extending to the right.

Don Rosenblum, Ph.D.
Dean, Farquhar College of Arts and Sciences

Mission Statement

The Farquhar College of Arts and Sciences at Nova Southeastern University provides outstanding programs of study in humanities, social and behavioral sciences, performing and visual arts, information technology, and biological, environmental, and physical sciences that enhance critical thinking, effective communication, professional development, lifelong learning, and responsible citizenship.

Introduction to the Farquhar College of Arts and Sciences

The Farquhar College of Arts and Sciences provides a comprehensive interdisciplinary education that prepares students for:

- Professional careers
- Further exploration through graduate and professional study
- Responsible citizenship

The college houses 34 undergraduate majors, 47 undergraduate minors, and 2 certificate programs in the Division of Humanities; the Division of Math, Science, and Technology; the Division of Performing and Visual Arts; and the Division of Social and Behavioral Sciences.

This section includes learning outcomes and curricula for majors, minors, and certificates offered by the Farquhar College of Arts and Sciences. All other division information, i.e., admissions, general policies, and program delivery, is included in other applicable catalog sections.

To receive a bachelor's degree from the Farquhar College of Arts and Sciences, students must complete at least 120 credits, including major, minor, general education, and elective coursework. At least 30 upper-level (3000-level and higher) credits, including prior learning, must be part of the minimum required 120 credits. Of these 30 upper-level credits, at least 15 credits must be included in coursework for the major. For complete graduation requirements, see the *Graduation Requirements* section in Academic Resources and Procedures.

Regular communication between students and their academic advisors is strongly recommended to ensure that each student is successfully moving toward graduation. Students are encouraged to closely monitor their progress toward graduation requirements (2.25 or higher GPA within the major and 2.0 or higher cumulative GPA) at 30 earned credits, 60 earned credits, and 90 earned credits. Degree conferral will take place upon completion all course and degree requirements.

The Farquhar College of Arts and Sciences offers Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) degrees.

The Bachelor of Arts (B.A.) provides general knowledge in many disciplines of study and emphasizes intellectual skills such as critical thinking, reading, and writing, as well as the arts and humanities. The primary goal of a B.A. degree is to develop a well-rounded, educated graduate. The general knowledge and intellectual skills that come from a broadly-based B.A. can be applicable to a number of post-baccalaureate educational pursuits and career choices. The requirements for a B.A. degree include at least 24 credits from the following disciplines: ARTS, DANC, FILM, HIST, HUMN, LITR, MUSC, PHIL, and THEA, as well as intermediate competency in a foreign language (generally, a minimum of 6 credits or another demonstration of competency).

The Bachelor of Science (B.S.) degree is more specialized than the B.A. degree, often emphasizing mathematics, natural or social science, and/or computer skills. The primary goal of the B.S. degree is preparation for specific pre-professional disciplines or specific post-baccalaureate educational pursuits and career choices.

Division of Humanities

The Division of Humanities offers the Bachelor of Science degree in Legal Studies and General Studies, and the Bachelor of Arts degree in Communication Studies, English, History, Humanities, International Studies, Philosophy, and Political Science.

Majors in Humanities

Communication Studies Major

The communication studies major takes a broad approach, giving students a varied background in speech communication, media studies, and public relations. Students will learn how to write and listen effectively, as well as acquire skills in presentation, understand the role of communication in various settings, identify theories and models of communication, and be conversant in mass media concepts and practices including publicity and promotion. The communication studies major prepares students for a wide variety of careers in such fields as journalism, television and radio broadcasting, education, public relations, and law.

Communication Studies Major Learning Outcomes

A successful communication studies graduate is expected to:

1. Present effective messages for diverse interpersonal, small group, public, and mass audiences;
2. Articulate relevant professional ethical standards in communication;
3. Identify, analyze, and articulate significant theories and models of communication.

Communication Studies Major Curriculum

At least 18 credits in the major must be at the 3000/4000 level.

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the *General Education Program* section in the Academic Resources and Procedures segment of this catalog.

Communication Studies Major Requirements (42 credits)

Core Courses (27 credits)

COMM 2100	Mass Media (3 credits)
COMM 2300	Intercultural Communication (3 credits)
COMM 2900	Research Methods in Communication (3 credits)
COMM 3110	Communication Theory (3 credits)
COMM 3600	Persuasion (3 credits)
HUMN 3010	Communication Traditions (3 credits)
PHIL 3010	Ethical Issues in Communication (3 credits)
SPCH 1010	Public Speaking (3 credits) <i>OR</i> SPCH 1010H Public Speaking Honors (3 credits)
SPCH 2000	Fundamentals of Human Communication (3 credits)

Tracks (15 credits)

Select one of the following tracks:

Media Studies Track (15 credits)

Select 15 credits from the following courses (9 credits must be at the 3000/4000 level):

COMM 2010	Introduction to Print Journalism (3 credits)
COMM 2200	Introduction to Broadcast Journalism (3 credits)
COMM 2800	Introduction to Field Video Production (3 credits)
COMM 3100	Gendered Images in Popular Culture (3 credits)
COMM 3500	Media Regulation (3 credits)
COMM 3800	Advanced Field Video Production (3 credits)
COMM 4500	Media and Cultural Studies (3 credits)
COMM 4900	Special Topics in Communication (3 credits)
COMM 4950	Internship in Communication (3 credits)

Film Track (15 credits)

COMM 2800	Introduction to Field Video Production (3 credits)
FILM 2000	Introduction to Film (3 credits)

Select 9 credits from the following courses:

COMM 3800	Advanced Field Video Production (3 credits)
FILM 3040	Women and Film (3 credits)
FILM 3050	Literature and Film (3 credits)
FILM 3060	Film Noir (3 credits)
FILM 3100	Black Cinema (3 credits)
FILM 4000	History of Film (3 credits)
FILM 4500	Major Directors (3 credits)
FILM 4900	Special Topics in Film (3 credits)

Public Relations Track (15 credits)

COMM 2040	Public Relations Writing (3 credits)
COMM 3200	Principles of Public Relations (3 credits)
COMM 3500	Media Regulation (3 credits)
COMM 4200	Public Relations Campaigns (3 credits)

Select 3 credits from the following courses:

COMM 4500	Media and Cultural Studies (3 credits)
COMM 4900	Special Topics in Communication (3 credits)
COMM 4950	Internship in Communication (3 credits)

The Bachelor of Arts degree requires at least 24 credits of coursework from the following disciplines: ARTS, DANC, FILM, HIST, HUMN, LITR, MUSC, PHIL, and THEA, as well as an intermediate degree of competency in a foreign language (generally, a minimum of 6 credits or another demonstration of competency).

English Major

The English major is designed to provide students with a background in British, American, and world literatures, literary criticism and theory, popular culture, and rhetoric and composition. Students in this major develop critical thinking, close reading, and analytical and creative writing skills. The English major prepares students for a wide variety of careers in such fields as education, publishing, law, business, and government.

English Major Learning Outcomes

A successful English graduate is expected to:

1. Produce written arguments about literary texts;
2. Identify literary periods, authors, and genres;
3. Analyze literary texts as creative expressions, and historical and cultural artifacts.

English Major Curriculum

At least 18 credits in the major must be at the 3000/4000 level.

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the *General Education Program* section in the Academic Resources and Procedures segment of this catalog.

English Major Requirements (45 credits)

Literature Core Courses (27 credits)

LITR 2010	British Literature I (3 credits)
LITR 2011	British Literature II (3 credits)
LITR 2020	American Literature I (3 credits)
LITR 2021	American Literature II (3 credits)
LITR 2030	World Literature I (3 credits)
LITR 2031	World Literature II (3 credits)
LITR 3060	History and Structure of the English Language (3 credits)
LITR 4050	Literary Criticism and Theory (3 credits)
LITR 4760	Major Authors (3 credits)

Any "Popular Literature and Culture" course (3 credits)

LITR 2110	Detective Fiction (3 credits)
LITR 2120	Science Fiction and Fantasy Literature (3 credits)
LITR 2130	Contemporary Memoir (3 credits)

Any two "Literary Area Studies" courses (6 credits)

LITR 3510	Irish Literature (3 credits)
LITR 3520	African-American Literature (3 credits)
LITR 3530	Caribbean Literature (3 credits)
LITR 3540	Latin American Literature (3 credits)

Any two "Literary Genres" courses (6 credits)

LITR 3620	Studies in Poetry (3 credits)
LITR 3630	Studies in the Novel (3 credits)
LITR 3640	Studies in Drama (3 credits)

Major Elective (3 credits)

Any 3000/4000-level LITR course (3 credits)

OR

Any of the following courses:

FILM 3050	Literature and Film (3 credits)
HUMN 3400	The Beat Generation (3 credits)

HUMN 3610	The Harlem Renaissance (3 credits)
HUMN 3800	Mexican Cult of Death in Myth and Literature (3 credits)
HUMN 4310	The Vampire (3 credits)

The Bachelor of Arts degree requires at least 24 credits of coursework from the following disciplines: ARTS, DANC, FILM, HIST, HUMN, LITR, MUSC, PHIL, and THEA, as well as an intermediate degree of competency in a foreign language (generally, a minimum of 6 credits or another demonstration of competency).

General Studies Major

The general studies major is a multidisciplinary degree program that allows students to maximize their educational experience by customizing their study around their individual areas of interest. The major affords students the opportunity to engage in substantial study in different curricular domains. The major is comprised of two concentrations, at least one of which must be offered by the Farquhar College of Arts and Sciences.

General Studies Major Learning Outcomes

A successful general studies graduate is expected to:

1. Articulate the rationale behind the choice of concentrations comprising the major;
2. Analyze and articulate relevant theories and principles underlying disciplines in the two areas of concentration in the major;
3. Synthesize the theories and principles from disciplines in the two areas of concentration in the major into a unified, coherent project.

General Studies Major Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the *General Education Program* section in the Academic Resources and Procedures segment of this catalog.

General Studies Major Requirements (34 credits)

Core Requirements (4 credits)

UNIV 2901	Workshop in General Studies (1 credit)
UNIV 4901	Capstone in General Studies (3 credits)

Concentration Areas (30 credits)

Select two areas of concentration.

Select one of the following areas of concentration offered by the Farquhar College of Arts and Sciences. At least 15 credits must be at the 3000/4000 level.

Humanities—courses offered by the Division of Humanities

Math, Science, and Technology—courses offered by the Division of Math, Science, and Technology

Performing and Visual Arts—courses offered by the Division of Performing and Visual Arts

Social and Behavioral Sciences—courses offered by the Division of Social and Behavioral Sciences

Select one of the following areas of concentration, or select a second area of concentration from the list above. At least 15 credits must be at the 3000/4000 level.

Health Care Sciences—courses offered by the College of Health Care Sciences

Nursing—courses offered by the College of Nursing

Education—courses offered by the Abraham S. Fischler School of Education

Business—courses offered by the H. Wayne Huizenga School of Business and Entrepreneurship

Human Service, Health, and Justice—courses offered by the Institute for the Study of Human Service, Health, and Justice

History Major

The history major is designed to provide students with a background in American, European, world, and Latin American history, western civilization, constitutional history, and the intersections between history and culture. Graduates of the program will have studied one of the most interesting subjects available in a college curriculum: the human past. The program prepares student to be proficient in research, writing, debate, analysis, and interpretation of a myriad of historical events and patterns that cross boundaries of time and geography.

History Major Learning Outcomes

A successful history graduate is expected to:

1. Evaluate historical arguments;
2. Analyze complex historical texts and materials;
3. Identify the major periods and events of American history and either western or world history;
4. Identify and explain the cultural forces and influences associated with historical events.

History Major Curriculum

At least 18 credits in the major must be at the 3000/4000 level.

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the *General Education Program* section in the Academic Resources and Procedures segment of this catalog.

History Major Requirements (39 credits)

Core Courses (6 credits)

HIST 2900	Historical Methods (3 credits)
HIST 4999	Senior Seminar in History (3 credits)

Historical Surveys (12 credits)

Select 12 credits from the following courses:

HIST 1030	American History to 1865 (3 credits)
HIST 1040	American History Since 1865 (3 credits)

Select one of the following two-course sequences:

HIST 1090	Early Western History (3 credits) <i>AND</i> HIST 1110 Modern Western History (3 credits)
HIST 1150	Early World History (3 credits) <i>AND</i> HIST 1160 Modern World History (3 credits)

Intermediate Study (3 credits)

Select 3 credits from the following courses:

HIST 2130	Formation of Latin America (3 credits)
HIST 2140	Modern Latin America (3 credits)
HIST 2300	Caribbean History (3 credits)
HIST 2400	African History (3 credits)

Advanced Study (18 credits)

Select 18 credits from the following courses:

HIST 3010	Constitutional History I (3 credits)
HIST 3020	Constitutional History II (3 credits)
HIST 3130	Vietnam (3 credits)
HIST 3140	The Holocaust (3 credits)
HIST 3230	The Great Depression (3 credits)
HIST 3240	Irish History (3 credits)
HIST 3300	Contemporary U.S. History (3 credits)
HIST 3400	U.S. Foreign Relations (3 credits)
HIST 3430	Renaissance and Reformation Europe (3 credits)
HIST 3440	Enlightenment and Revolution in Europe (3 credits)
HIST 3450	History of American Immigration (3 credits)
HIST 3510	The Civil War and Reconstruction (3 credits)
HIST 4700	Genocide in the 20th Century and Beyond (3 credits)
HIST 4900	Special Topics in History (3 credits)
HIST 4950	Internship in History (3 credits)
HIST 4990	Independent Study in History (3 credits)

The Bachelor of Arts degree requires at least 24 credits of coursework from the following disciplines: ARTS, DANC, FILM, HIST, HUMN, LITR, MUSC, PHIL, and THEA, as well as an intermediate degree of competency in a foreign language (generally, a minimum of 6 credits or another demonstration of competency).

Humanities Major

The humanities major is a student-designed individualized program of study for students wishing to gain a broad background in the various disciplines included in the liberal arts, such as the arts, history, literature, philosophy, theatre, and interdisciplinary studies. The courses in this major aid students in developing analytical and communication skills, aesthetic responsiveness, and intellectual integrity.

Humanities Major Learning Outcomes

A successful humanities graduate is expected to:

1. Critically analyze theories and arguments;
2. Synthesize materials from selected humanities disciplines;
3. Evaluate the role of the humanities in expressing human experience.

Humanities Major Curriculum

In order to complete the humanities major, the student must submit to the director of the Division of Humanities, in consultation with a full-time faculty member in the Division of Humanities, a written prospectus outlining his or her program of study. The student, the consulting faculty member, and the director must sign the prospectus no later than the end of the first semester in which the student declares the major.

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the *General Education Program* section in the Academic Resources and Procedures segment of this catalog.

Humanities Major Requirements (39 credits)

Core Courses (12 credits)

Any HUMN course (9 credits)

HUMN 4800 Humanities Capstone (3 credits)

Specializations (27 credits)

Select three of the following discipline categories:

Film (9 credits)

Any 3000/4000-level FILM courses

History (9 credits)

Any 3000/4000-level HIST courses

Literature (9 credits)

Any 3000/4000-level LITR courses

Philosophy (9 credits)

Any 3000/4000-level PHIL courses

Performing and Visual Arts (9 credits)

Select 9 credits from the following courses:

ARTS 3020	Women in the Arts (3 credits)
ARTS 3300	Myth and Art (3 credits)
ARTS 3800	Art History I (3 credits)
ARTS 3850	Art History II (3 credits)
ARTS 4900	Special Topics in the Arts (3 credits)
DANC 3200	Dance History (3 credits)
MUSC 3200	Musicology I (3 credits)
MUSC 3250	Musicology II (3 credits)
THEA 3200	Theatre History I (3 credits)
THEA 3250	Theatre History II (3 credits)

The Bachelor of Arts degree requires at least 24 credits of coursework from the following disciplines: ARTS, DANC, FILM, HIST, HUMN, LITR, MUSC, PHIL, and THEA, as well as an intermediate degree of competency in a foreign language (generally, a minimum of 6 credits or another demonstration of competency).

International Studies Major

The international studies major is designed for students who wish to pursue an interdisciplinary approach to the global environment and who wish to gain a deeper understanding of a particular region outside of the United States. Courses highlighting the art, culture, history, law, literature, and government of various regions will be offered. Students in this major develop critical thinking, close reading, and analytical writing skills. The international studies major prepares students for a wide variety of careers in such fields as politics, law, business, journalism, education, public relations, research, and government.

International Studies Major Learning Outcomes

The successful international studies graduate is expected to:

1. Analyze material relating to world art, culture, history, law, literature and/or government;
2. Synthesize subject matter from international history, culture, and politics;
3. Demonstrate competency in a foreign language.

International Studies Major Curriculum

In order to complete the international studies major, the student must submit to the director of the Division of Humanities, in consultation with a full-time faculty member in the Division of Humanities, a written prospectus outlining his or her program of study. The student, the consulting faculty member, and the director must sign the prospectus no later than the end of the first semester in which the student declares the major.

At least 18 credits must be at the 3000/4000 level.

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the *General Education Program* section in the Academic Resources and Procedures segment of this catalog.

International Studies Major Requirements (39–51 credits, depending on foreign language)

Core Courses (12 credits)

HUMN 1200	Introduction to World Religions (3 credits)
INST 1500	Global Issues (3 credits)

Select 3 credits from the following courses:

HIST 1150	Early World History (3 credits)
HIST 1160	Modern World History (3 credits)

Select 3 credits from the following courses:

LITR 2030	World Literature I (3 credits)
LITR 2031	World Literature II (3 credits)

Subject Areas (18 credits)

Art, Literature, and Culture Subject Area (9 credits)

Select 9 credits from the following courses:

ARTS 3300	Myth and Art (3 credits)
HUMN 2300	Introduction to World Mythology (3 credits)
HUMN 2350	Introduction to Folklore (3 credits)
HUMN 2400	Introduction to Celtic Studies (3 credits)
HUMN 3800	Mexican Cult of Death in Myth and Literature (3 credits)
HUMN 4200	Asian Thought (3 credits)
LITR 3510	Irish Literature (3 credits)
LITR 3530	Caribbean Literature (3 credits)
LITR 3540	Latin American Literature (3 credits)
LITR 4510	King Arthur (3 credits)
SPAN 3240	Introduction to Spanish Literature (3 credits)
SPAN 3250	Introduction to Latin American Literature (3 credits)
SPAN 4900	Special Topics in Spanish (3 credits)

History, Law, and Government Subject Area (9 credits)

Select 9 credits from the following courses:

HIST 2130	Formation of Latin America (3 credits)
HIST 2140	Modern Latin America (3 credits)
HIST 2300	Caribbean History (3 credits)
HIST 2400	African History (3 credits)
HIST 3140	The Holocaust (3 credits)
HIST 3240	Irish History (3 credits)
HIST 3400	U.S. Foreign Relations (3 credits)
LGST 3400	Comparative Legal Systems (3 credits)
LGST 4410	International Law (3 credits)
PHIL 3670	Social and Political Philosophy (3 credits)
POLS 2010	Comparative Government (3 credits)

Foreign Language Requirement (12 credits)

Students must complete a requirement involving a language relevant to their area of concentration and interest. The minimum acceptable proficiency level must be equivalent to two years of college or university basic language instruction. This requirement can be met in a number of ways, not exclusive of the following:

1. Complete the equivalent of at least 12 foreign language credits at NSU;
2. Complete the equivalent of at least two years of college-level foreign language courses at a regionally accredited college or university prior to transfer to NSU;
3. Achieve a successful score on a pre-approved language proficiency exam.

International Travel Study Requirement (6 credits)

Students must complete a pre-approved international travel study experience equivalent to at least 6 credits (whether through an NSU-sponsored program or otherwise). This requirement can be met by using more than one study abroad experience.

Capstone Experience Requirement (3 credits)

INST 4800	Crossroads of the Transatlantic World (3 credits)
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The Bachelor of Arts degree requires at least 24 credits of coursework from the following disciplines: ARTS, DANC, FILM, HIST, HUMN, LITR, MUSC, PHIL, and THEA, as well as an intermediate degree of competency in a foreign language (generally, a minimum of 6 credits or another demonstration of competency).

Legal Studies Major

The legal studies major is designed for students interested in preparing for law school or other graduate study and for those who want to pursue a humanities major with a legal perspective. The courses in the major assist students in developing analytical and communication skills and an understanding of economic, political, and social contexts within which legal issues arise.

Legal Studies Major Learning Outcomes

A successful legal studies graduate is expected to:

1. Evaluate the elements of oral and written argument relevant to legal issues;
2. Explain the historical development of legal systems;
3. Analyze the economic, political and social contexts of legal decisions and legal systems;
4. Explain the philosophical issues that arise in law.

Legal Studies Major Curriculum

At least 18 credits in the major must be at the 3000/4000 level.

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the *General Education Program* section in the Academic Resources and Procedures segment of this catalog.

Legal Studies Major Requirements (42 credits)

Core Courses (18 credits)

LGST 2500	Introduction to Legal Studies (3 credits)
POLS 1010	American Government and Politics (3 credits)
SPCH 2020	Argument and Debate (3 credits)

Philosophy: Logic

Select 3 credits from the following courses:

PHIL 1400	Introduction to Logic (3 credits)
PHIL 2400	Symbolic Logic (3 credits)

Philosophy: Value Inquiry

Select 3 credits from the following courses:

PHIL 3010	Ethical Issues in Communication (3 credits)
PHIL 3180	Biomedical Ethics (3 credits) <u>OR</u> PHIL 3180H Biomedical Ethics Honors (3 credits)
PHIL 3200	Ethics and Sport (3 credits)
PHIL 3360	Environmental Ethics (3 credits)
PHIL 3660	Philosophy of Law (3 credits)
PHIL 3670	Social and Political Philosophy (3 credits)

Philosophy: Systematic Area of Philosophy

Select 3 credits from the following courses:

PHIL 3220	Philosophy of Science (3 credits)
PHIL 3510	Ancient Philosophy (3 credits)
PHIL 3520	Modern Philosophy (3 credits)
PHIL 4100	Metaphysics (3 credits)
PHIL 4200	Epistemology (3 credits)

Tracks (12 credits)

Select one of the following tracks:

International Law Track (12 credits)

Select 3 credits from the following courses:

HIST 1090	Early Western History (3 credits)
HIST 1110	Modern Western History (3 credits)
HIST 1150	Early World History (3 credits)
HIST 1160	Modern World History (3 credits)

AND

LGST 3400	Comparative Legal Systems (3 credits)
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LGST 4410 International Law (3 credits)
POLS 2010 Comparative Government (3 credits)

Pre-Law Track (12 credits)

Select 3 credits from the following courses:

HIST 1030 American History to 1865 (3 credits)
HIST 1040 American History Since 1865 (3 credits)

AND

HIST 3010 Constitutional History I (3 credits)
HIST 3020 Constitutional History II (3 credits)
LGST 4000 Legal Research and Trial Advocacy (3 credits)

Advanced Major Electives (6 credits)

Select 6 credits from the following courses that are not completed in the selected track:

LGST 3350 Environmental Law and Policy (3 credits)
LGST 3400 Comparative Law (3 credits)
LGST 4000 Legal Research and Trial Advocacy (3 credits)
LGST 4100 The First Amendment (3 credits)
LGST 4200 Crime and the Constitution (3 credits)
LGST 4270 Judicial Politics and Process (3 credits)
LGST 4310 Individual Rights and the Law (3 credits)
LGST 4410 International Law (3 credits)
LGST 4420 War Crimes (3 credits)
LGST 4900 Special Topics in Legal Studies (3 credits)
LGST 4950 Internship in Legal Studies (3 credits)

Literature Elective (3 credits)

Any LITR course

Humanities Elective (3 credits)

Any 3000/4000-level HIST, LITR, POLS, or PHIL course

Philosophy Major

The philosophy major is designed to provide students with a background in the history and problems of philosophy. Students in this major develop critical thinking, close reading, and analytical writing skills. A philosophy major prepares students for graduate study in philosophy and a wide variety of careers in such fields as education, law, business, and government.

Philosophy Major Learning Outcomes

A philosophy graduate is expected to:

1. Distinguish philosophical from non-philosophical forms of inquiry;
2. Explain important debates in the history of philosophy;
3. Critically evaluate arguments for philosophical positions.

Philosophy Major Curriculum

At least 18 credits in the major must be at the 3000/4000 level.

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the *General Education Program* section in the Academic Resources and Procedures segment of this catalog.

Philosophy Major Requirements (36 credits)

Core Courses (18 credits)

PHIL 1010	Introduction to Philosophy (3 credits)
PHIL 1400	Introduction to Logic (3 credits) <u>OR</u> PHIL 2400 Symbolic Logic (3 credits)
PHIL 3510	Ancient Philosophy (3 credits)
PHIL 3520	Modern Philosophy (3 credits)
PHIL 4100	Metaphysics (3 credits) <u>OR</u> PHIL 4200 Epistemology (3 credits)
PHIL 4900	Special Topics in Philosophy (3 credits)

Major Electives (18 credits)

Select 18 credits from the following courses that are not used as required courses:

PHIL 1400	Introduction to Logic (3 credits)
PHIL 2000	Moral Issues (3 credits)
PHIL 2400	Symbolic Logic (3 credits)
PHIL 3010	Ethical Issues in Communication (3 credits)
PHIL 3180	Biomedical Ethics (3 credits) <u>OR</u> PHIL 3180H Biomedical Ethics Honors (3 credits)
PHIL 3200	Ethics and Sport (3 credits)
PHIL 3220	Philosophy of Science (3 credits)
PHIL 3360	Environmental Ethics (3 credits)
PHIL 3660	Philosophy of Law (3 credits)
PHIL 3670	Social and Political Philosophy (3 credits)
PHIL 4100	Metaphysics (3 credits)
PHIL 4200	Epistemology (3 credits)

No more than two of the following courses may be applied to the major:

PHIL 2000	Moral Issues (3 credits)
PHIL 3010	Ethical Issues in Communication (3 credits)
PHIL 3180	Biomedical Ethics (3 credits) <u>OR</u> PHIL 3180H Biomedical Ethics Honors (3 credits)
PHIL 3200	Ethics and Sport (3 credits)
PHIL 3360	Environmental Ethics (3 credits)

The Bachelor of Arts degree requires at least 24 credits of coursework from the following disciplines: ARTS, DANC, FILM, HIST, HUMN, LITR, MUSC, PHIL, and THEA, as well as an intermediate degree of competency in a foreign language (generally, a minimum of 6 credits or another demonstration of competency).

Political Science Major

The political science major is designed to provide students with an understanding of political concepts and the organization and functioning of political systems. The curriculum focuses on the nature of both the American political system (the context within which it operates, the forces that seek to influence it, and the consequences for our nation) and international political systems (global perspectives on political issues, the dynamics of international relations, and the functioning of global institutions and international alliances). Students in the major will develop critical thinking, close reading, and analytical research and writing skills.

Political Science Major Learning Outcomes

A political science graduate is expected to:

1. Explain the processes of the American political system, including the functions of and interactions among the different branches of the federal government;
2. Explain the processes of political systems outside the U.S., including variation in the structure and role of governments of different nations and the role of international relations;
3. Apply political philosophy and theory to issues of U.S. and international politics;
4. Utilize appropriate political science research methods in preparing written arguments about political issues.

Political Science Major Curriculum

At least 18 credits in the major must be at the 3000/4000 level.

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the *General Education Program* section in the Academic Resources and Procedures segment of this catalog.

Political Science Major Requirements (39 credits)

Core Courses (21 credits)

POLS 1010	American Government and Politics (3 credits)
POLS 1200	Introduction to Political Science (3 credits)
POLS 2010	Comparative Government (3 credits)
POLS 2100	State and Local Government (3 credits)
POLS 2300	International Relations (3 credits)
POLS 2915	Research Methods in Political Science (3 credits)
POLS 3100	Political Theory (3 credits) <i>OR</i> PHIL 3670 Social and Political Philosophy (3 credits)

American Government and Politics Electives (6 credits)

Select 6 credits from the following courses:

LGST 4270	Judicial Politics and Process (3 credits)
POLS 3200	The Congress (3 credits)
POLS 3400	The Presidency (3 credits)
POLS 3600	Voting and Elections (3 credits)

International Government and Politics Major Electives (6 credits)

Select 6 credits from the following courses:

LGST 3400	Comparative Legal Systems (3 credits)
LGST 4420	War Crimes (3 credits)
POLS 3500	Global Politics (3 credits)
POLS 4100	European Union (3 credits)

Major Electives (6 credits)

Select 6 credits from the following courses:

HIST 3010	Constitutional History I (3 credits)
HIST 3020	Constitutional History II (3 credits)
HIST 3400	U.S. Foreign Relations (3 credits)
LGST 4100	The First Amendment (3 credits)

LGST 4310	Individual Rights and the Law (3 credits)
POLS 4200	Latin American Politics (3 credits)
POLS 4300	Middle Eastern Politics (3 credits)
POLS 4900	Special Topics in Politics and Public Affairs (3 credits)

The Bachelor of Arts degree requires at least 24 credits of coursework from the following disciplines: ARTS, DANC, FILM, HIST, HUMN, LITR, MUSC, PHIL, and THEA, as well as an intermediate degree of competency in a foreign language (generally, a minimum of 6 credits or another demonstration of competency).

Minors in Humanities

African Diaspora Studies Minor

The African Diaspora studies minor is an interdisciplinary program of study focusing on the history, literature, societies, and cultures of peoples in the African Diaspora, including Diaspora cultures in the United States of America, the Caribbean, Europe, and Africa. This minor can be combined with any major and minor. A minimum of 9 credits must be exclusive to the minor and cannot be counted toward any other majors/minors/certificate programs.

African Diaspora Studies Minor Requirements (15–16 credits)

Core Course (3 credits)

HIST 2400 African History (3 credits)

Select 12 credits from the following courses, 9 credits of which must be at the 3000/4000 level:

DANC 3550	World Dance (3 credits)
FILM 3100	Black Cinema (3 credits)
HIST 2300	Caribbean History (3 credits)
HUMN 3610	The Harlem Renaissance (3 credits)
LITR 3520	African-American Literature (3 credits)
LITR 3530	Caribbean Literature (3 credits)

English Minor

The English minor provides a broad overview of American, British, and world literatures and reinforces effective writing and analytical skills. Combined with any major program of study, the English minor offers students an opportunity to improve their critical thinking and writing, a plus for any profession, and also widens students' perspectives about literary texts of the world from antiquity to the present. This minor can be combined with any major and minor except the English major. A minimum of 9 credits must be exclusive to the minor and cannot be counted toward any other majors/minors/certificate programs.

English Minor Requirements (15 credits)

Students must complete 15 credits in any literature (LITR) courses, 9 credits of which must be at the 3000/4000 level.

Film Studies Minor

The film studies minor provides a broad overview of the study of film, focusing on genre, history, and aesthetics. Students learn how to analyze the elements of film, to recognize historical trends in film, and to comprehend the social contexts of film. This minor can be combined with any major and minor. A minimum of 9 credits must be exclusive to the minor and cannot be counted toward any other majors/minors/certificate programs.

Film Studies Minor Requirements (15 credits)

Students must complete 15 credits in any film (FILM) courses, 9 credits of which must be at the 3000/4000 level.

Folklore and Mythology Minor

The folklore and mythology minor provides students with an overview of the ways that various artistic features of a culture tell the story of where it has been and where it is going. The folklore and mythology minor deepens students' understanding of how a culture's storytelling contributes to its evolution. This minor can be combined with any major and minor. A minimum of 9 credits must be exclusive to the minor and cannot be counted toward any other majors/minors/certificate programs.

Folklore and Mythology Minor Requirements (15 credits)

Students must complete 15 credits from the following courses, 9 credits of which must be at the 3000/4000 level:

Select 3 credits from the following courses:

HUMN 2300	Introduction to World Mythology (3 credits)
HUMN 2350	Introduction to Folklore (3 credits)

Select 12 credits from the following courses:

ARTS 3300	Myth and Art (3 credits)
COMM 3100	Gendered Images Pop Culture (3 credits)
HUMN 1200	Introduction to World Religions (3 credits)
HUMN 2300	Introduction to World Mythology (3 credits)
HUMN 2350	Introduction to Folklore (3 credits)
HUMN 2400	Introduction to Celtic Studies (3 credits)
HUMN 3300	Native American Myth and Storytelling (3 credits)
HUMN 3800	Mexican Cult of Death in Myth and Literature (3 credits)
HUMN 4100	Death and Dying (3 credits)
HUMN 4200	Asian Thought (3 credits)
HUMN 4310	The Vampire (3 credits)
LITR 4510	King Arthur (3 credits)

Gender Studies Minor

The gender studies minor examines the relationship between biological differences and social inequality, explores the construction of sexual identity, and analyzes the variations in gender systems that have occurred across cultures over time. Students explore the methods and concepts of gender studies in a variety of academic disciplines including film studies, law, literature, philosophy, psychology, and sociology. This minor can be combined with any major and minor. A minimum of 9 credits must be exclusive to the minor and cannot be counted toward any other majors/minors/certificate programs.

Gender Studies Minor Requirements (15 credits)

At least 9 credits in the minor must be at the 3000/4000 level.

Core Course (3 credits)

GEST 2050 Introduction to Gender Studies (3 credits)

Minor Electives (12 credits)

Select 6 credits from the following courses:

ARTS 3020 Women in the Arts (3 credits)
COMM 3100 Gendered Images in Popular Culture (3 credits)
FILM 3040 Women and Film (3 credits)
GEST 4900 Special Topics in Gender Studies (3 credits)
LITR 3040 Women and Literature (3 credits)
LITR 4060 Critical Theories and Gender (3 credits)

Select 6 credits from the following courses:

PSYC 2110 Human Sexuality (3 credits)
PSYC 3360 Psychology of Gender (3 credits)
PSYC 3750 Gender and Counseling (3 credits)
SOCL 3110 Gender, Sexuality and the Family (3 credits)
SOCL 3300 Gender at Work (3 credits)
SOCL 4010 Lesbian, Gay, Bisexual, and Transgender Cultures (3 credits)

History Minor

The history minor provides a broad overview of U.S., European, Latin American, and world history and reinforces effective writing and analytical skills. Combined with any major program of study, the history minor offers students an opportunity to improve their critical thinking and writing, a plus for any profession, and also widens students' perspectives about historical events of the world from antiquity to the present. This minor can be combined with any major and minor except the history major. A minimum of 9 credits must be exclusive to the minor and cannot be counted toward any other majors/minors/certificate programs.

History Minor Requirements (15 credits)

Students must complete 15 credits in any history (HIST) courses, 9 credits of which must be at the 3000/4000 level.

Humanities Minor

The humanities minor provides intellectual challenge and personal development for students who are intrigued by artistic, social, and ethical questions and who wish to study the relationships among liberal arts disciplines. Combined with a major in a specialized field, the humanities minor prepares individuals to meet the challenges of the contemporary world. This minor can be combined with any major and minor except the humanities major. A minimum of 9 credits must be exclusive to the minor and cannot be counted toward any other majors/minors/certificate programs.

Humanities Minor Requirements (15 credits)

Students must complete 15 credits in any humanities (HUMN) courses, 9 credits of which must be at the 3000/4000 level.

International Law Minor

The international law minor is designed for those students who seek a broad understanding of the relationships between the legal systems of different nations as well as regulations, agreements, and treaties maintained between specific nations or by international organizations. This minor can be combined with any major and minor except the legal studies major. A minimum of 9 credits must be exclusive to the minor and cannot be counted toward any other majors/minors/certificate programs.

International Law Minor Requirements (15 credits)

INST 1500	Global Issues (3 credits)
LGST 3400	Comparative Legal Systems (3 credits)
LGST 4410	International Law (3 credits)
POLS 2010	Comparative Government (3 credits)
Any 3000/4000-level LGST course (3 credits)	

International Studies Minor

The international studies minor provides a broad international perspective for students who plan careers in business, government, medical and psychological services, the legal profession, or education. The courses in this minor allow students to expand their concept of social and ecological responsibility in the global arena. This minor can be combined with any major and minor except the international studies major. A minimum of 12 credits must be exclusive to the minor and cannot be counted toward any other majors/minors/certificate programs.

International Studies Minor Requirements (18 credits)

Students must complete 18 credits from the following areas. Nine (9) credits must be at the 3000/4000 level, and a minimum of 6 credits must be in non-Western courses.

Core Courses (3 credits)

Select 3 credits from the following courses:

HUMN 1200	Introduction to World Religions (3 credits)
INST 1500	Global Issues (3 credits)

Subject Areas (15 credits)

Select 9 credits from either the Arts, Literature, and Culture subject area or from the History, Law, and Government subject area, and select 6 credits from the other subject area:

Arts, Literature, and Culture Subject Area

ARTS 3300	Myth and Art (3 credits)
HUMN 2300	Introduction to World Mythology (3 credits)
HUMN 2350	Introduction to Folklore (3 credits)
HUMN 2400	Introduction to Celtic Studies (3 credits)
HUMN 3800	Mexican Cult of Death in Myth and Literature (3 credits)
HUMN 4200	Asian Thought* (3 credits)
LITR 2030	World Literature I (3 credits)
LITR 2031	World Literature II (3 credits)
LITR 3510	Irish Literature (3 credits)
LITR 3530	Caribbean Literature (3 credits)
LITR 3540	Latin American Literature* (3 credits)
LITR 4510	King Arthur (3 credits)
SPAN 3240	Introduction to Spanish Literature (3 credits)
SPAN 3250	Introduction to Latin American Literature* (3 credits)
SPAN 4900	Special Topics in Spanish Literature (3 credits)

History, Law, and Government Subject Area

HIST 1150	Early World History* (3 credits)
HIST 1160	Modern World History* (3 credits)
HIST 2130	Formation of Latin America* (3 credits)
HIST 2140	Modern Latin America* (3 credits)
HIST 2300	Caribbean History* (3 credits)
HIST 2400	African History* (3 credits)
HIST 3140	The Holocaust (3 credits)
HIST 3240	Irish History (3 credits)
HIST 3400	U.S. Foreign Relations (3 credits)
LGST 3400	Comparative Legal Systems (3 credits)
LGST 4410	International Law (3 credits)
PHIL 3670	Social and Political Philosophy (3 credits)
POLS 2010	Comparative Government (3 credits)

* Non-Western courses

Irish Studies Minor

The Irish studies minor is an interdisciplinary program of study focusing on the history, literature, societies, and cultures of Ireland, including the Republic of Ireland, Northern Ireland, and the Irish Diaspora. This minor can be combined with any major and minor. A minimum of 9 credits must be exclusive to the minor and cannot be counted toward any other majors/minors/certificate programs.

Irish Studies Minor Requirements (15 credits)

Select 9 credits from the following courses:

HIST 3240	Irish History (3 credits)
HIST 4900	Special Topics in History, when taught as an Irish history topic (3 credits)
HUMN 2400	Introduction to Celtic Studies (3 credits)
LITR 3510	Irish Literature (3 credits)

Travel Study Requirement (3–6 credits)

In addition, students must take one or two travel study courses in Ireland or Northern Ireland, preferably after completing at least one of the above core NSU courses. These travel study courses may include any of the following subjects and would be offered as Special Topics courses:

- Irish Art and Architecture
- Irish Film
- Irish Language (Gaelic)
- Irish Literature and Politics
- Transatlantic Currents: Ireland and America in the Modern Era

Qualifying travel study credit may also be earned through participation in pre-approved programs offered through partner institutions.

Latin American and Caribbean Studies Minor

The Latin American and Caribbean minor provides a broad interdisciplinary base for students planning careers involving Latin American and Caribbean peoples. Students can complete the minor as a means of enhancing their ability to work and live in an increasingly interdependent, multicultural hemisphere. A minimum of 9 credits must be exclusive to the minor and cannot be counted toward any other majors/minors/certificate programs.

Latin American and Caribbean Studies Minor Requirements (15 credits)

Core Courses (6 credits)

HIST 2130	Formation of Latin America (3 credits) <u>OR</u> HIST 2140 Modern Latin America (3 credits)
HIST 2300	Caribbean History (3 credits)

Minor Electives (9 credits)

Select 9 credits from the following courses:

HUMN 3800	Mexican Cult of Death in Myth and Literature (3 credits)
HUMN 4400	Issues in Latin American Development and Sustainability (3 credits)
LITR 3530	Caribbean Literature (3 credits)
LITR 3540	Latin American Literature (3 credits)
POLS 4200	Latin American Politics (3 credits)
SPAN 3250	Introduction to Latin American Literature (3 credits)

Legal Studies Minor

The legal studies minor is designed to prepare students in any major for law school. The minor emphasizes skills required for admission into law school and success once there. This minor can be combined with any major and minor except the legal studies major. A minimum of 9 credits must be exclusive to the minor and cannot be counted toward any other majors/minors/certificate programs.

Legal Studies Minor Requirements (15 credits)

HIST 3010	Constitutional History I (3 credits)
HIST 3020	Constitutional History II (3 credits)
LGST 4000	Legal Research and Trial Advocacy (3 credits)
PHIL 1400	Introduction to Logic (3 credits) <u>OR</u> PHIL 2400 Symbolic Logic (3 credits)
POLS 1010	American Government and Politics (3 credits)

Media Studies Minor

The media studies minor is designed to give students a critical overview of media in society, emphasizing theoretical perspectives on film, radio, television, print and broadcast journalism, and advertising. This minor can be combined with any major and minor except the communication studies major. A minimum of 9 credits must be exclusive to the minor and cannot be counted toward any other majors/minors/certificate programs.

Media Studies Minor Requirements (15 credits)

Students must complete 15 credits from the following courses, 9 credits of which must be at the 3000/4000 level:

COMM 2010	Introduction to Print Journalism (3 credits)
COMM 2200	Introduction to Broadcast Journalism (3 credits)
COMM 2100	Mass Media (3 credits)
COMM 3100	Gendered Images in Popular Culture (3 credits)
COMM 3110	Communication Theory (3 credits)
COMM 3500	Media Regulation (3 credits)
COMM 3600	Persuasion (3 credits)
COMM 4500	Media and Cultural Studies (3 credits)
COMM 4900	Special Topics in Communication (3 credits)

Maximum of 6 credit hours from:

FILM 3040	Women and Film (3 credits)
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FILM 3050	Literature and Film (3 credits)
FILM 3060	Film Noir (3 credits)
FILM 3100	Black Cinema (3 credits)
FILM 4000	History of Film (3 credits)
FILM 4500	Major Directors (3 credits)
FILM 4900	Special Topics in Film (3 credits)
PHIL 3010	Ethical Issues in Communication (3 credits)
SPCH 1010	Public Speaking (3 credits) <u>OR</u> SPCH 1010H Public Speaking Honors (3 credits)
THEA 2025	Performance for Film and Television (3 credits)
THEA 2200	Voice and Articulation for Media and Stage (3 credits)

Medical Humanities Minor

The medical humanities minor is designed to give students an overview of the ways that the medical arts and sciences intersect and interact with various disciplines in the humanities, in such ways as art and medicine, bioethics, the history of medicine, literature and medicine, music and medicine, medicine in the performing arts, medicine and philosophy, and medicine and law. This minor can be combined with any major and minor. A minimum of 9 credits must be exclusive to the minor and cannot be counted toward any other majors/minors/certificate programs.

Medical Humanities Minor Requirements (15 credits)

Students must complete 15 credits from the following courses, 9 credits of which must be at the 3000/4000 level:

HUMN 2200	Introduction to Medical Humanities (3 credits)
HUMN 4100	Death and Dying (3 credits)
LITR 3500	Literature and Medicine (3 credits)
PHIL 3180	Biomedical Ethics (3 credits) <u>OR</u> PHIL 3180H Biomedical Ethics Honors (3 credits)
PHIL 3220	Philosophy of Science (3 credits)
PSYC 2470	Loss, Grief, and Bereavement (3 credits)

Philosophy Minor

The philosophy minor provides students with a broad overview of philosophical issues and problems, as well as reinforcing effective writing and analytical skills. This minor can be combined with any major and minor except the philosophy major. A minimum of 9 credits must be exclusive to the minor and cannot be counted toward any other majors/minors/certificate programs.

Philosophy Minor Requirements (15 credits)

Students must complete 15 credits in any philosophy (PHIL) courses, at least 9 credits of which must be at the 3000/4000 level and no more than one of the following:

PHIL 2000/3010/3180/3200/3360

Public Relations Minor

The public relations minor offers students an opportunity to develop a sub-specialization in the area of public relations. Students pursuing this minor area of study will focus on communication theory and strategy as they pertain to the promotion and maintenance of organizational image management. This minor can be combined with any major and minor except the communication studies major. A minimum of 9 credits must be exclusive to the minor and cannot be counted toward any other majors/minors/certificate programs.

Public Relations Minor Requirements (15 credits)

Students must complete 15 credits from the following courses, at least 9 credits of which must be at the 3000/4000 level:

Core Courses (9 credits)

COMM 2040	Public Relations Writing (3 credits)
COMM 3110	Communication Theory (3 credits)
COMM 3200	Principles of Public Relations (3 credits)

Select 6 credits from the following courses:

COMM 2010	Introduction to Print Journalism (3 credits)
COMM 2200	Introduction to Broadcast Journalism (3 credits)
COMM 3500	Media Regulation (3 credits)
COMM 3600	Persuasion (3 credits)
COMM 4200	Public Relations Campaigns (3 credits)
PHIL 3010	Ethical Issues in Communication (3 credits)
SPCH 1010	Public Speaking (3 credits) <i>OR</i> SPCH 1010H Public Speaking Honors (3 credits)
SPCH 3120	Speech Communication for the Professions (3 credits)
THEA 2200	Voice and Articulation for Media and Stage (3 credits)

Spanish Minor

The Spanish minor provides students with focused study in Spanish language and literature, as well as focused study of culture in Spanish-speaking countries around the world. This minor can be combined with any major and minor. A minimum of 9 credits must be exclusive to the minor and cannot be counted toward any other majors/minors/certificate programs.

Spanish Minor Requirements (15 credits)

Students must complete 15 credits in any Spanish (SPAN) courses, 9 credits of which must be at the 3000/4000 level.

Speech Communication Minor

The speech communication minor provides students with a focused study of spoken discourse, emphasizing both the theory and practice of speech communication. This minor can be combined with any major and minor except the communication studies major. A minimum of 9 credits must be exclusive to the minor and cannot be counted toward any other majors/minors/certificate programs.

Speech Communication Minor Requirements (15 credits)

Students must complete 15 credits from the following courses, 9 credits of which must be at the 3000/4000 level:

COMM 2300	Intercultural Communication (3 credits)
COMM 3110	Communication Theory (3 credits)
COMM 3600	Persuasion (3 credits)
HUMN 3010	Communication Traditions (3 credits)
PHIL 3010	Ethical Issues in Communication (3 credits)
SPCH 1010	Public Speaking (3 credits) <i>OR</i> SPCH 1010H Public Speaking Honors (3 credits)
SPCH 2000	Fundamentals of Human Communication (3 credits)
SPCH 2020	Argument and Debate (3 credits)
SPCH 3120	Speech Communication for the Professions (3 credits)
THEA 2025	Performance for Film and Television (3 credits)
THEA 2200	Voice and Articulation for Media and Stage (3 credits)

The writing minor provides a broad overview of various types of writing and reinforces techniques of analysis and expression. Students learn how to write in various genres by reading models of published authors and participating in writing course workshops. This minor focuses on analytical and professional writing skills, as well as creative writing. This minor can be combined with any major and minor. A minimum of 9 credits must be exclusive to the minor and cannot be counted toward any other majors/minors/certificate programs.

Writing Minor Requirements (15 credits)

Students must complete 15 credits from the following courses, 9 credits of which must be at the 3000/4000 level:

WRIT 2500	Introduction to Creative Writing (3 credits)
WRIT 3020	Poetry Workshop (3 credits)
WRIT 3030	Fiction Workshop (3 credits)
WRIT 3150	Business Writing (3 credits)
WRIT 3160	Scientific and Technical Writing (3 credits)
WRIT 4000	Writing for Technologies (3 credits)
WRIT 4900	Special Topics in Writing (3 credits)

Division of Math, Science, and Technology

The Division of Math, Science, and Technology offers the Bachelor of Science degree in Applied Professional Studies, Athletic Training*, Biology (premedical)*, Chemistry*, Computer Engineering*, Computer Information Systems, Computer Science, Environmental Science/Studies, Exercise and Sport Science*, Information Technology, Marine Biology*, Mathematics, and Software Engineering*.

*These majors are available only to students enrolled in the Professional and Liberal Studies (PALS) Program (day students on campus).

Majors in Math, Science, and Technology

Applied Professional Studies Major

The applied professional studies major is available only to students enrolled in the Career Development Program. It offers a flexible program for adults who have gained significant professional experience and/or who have earned a large number of college credits toward their particular career goal. It is designed to allow students to select courses that best fit their career plans. Rather than study in one discipline or area of focus, students focus on applied practical studies that often draw on subjects in two or more divisions. The APS major may be offered to students in all locations subject to course availability. Acceptance into this major is determined by the appropriate division director.

Applied Professional Studies Major Learning Outcomes

A successful applied professional studies graduate is expected to:

1. Analyze, integrate, and synthesize information from both concentrations and demonstrate the relationship of the information toward a career;
2. Demonstrate:
 - a. The ability to articulate critically the fundamental theories and principles underlying concentration II;
 - b. The ability to articulate critically the relationship of the theories and principles of concentration II to concentration I (where appropriate);
 - c. The ways in which the theories and principles of concentration II are operationalized in practice, and;
 - d. Preparation for scholarly pursuit;
3. Communicate the knowledge, skills, and principles acquired through the major in an organized, concise, and grammatically correct form.

Applied Professional Studies Major Curriculum

A minimum of 30 upper division (3000 and higher) credits must be included in the total required 120 credits. Students may apply an unlimited number of prior learning credits toward their applied professional studies degree; a minimum of 30 credits must be completed at NSU. Students majoring in applied professional studies may demonstrate learning competencies for one of their concentrations through NSU coursework, transfer courses from other institutions, prior learning, or testing (e.g., DANTES and CLEP). Specific requirements are:

1. General Education Framework: 30 credits

2. Major Requirements:
 - a. Concentration I (18 credits prior to entering the major)
 - b. Concentration II (number of credits depends on the concentration)
3. Open Electives 33–48 credits (depending on the concentration)

Total Degree Requirements: 120 credits

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the General Education Program section in the Academic Resources and Procedures segment of this catalog.

Admission to the Applied Professional Studies Major

Eligibility for the Applied Professional Studies Major

To be eligible for the applied professional studies major, students must:

1. Have completed a minimum of 45 credits prior to applying to the applied professional studies major.
2. Have completed an 18-credit concentration before applying to the applied professional studies major.

Admission Criteria for the Applied Professional Studies Major

In addition to the documents described in the *Required Documentation* section, applicants to the applied professional studies major must complete and provide a portfolio containing the following documents. The assistance of an academic advisor should be sought for advice in the preparation of these documents.

1. A letter of intent in which the student:
 - a. Identifies his/her career goals;
 - b. Identifies his/her prior coursework and approved prior learning experiences that comprise concentration I;
 - c. Provides a rationale for considering concentration I as a coherent body of work;
 - d. Identifies concentration II and explains how concentrations I and II integrate into an academic program focused on his/her career goals;
2. Copies of transcripts with the 18-credits that comprise concentration I highlighted;
3. One or more documents such as academic papers, projects, work products, letters of recommendation, written reviews of prior course work, written reviews of relevant professional experience, etc., that demonstrates the student's competency in concentration I. For the teaching and learning concentration, two letters of recommendation are required. One letter must be from a principal, vice principal, or senior teacher who can attest to the applicant's performance as a classroom teacher. The school seal or stamp must be affixed in order for the document to be considered official. The second letter of recommendation can be from any colleague of the student's choice.

The portfolio is submitted to the academic advisor for review by the director of the appropriate academic unit.

Applied Professional Studies Major Concentrations

Students choose one of the following concentrations after consultation with their academic advisor. Not all concentrations are offered at every location.

Biological and Physical Sciences Concentration

Program Requirements (8 credits)

Select 8 credits from the following courses:

BIOL 1500	Biology I/Lab (4 credits)
BIOL 1510	Biology II/Lab (4 credits) <u>OR</u> BIOL 1510H Biology II/Lab Honors (4 credits)
CHEM 1300	General Chemistry I/Lab (4 credits) <u>OR</u> CHEM 1300H General Chemistry I/Lab Honors (4 credits)
CHEM 1310	General Chemistry II/Lab (4 credits) <u>OR</u> CHEM 1310H General Chemistry II/Lab Honors (4 credits)

Core Course (3 credits)

BIOL 4901	APS Capstone Course in Biological and Physical Sciences (3 credits)
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Major Electives (24–28 credits)

Select seven 2000 or higher level courses. Three courses must be at the 3000-level or higher. At least three of the courses must be courses that include laboratory. This selection is from the following prefixes: BIOL, CHEM, PHYS, MBIO, ENVS, SCIE.

Computer Studies Concentration

Major Prerequisites (or equivalents) (6 credits)

MATH 1200	Precalculus Algebra (3 credits)
TECH 1110	Technology in Information Age (3 credits)

Core Courses (26–27 credits)

CSIS 1800	Introduction to Computer Science (3 credits)
CSIS 2000	Introduction to Database Systems (3 credits)
CSIS 2050	Discrete Mathematics (3 credits)
CSIS 2101	Fundamentals of Computer Programming (4 credits)
CSIS 3101	Advanced Computer Programming (4 credits)
CSIS 4901	APS Capstone Directed Independent Study (3 credits)

Select 6–7 credits from the following courses:

CSIS 3020	Web Programming and Design (3 credits)
CSIS 3500	Network and Data Communication (3 credits)
CSIS 3750	Software Engineering (4 credits)
CSIS 4890	Special Topics in Computer Information Systems (3 credits)

Information Technology Concentration

Core Courses (24 credits)

CSIS 3023	Legal and Ethical Aspects of Computers (3 credits)
TECH 1110	Technology in Information Age (3 credits)
TECH 2150	Introduction to Internet Resources (3 credits)
TECH 4901	APS Capstone Course in Information Technology (3 credits)

Select 12 credits from the following courses:

CSIS 3500	Network and Data Communication (3 credits)
PHIL 3010	Ethical Issues in Communication (3 credits)
TECH 2130	Business Applications of Microcomputers (3 credits)
TECH 3000	Multimedia Design (3 credits)
TECH 3010	Principles of Web Site Design (3 credits)

Pre-Optometry Studies Concentration

The APS degree with a concentration in pre-optometry studies is available only to admitted students in the Pre-Optometry Program offered by the College of Optometry. To complete this bachelor's degree program, students must complete the pre-optometry studies concentration along with a course in mathematics (MATH 1030, MATH 1040, MATH 1200, or MATH 1250) and a communications course (SPCH 1010, SPCH 3120, WRIT 3150, or WRIT 3160) to total 32.5 credits at NSU. OPT and OPTC courses can be viewed in the catalog of the College of Optometry.

Core Courses (26.5 credits)

BIOL 4901	APS Capstone Course in Biological and Physical Sciences (3 credits)
OPT 1011	Histology and Embryology (1 credit)
OPT 1233	Biochemistry (3 credits)
OPT 1323	Microbiology (3 credits)
OPT 2422	Ocular Anatomy (3 credits)
OPTC 1134	Gross Anatomy/Head and Neck (4 credits)
OPTC 2023	General Neuroanatomy (2.5 credits)
OPTC 2144	General Physiology (4 credits)
PHYS 3300	Fundamentals of Optics (3 credits)

Psychological Studies Concentration

Acceptance into this major is determined by the director of the Division of Social and Behavioral Sciences.

Major Prerequisites (or equivalents) (9 credits)

MATH 2020	Applied Statistics (3 credits) OR MATH 2020H Applied Statistics Honors (3 credits)
PSYC 1020	Introduction to Psychology (3 credits)
PSYC 2900	Quantitative Psychology (3 credits)

Core Courses (24 credits)

PSYC 2100	Biological Bases of Behavior (3 credits)
PSYC 2160	Social Psychology (3 credits)
PSYC 2350	Life-Span Human Development (3 credits)
PSYC 3000	Psychological Research Methods (3 credits)
PSYC 3210	Personality (3 credits) <u>OR</u> PSYC 3260 Abnormal Psychology (3 credits)
PSYC 3520	Principles of Learning (3 credits)
PSYC 4901	APS Capstone Course in Psychology/Substance Abuse Studies (3 credits)
One 3000/4000-level PSYC course, selected with assistance from academic advisor (3 credits)	

Athletic Training Major

The athletic training major is designed to prepare students to become certified athletic trainers who specialize in injury and illness prevention, assessment, treatment, and rehabilitation for physically active people. The curriculum provides a balance between classroom instruction and clinical experience that prepares students to become competent allied health care professionals.

NSU's athletic training major, established in 2003, is accredited by the Commission on Accreditation of Athletic Training Education (CAATE), effective March 2007. Athletic training students will graduate with a Bachelor of Science degree in Athletic Training and will be eligible to sit for the Board of Certification (BOC) examination. The athletic training major is designed to ensure that students who graduate from the program meet all requirements necessary to pass the BOC examination.

Athletic Training Program Goals

The athletic training program will:

1. Develop communication, critical thinking, and professional skills to prepare students for the allied health field of athletic training;
2. Meet the standards, guidelines, and requirements for accreditation and from governing organizations such as the National Trainers' Association (NATA), the Board of Certification (BOC), and the Commission on Accreditation of Athletic Training Education (CAATE);
3. Provide an effective and interactive learning environment as well as a solid educational foundation both in didactic and clinical experience settings. The program will utilize modern educational media and advanced technology regularly in the clinical and educational settings. It will expose students to hands-on experiences, clinical settings, and professionals representing a wide range of allied and medical health care professions. Students will receive clinical instruction by professionals representing other medical and allied health disciplines, such as medical doctors, physical therapists, physician assistants, occupational therapists, and osteopathic physicians;
4. Create an optimal learning community of faculty, clinical athletic trainers, and students that will provide quality health care for intercollegiate athletic programs and varied affiliated sites at all levels of sport, from grade school to professional sports teams;
5. Prepare program students to attain graduate or professional school placement, or entry-level employment within six months of graduating from the program. Additionally, program graduates will obtain state licensure and other necessary professional designations from the appropriate regulatory agencies in the states where they will be employed.

Athletic Training Major Learning Outcomes

A successful athletic training graduate is expected to:

1. Demonstrate the ability to prevent, evaluate, treat, rehabilitate, and document athletic related injuries in the of field of athletic training;
2. Analyze and comprehend the physical, psychological, and emotional demands of physically active individuals and the sports medicine professionals involved in their care;
3. Develop the effective communication skills necessary for a successful allied health care career in athletic training;
4. Illustrate and differentiate the ethical practices as it relates to athlete/patient care.

Athletic Training Major Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the *General Education Program* section in the Academic Resources and Procedures segment of this catalog.

Athletic Training Major Requirements (63 credits)

During the athletic training major's pre-professional phase (first two semesters), students must successfully complete (i.e., earn a C or better in) all introductory courses: ATTR 1100 Introduction to Athletic Training, ATTR 1200 Principles of Athletic Training, and ATTR 1300 Emergency Care and First Aid. During the pre-professional phase, students are also required to spend 100 hours observing certified athletic trainers in a variety of settings. Completion of the pre-professional phase (or the Pre-Athletic Training Program) does not guarantee admission into the athletic training major (professional phase). It is a competitive matriculation process.

Core Courses (63 credits)

ATTR 1100	Introduction to Athletic Training (1 credit)
ATTR 1200	Principles of Athletic Training (3 credits)
ATTR 1300	Emergency Care and First Aid (3 credits)

ATTR 1400	Health and Fitness (3 credits)
ATTR 2100	Injury Evaluation I (3 credits)
ATTR 2200	Injury Evaluation II (3 credits)
ATTR 2300	Sports Nutrition (3 credits)
ATTR 2400	Strength and Conditioning (3 credits)
ATTR 2610	Athletic Training Clinical I (3 credits)
ATTR 2620	Athletic Training Clinical II (3 credits)
ATTR 3100	General Medicine in Sports (3 credits)
ATTR 3300	Therapeutic Modalities/Lab (4 credits)
ATTR 3500	Rehabilitation of Athletic Injuries/Lab (4 credits)
ATTR 3630	Athletic Training Clinical III (3 credits)
ATTR 3640	Athletic Training Clinical IV (3 credits)
ATTR 4100	Athletic Training Administration (3 credits)
BIOL 1400	Introductory Cell Biology (3 credits)
BIOL 3312	Human Anatomy and Physiology/Lab (5 credits)
EXSC 3700	Kinesiology (3 credits)
EXSC 3740	Exercise Physiology with Lab (4 credits)

Athletic Training Major Phases

The NSU Athletic Training Education Program (ATEP) consists of three phases divided into four levels. Level I of the ATEP is the pre-professional phase (or Pre-Athletic Training Program). Levels II and III compose the professional phase (or the athletic training major). Level IV is the completion phase.

Students admitted into the athletic training major must first complete the Pre-Athletic Training Program. The Pre-Athletic Training Program includes successful completion (C or better) of six courses: ATTR 1100 Introduction to Athletic Training, ATTR 1200 Principles of Athletic Training, ATTR 1300 Emergency Care, ATTR 1400 Health and Fitness, BIOL 1400 Introduction to Cell Biology or equivalent, and BIOL 3312 Human Anatomy and Physiology/Lab or equivalent. In addition, each student must complete a minimum number of clinical experience hours, as part of the ATTR 1100 and ATTR 1200 courses, observing ATEP-Approved Preceptors (i.e., Certified Athletic Trainers) in a variety of settings.

Students in the Pre-Athletic Training Program are eligible to submit a professional portfolio as part of the ATTR 1200 course. Submission of the professional portfolio does not guarantee matriculation into the professional phase of the program (the athletic training major). Acceptance in the Professional Phase of the program will be based on students' scores in the following categories: overall cumulative 2.5 GPA, portfolio assessment, and a professional interview. Detailed information is available on the college's athletic training program Web page. Transfer students are eligible for this major but must complete all program requirements (ATEP Levels I through III) at Nova Southeastern University for degree completion. There are additional opportunities for the Level IV student to complete an internship in the area of sports medicine.

The NSU Athletic Training Education Program is nationally accredited by the Commission on Accreditation of Athletic Training Education (CAATE). Upon the completion of this program, students will be eligible to sit for the Board of Certification (BOC) examination to become Certified Athletic Trainers (ATC). Additional student costs associated with the Athletic Training Education Program include but are not limited to transportation to the clinical sites off campus, professional rescuer (CPR) certifications, required background checks, etc.

Level I of ATEP: Pre-Professional Phase (Pre-Athletic Training Program) Requirements:

1. Successful completion (C or better) of ATTR 1100, ATTR 1200, ATTR 1300, ATTR 1400, BIOL 1400, and BIOL 3312 with lab
2. Athletic Training Student Portfolio; signed Technical Standards; and compliance with other accreditation documents as part of ATTR 1100 and ATTR 1200 course requirements
3. Completion of 100 clinical observation hours, supervised by an ATEP-Approved Preceptor as required by ATTR 1100 and ATTR 1200

Level II of ATEP: Professional Phase (Athletic Training Major) Requirements:

1. Successful completion (C or better) of ATTR 2100, ATTR 2200, ATTR 2300, ATTR 2400, ATTR 2610, ATTR 2620, and ATTR 3300 with lab
2. Maintenance of CPR for the Professional Rescuer (or equivalent) certifications, as required for clinical experience hours
3. Completion of minimum of 300 clinical experience hours, supervised by an ATEP-Approved Preceptor as part of both ATTR 2610 and ATTR 2620 course requirements.

Level III of ATEP: Professional Phase (Athletic Training Major) Requirements:

1. Successful completion (C or better) of ATTR 3100, ATTR 3500 with lab, ATTR 3630, ATTR 3640, EXSC 3700, EXSC 3740, and ATTR 4100
2. Maintenance of CPR for the Professional Rescuer (or equivalent) certifications, as required for clinical experience hours
3. Completion of a minimum of 300 clinical experience hours, supervised by an ATEP-Approved Preceptor, as required by ATTR 3630 and ATTR 3640

Level IV of ATEP: Completion Phase (Athletic Training Major) Requirements:

1. Maintenance of CPR for the Professional Rescuer (or equivalent) certifications
2. Students are eligible for athletic training electives and an optional Internship (ATTR 4950) that will be supervised by an athletic training faculty member at an assigned clinical site off campus to be determined by the student.
3. Completion of degree requirements as outlined in the Graduation Requirements section of the Nova Southeastern University Undergraduate Student Catalog
4. Completion of registration for the Board of Certification Examination (BOC)

Biology (Premedical) Major

The biology major, with a premedical emphasis, provides a strong curriculum in biology with significant study in the physical sciences. This major can provide the basis for graduate study in specialized fields of biology, for professional training in medical fields, and for teaching. Professional careers in the medical fields and in biology involve graduate study beyond the baccalaureate degree; therefore, both the core and the major have been designed to meet the admission requirements of many medical, dental, pharmacy, optometry, allied health, and veterinary schools, and of schools for graduate study in the biological sciences. Dual admission and combined programs with the Nova Southeastern University Health Professions Division are available for select, qualified students. Information on these programs can be obtained from the Office of Undergraduate Admissions.

Biology Major Learning Outcomes

A successful biology graduate is expected to:

1. Demonstrate a working knowledge of the scientific method;
2. Demonstrate essential knowledge of biological sciences;
3. Demonstrate essential knowledge of physical sciences as they relate to the biological sciences;
4. Use mathematics to solve scientific problems and evaluate research data;
5. Demonstrate the ability to use standard laboratory and research techniques to collect and assess data;
6. Demonstrate an ability to synthesize and integrate biological principles with contemporary issues.

Biology Major Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the *General Education Program* section in the Academic Resources and Procedures segment of this catalog.

Biology Major Requirements (69 credits)

Core Courses (49 credits)

BIOL 1500	Biology I/Lab (4 credits)
BIOL 1510	Biology II/Lab (4 credits) <u>OR</u> BIOL 1510H Biology II/Lab Honors (4 credits)
BIOL 3600	Genetics/Lab (4 credits)
CHEM 1300	General Chemistry I/Lab (4 credits) <u>OR</u> CHEM 1300H General Chemistry I/Lab Honors (4 credits)
CHEM 1310	General Chemistry II/Lab (4 credits) <u>OR</u> CHEM 1310H General Chemistry II/Lab Honors (4 credits)
CHEM 2400	Organic Chemistry I/Lab (4 credits) <u>OR</u> CHEM 2400H Organic Chemistry I/Lab Honors (4 credits)
CHEM 2410	Organic Chemistry II/Lab (4 credits) <u>OR</u> CHEM 2410H Organic Chemistry II/Lab Honors (4 credits)
Any LITR course (3 credits)	
MATH 2020	Applied Statistics (3 credits) <u>OR</u> MATH 2020H Applied Statistics Honors (3 credits)
MATH 2100	Calculus I (4 credits) <u>OR</u> MATH 2100H Calculus I Honors (4 credits)

Select one of the following PHIL courses:

PHIL 3010	Ethical Issues in Communication (3 credits)
PHIL 3180	Biomedical Ethics (3 credits)
PHIL 3200	Ethics and Sport (3 credits)
PHIL 3220	Philosophy of Science (3 credits)
PHIL 3360	Environmental Ethics (3 credits)

PHYS 2350	General Physics I/Lab (4 credits) <u>OR</u> PHYS 2400 Physics I/Lab (4 credits)
PHYS 2360	General Physics II/Lab (4 credits) <u>OR</u> PHYS 2500 Physics II/Lab (4 credits)

Major Electives (20 credits)

Select a minimum of 20 credits from the following courses:

BIOL 2600	Medical Terminology (3 credits)
Any 3000/4000-level BIOL course (excluding BIOL 3600)	
CHEM 3650	Biochemistry/Lab (4 credits)
MATH 2001	Introduction to Mathematical Models in Biology (3 credits) <u>OR</u> MATH 2200 Calculus II (4 credits)

Note: Major Electives may include a maximum of 3 credits from the following courses:

BIOL 4900	Special Topics in Biology (3 credits)
BIOL 4950	Internships in Biology (3 credits)
BIOL 4990	Independent Study in Biology (3 credits)

Pre-Health Professions

Health professional schools often require specific courses in addition to those in the biology major. As minimum academic requirements vary by program and by school, the Farquhar College of Arts and Sciences does not prescribe specializations for students to complete. Instead, students may use the Nova Southeastern University Health Profession Division program requirements as a general guide to determine graduate school prerequisites. For admission into NSU's health profession

programs, students must achieve a C or higher in all coursework within that specialization. Requirements may vary and specific graduate programs may call for additional courses in writing, math, social and behavioral sciences, and the humanities.

Students are strongly encouraged to consult faculty members and academic advisors to discuss their curriculum plan. In addition, it is recommended that students review Web sites of those professional schools for which an application is being considered. This review should take place early and often during the academic course of study.

Listed below are Web site links to the entrance requirements of NSU's health professional programs:

Pre-Health Professions	Prerequisites and Admission Requirements Web Links
Pre-Med	http://medicine.nova.edu/do/admissions/
Pre-Dental	http://dental.nova.edu/doctoral/index.html
Pre-Optometry	http://pharmacy.nova.edu/pharmd/admissions.html
Pre-Pharmacy	http://pharmacy.nova.edu/pharmd/admissions.html
Pre-Physical Therapy	www.nova.edu/chcs/pt/dpt/admissions_requirements.html
Pre-Physician Assistant	www.nova.edu/chcs/pa/fortlauderdale/requirements.html
Pre-Nursing	www.nova.edu/nursing/rntobsn/admisrequirements.html

Chemistry Major

The chemistry major prepares students for the modern scientific world by providing a blend of a strong chemistry curriculum with significant study in physics, biology, and mathematics. The chemistry major has two tracks: a B.S. in Chemistry (non-ACS track) and a B.S. in Chemistry (ACS track). ACS stands for the American Chemical Society. Both B.S. tracks are intended for those who wish to pursue a career in chemistry-related fields or secondary education teaching and who wish to enter a graduate program in chemistry or in health-related fields such as medicine, pharmacy, dentistry, optometry, assistant anesthesiology, and law.

Chemistry Major Learning Outcomes

A successful chemistry graduate is expected to:

1. Demonstrate a firm foundation in the fundamentals and applications of chemical and scientific theories;
2. Describe the fundamental content and processes of organic, inorganic, analytical, physical chemistry, and biochemistry;
3. Design, carry out, record and analyze the results of chemical experiments by using modern instrumentation and classical chemical techniques;
4. Solve problems, think critically, reason analytically, and explore new areas of research;
5. Use modern library searching and retrieval methods to obtain information about issues relating to chemistry;
6. Demonstrate procedures and regulations for safe handling and use of chemicals;
7. Communicate research results to appropriate audiences.

Chemistry Major Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the *General Education Program* section in the Academic Resources and Procedures segment of this catalog.

Chemistry Major Requirements (non-ACS track: 68–69 credits)

Core Courses (59–60 credits)

BIOL 1500	Biology I/Lab (4 credits)
CHEM 1300	General Chemistry I/Lab <u>OR</u> CHEM 1300H General Chemistry I/Lab Honors (4 credits)
CHEM 1310	General Chemistry II/Lab <u>OR</u> CHEM 1310H General Chemistry II/Lab Honors (4 credits)
CHEM 2400	Organic Chemistry I/Lab <u>OR</u> CHEM 2400H Organic Chemistry I/Lab Honors (4 credits)
CHEM 2410	Organic Chemistry II/Lab <u>OR</u> CHEM 2410H Organic Chemistry II/Lab Honors (4 credits)
CHEM 3000	Chemical Literature (1 credit)
CHEM 3101	Chemistry Seminar (3 credits)
CHEM 3460	Quantitative Analysis/Lab (4 credits)
CHEM 4005	Inorganic Chemistry I (3 credits)
CHEM 4101	Senior Chemistry Seminar (1 credit)
MATH 2100	Calculus I (4 credits) <u>OR</u> MATH 2100H Calculus I Honors (4 credits)
MATH 2200	Calculus II <u>OR</u> MATH 2200H Calculus II Honors (4 credits)
PHYS 2400	Physics I/Lab (4 credits)
PHYS 2500	Physics II/Lab (4 credits)

Select one of the following course groupings:

BIOL 1510	Biology II/Lab (4 credits) <u>OR</u> BIOL 1510H Biology II/Lab Honors (4 credits)
CHEM 3400	Biophysical Chemistry (3 credits)
CHEM 3410	Biophysical Chemistry II/Lab (4 credits)

OR

CHEM 3700	Physical Chemistry I/Lab (4 credits)
CHEM 3710	Physical Chemistry II/Lab (4 credits)
MATH 3200	Calculus III (4 credits) <u>OR</u> MATH 3400 Ordinary Differential Equations (3 credits)

Major Electives (9 credits)

Select 9 credits from the following courses:

CHEM 3150	Environmental Chemistry (3 credits)
CHEM 3215	Survey of Rational Drug Design (3 credits)
CHEM 3650	Biochemistry/Lab (4 credits)
CHEM 4010	Inorganic Chemistry II/Lab (4 credits)
CHEM 4150	Chemical Instrumentation (4 credits)
CHEM 4200	Plant Drug Analysis (3 credits)
CHEM 4300	Clinical Chemistry (3 credits)
CHEM 4900	Special Topics in Chemistry (3 credits)*
CHEM 4990	Independent Study in Chemistry (1–4 credits)*

*Only 3–4 credits of CHEM 4900 and CHEM 4990 can be used.

Note: CHEM 3700 and CHEM 3710 are recommended if pursuing a career in chemistry or graduate studies in chemistry.

Chemistry Major Requirements (ACS track: 74–75 credits)

Core Courses (74–75 credits)

BIOL 1500	Biology I/Lab (4 credits)
CHEM 1300	General Chemistry I/Lab <u>OR</u> CHEM 1300H General Chemistry I/Lab Honors (4 credits)
CHEM 1310	General Chemistry II/Lab <u>OR</u> CHEM 1310H General Chemistry II/Lab Honors (4 credits)
CHEM 2400	Organic Chemistry I/Lab <u>OR</u> CHEM 2400H Organic Chemistry I/Lab Honors (4 credits)
CHEM 2410	Organic Chemistry II/Lab <u>OR</u> CHEM 2410H Organic Chemistry II/Lab Honors (4 credits)
CHEM 3000	Chemical Literature (1 credit)
CHEM 3101	Chemistry Seminar (3 credits)
CHEM 3460	Quantitative Analysis/Lab (4 credits)
CHEM 3650	Biochemistry/Lab (4 credits)
CHEM 3700	Physical Chemistry I/Lab (4 credits)
CHEM 3710	Physical Chemistry II/Lab (4 credits)
CHEM 4005	Inorganic Chemistry I (3 credits)
CHEM 4010	Inorganic Chemistry II/Lab (4 credits)
CHEM 4101	Senior Chemistry Seminar (1 credit)
CHEM 4150	Chemical Instrumentation (4 credits)
CHEM 4990	Independent Study in Chemistry (3 credits)
MATH 2100	Calculus I (4 credits) <u>OR</u> MATH 2100H Calculus Honors (4 credits)
MATH 2200	Calculus II (4 credits) <u>OR</u> MATH 2200H Calculus II Honors (4 credits)
MATH 3200	Calculus III (4 credits) <u>OR</u> MATH 3400 Ordinary Differential Equations (3 credits)
PHYS 2400	Physics I/Lab (4 credits)
PHYS 2500	Physics II/Lab (4 credits)

Computer Engineering Major

The computer engineering major prepares responsible, well-rounded graduates who understand critical aspects of computer engineering and their ethical impacts on society. The curriculum covers the breadth and depth of topics in the field of computer engineering. The program prepares students to serve the community, the state of Florida, and the world by training and educating engineers with applied and hands-on skills. Students learn how to solve complex computer engineering problems through innovative ideas, critical thinking, and cutting-edge research in disciplines related to computer engineering. Students develop the necessary skills to learn new technologies and to adapt to a dynamically changing work environment.

Computer Engineering Major Learning Outcomes

A successful computer engineering graduate is expected to:

1. Apply knowledge of mathematics, science, computing, and engineering;
2. Design and conduct experiments; analyze and interpret data;
3. Design, implement, and test a computer-based system, component, process, or program to meet desired needs within realistic constraints specific to computer engineering;
4. Communicate effectively on multidisciplinary teams and to a range of audiences;
5. Identify, formulate, and analyze a problem using the appropriate engineering and computing requirements for obtaining its solution;
6. Gain knowledge of contemporary professional, ethical, social, legal, and security issues and responsibilities;
7. Understand the local and global impact of computing and engineering solutions on individuals, organizations, and society;
8. Recognize the need for and an ability to engage in continuing professional development and lifelong learning;
9. Use current techniques, skills, and tools necessary for computing and engineering practice;
10. Demonstrate comprehension of the tradeoffs involved in the modeling and design of computer-based systems by applying proper mathematical, algorithmic, and computer science and engineering principles;
11. Apply engineering principles in the design and implementation of software and/or computer systems of varying degrees of complexity.

Computer Engineering Major Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the *General Education Program* section in the Academic Resources and Procedures segment of this catalog.

Computer Engineering Major Requirements (106–107 credits)

Mathematics (17 credits)

MATH 2100	Calculus I (4 credits) <i>OR</i> MATH 2100H Calculus I Honors (4 credits)
MATH 2200	Calculus II (4 credits) <i>OR</i> MATH 2200H Calculus II Honors (4 credits)
MATH 3300	Introductory Linear Algebra (3 credits)
MATH 3400	Ordinary Differential Equations (3 credits)
MATH 4500	Probability and Statistics (3 credits)

Note: Six (6) credits of MATH may fulfill the General Education requirements.

Sciences (11–12 credits)

Any BIOL or CHEM course (3-4 credits)	
PHYS 2400	Physics I/Lab (4 credits)
PHYS 2500	Physics II/Lab (4 credits)

Note: Six (6) credits of PHYS/BIOL/CHEM may fulfill the General Education requirements.

Information Technology (3 credits)

TECH 4350	Human Computer Interaction (3 credits)
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Computer Science (38 credits)

CSIS 1800	Introduction to Computer Information Sciences (3 credits)
CSIS 2050	Discrete Mathematics (3 credits)
CSIS 2101	Fundamentals of Computer Programming (4 credits)
CSIS 3050	Assemblers and Assembly Language (4 credits, lab required)
CSIS 3101	Advanced Computer Programming (4 credits)
CSIS 3400	Data Structures (4 credits)
CSIS 3460	Object Oriented Design (3 credits)
CSIS 3500	Networks and Data Communication (3 credits)
CSIS 3750	Software Engineering (4 credits)
CSIS 3810	Operating Systems Concepts (3 credits)
CSIS 4050	Computer Architecture (3 credits)

Computer Engineering (20 credits)

CENG 1600	Digital Logic/Lab (4 credits, lab required)
CENG 3720	Computer Systems Engineering (3 credits)
CENG 4710	Embedded Systems (4 credits, lab required)
CENG 4750	Very Large Scale Integration Design (4 credits, lab required)
CENG 4900	Senior Capstone Design (4 credits)
CENG 4910	Engineering Ethics Seminar (1 credit)

Core Electrical Engineering (11 credits)

EENG 2710	Electrical Circuits/Lab (4 credits)
EENG 3310	Signals and Systems (3 credits)
EENG 3710	Electronic Circuits/Lab (4 credits)

Major Electives (6 credits)

Any 3000/4000-level CSIS, CENG, MATH, or SENG courses not listed above

Computer Information Systems Major

The computer information systems (CIS) major prepares responsible, well-rounded graduates who understand critical aspects of most software systems and their ethical implications. The curriculum covers academic requirements to prepare students for professional careers in the discipline of Computer Information Systems. In this program, students get theoretical and applied up-to-date coverage of fundamental and advanced topics in databases, Web-based applications, general software design, development, and management. They also learn operating systems and data structures. Students may choose between many electives. The program also covers applied mathematics, including applied calculus, discrete mathematics, and statistics. Graduates of this program can develop and manage complex information systems, including Web services, databases, and data communication services.

Computer Information Systems Major Learning Outcomes

A successful computer information systems graduate is expected to:

1. Demonstrate understanding of the field of computer information systems, both as an academic discipline and as a profession within the context of society;
2. Demonstrate understanding of the theoretical foundations of the field of computer information systems
3. Demonstrate knowledge of the essential elements of computer information systems;
4. Apply knowledge of computing and information systems to specific problems and produce solutions;
5. Demonstrate an appreciation for the ethical and societal issues associated with the computing field;
6. Demonstrate the capability for staying current and, more generally, for achieving ongoing self-education in the information systems discipline;
7. Use current programming languages, software development tools, software systems, database systems, multimedia systems, and commonplace computing platforms.

Computer Information Systems Major Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the *General Education Program* section in the Academic Resources and Procedures segment of this catalog.

Computer Information Systems Major Requirements (69–73 credits)

Core Courses (53–57 credits)

TECH 1110	Technology in Information Age (3 credits) <u>OR</u> TECH 1111 Computer Applications (3 credits)
MATH 2020	Applied Statistics (3 credits) <u>OR</u> MATH 2020H Applied Statistics Honors (3 credits) <u>OR</u> MATH 4500 Probability and Statistics (3 credits)
MATH 2080	Applied Calculus (3 credits) <u>OR</u> MATH 2100 Calculus I (4 credits) <u>OR</u> MATH 2100H Calculus I Honors (4 credits) <u>OR</u> MATH 2200 Calculus II (4 credits) <u>OR</u> MATH 2200H Calculus II Honors (4 credits)

Note: These courses may fulfill the General Education 6 credits math requirements.

CSIS 1800	Introduction to Computer and Information Sciences (3 credits)
CSIS 2000	Introduction to Database Systems (3 credits)
CSIS 2050	Discrete Mathematics (3 credits)
CSIS 2101	Fundamentals of Computer Programming (4 credits)
CSIS 3020	Web Programming and Design (3 credits)

CSIS 3050	Assemblers and Assembly Language Programming (4 credits)
CSIS 3101	Advanced Computer Programming (4 credits)
CSIS 3400	Data Structures (4 credits)
CSIS 3460	Object Oriented Design (3 credits)
CSIS 3500	Networks and Data Communication (3 credits)
CSIS 3750	Software Engineering (4 credits)
CSIS 3810	Operating Systems Concepts (3 credits)
CSIS 4530	Database Management (3 credits)
CSIS 4902	Capstone Project for Computer Information Systems (3 credits) <u>OR</u> CSIS 4952 Capstone Internship in Computer Information Systems (3 credits only)

Major Electives (16 credits)

Select 16 credits from the following courses:

CSIS 3023 Legal and Ethical Aspects of Computers (3 credits)
 Any 4000-level CSIS course(s) not counted as core courses for the major

A maximum of 6 credits may be selected from the following courses:

TECH 3000 Multimedia Design (3 credits)
 TECH 4310 Web Services and Systems (3 credits)*
 TECH 4350 Human-Computer Interaction (3 credits)
 TECH 4500 Wireless Network Infrastructures (3 credits)
 TECH 4710 Basic Computer Forensics (3 credits)

* This course cannot be counted toward the major if the student has taken CSIS 4310.

Computer Science Major

The computer science (CS) major prepares responsible, well-rounded graduates capable of developing software systems. They should understand critical aspects of software systems and associated ethical implications to society. The curriculum covers technical and professional requirements with electives to prepare students for professional careers and further study in the discipline of computer science, and for functioning in modern society. In this program, students get theoretical and applied current coverage of fundamental and advanced topics in software development and management, software and system design, operating systems, data communications, computer architecture, algorithms, and data structures. Student also can choose between many electives including security, various topics in applied mathematics, development of Web applications, and databases. The program also contains mathematics and sciences including calculus, discrete mathematics, statistics, and a solid base in physical science with laboratories. As a result of this curriculum, graduates are armed with theoretical knowledge and hands-on experience that enables them to analyze complex system architectures; develop specifications; implement systems; monitor the quality, reliability, and security of such systems; and ensure that the systems are user friendly.

The CS curriculum is consistent with recommendations outlined under the Computer Science criterion specified by the Computer Accreditation Commission of Accreditation Board for Engineering and Technology, which is based on the recommendations of the national ACM/IEEE Joint Curriculum Task Force.

Computer Science Major Learning Outcomes

A successful computer science graduate is expected to:

1. Demonstrate understanding of the field of computing, both as an academic discipline and as a profession within the context of society;
2. Demonstrate understanding of the theoretical foundations of the field of computing;
3. Demonstrate knowledge of the essential elements of computer information systems and computer science;

4. Apply knowledge of computing and information systems to specific problems and produce solutions;
5. Demonstrate an appreciation for the ethical and societal issues associated with the computing field;
6. Demonstrate the capability for staying current and, more generally, for achieving ongoing self-education in the computing discipline;
7. Use current programming languages, software development tools, software systems, database systems, multimedia systems, and commonplace computing platforms.

Computer Science Major Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the *General Education Program* section in the Academic Resources and Procedures segment of this catalog.

Computer Science Major Requirements (82 credits)

Major Prerequisites (22 credits)

MATH 2100	Calculus I (4 credits) <u>OR</u> MATH 2100H Calculus I Honors (4 credits)
MATH 2200	Calculus II (4 credits) <u>OR</u> MATH 2200H Calculus II Honors (4 credits)
MATH 3300	Introductory Linear Algebra (3 credits)
MATH 4500	Probability and Statistics (3 credits)
PHYS 2400	Physics I/Lab (4 credits)
PHYS 2500	Physics II/Lab (4 credits)

Note: These courses may fulfill the General Education 12 credits of math/science requirements.

Core Courses (51 credits)

CSIS 1800	Introduction to Computer and Information Sciences (3 credits)
CSIS 2050	Discrete Mathematics (3 credits)
CSIS 2101	Fundamentals of Computer Programming (4 credits)
CSIS 3023	Legal and Ethical Aspects of Computers (3 credits)
CSIS 3050	Assemblers and Assembly Language Programming (4 credits)
CSIS 3101	Advanced Computer Programming (4 credits)
CSIS 3400	Data Structures (4 credits)
CSIS 3460	Object Oriented Design (3 credits)
CSIS 3500	Networks and Data Communication (3 credits)
CSIS 3750	Software Engineering (4 credits)
CSIS 3810	Operating Systems Concepts (3 credits)
CSIS 4050	Computer Architecture (3 credits)
CSIS 4600	Systems Programming (4 credits)
CSIS 4610	Design and Analysis Algorithms (3 credits)
CSIS 4903	Capstone Project for Computer Science (3 credits) <u>OR</u> CSIS 4953 Capstone Internship in Computer Science (3 credits)

Major Electives (9 credits)

Select 9 credits from the following courses:

Any 3000/4000-level CSIS, CENG, EENG and SENG course(s) not counted as core courses for the major

MATH 3260	Combinatorics (3 credits)
MATH 3350	Number Theory (3 credits)

MATH 4350	Abstract Algebra I (3 credits)
MATH 4700	Applied Cryptography (3 credits)

Environmental Science/Studies Major

The environmental science/studies major provides a comprehensive knowledge of Earth's physical, chemical, and biotic systems. The program emphasizes the practical application of science, sociology, and ethics to solve problems created by the impact of human activity on the environment. This major incorporates the following areas of study: wetlands ecology, ecotourism, geographic spatial analysis, sustainability issues, public health, and marine biology. The program is designed so students will share a common set of courses in their freshman year to ensure that all students gain an overview of the subject. Upon entering their sophomore year, students are required to select major electives. The program is designed to be completed within a four-year period. An internship is required of all students in this program.

Environmental Science/Studies Major Learning Outcomes

A successful environmental sciences/studies graduate is expected to:

1. Demonstrate a working knowledge of the scientific method so as to identify, evaluate, and recommend solutions to environmental problems;
2. Communicate concisely and clearly through public speaking, the publishing of written articles, the construction and maintenance of a Web site, and photographic documentation either through photography or videography;
3. Formulate strategies to maximize the responsible use of technology as it applies to issues within environmental science;
4. Identify legal issues relating to environmental science;
5. Apply concepts of environmental science to lifetime vocational aspirations;
6. Demonstrate a behavior of environmental awareness and interest in environmental issues of South Florida;
7. Apply knowledge from the fields of biology, botany, and physical sciences to environmental science;
8. Identify the principles of environmental ethics;
9. Identify concepts relating to the future of environmentalism.

Environmental Science/Studies Major Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the *General Education Program* section in the Academic Resources and Procedures segment of this catalog.

Environmental Science/Studies Major Requirements (58 or 59 credits)

Core Courses (43 or 44 credits)

CHEM 1500	Introduction to Environmental Chemistry (3 credits) <u>OR</u> CHEM 3150 Environmental Chemistry (3 credits)
ENVS 1100	Environmental Science I (3 credits)
ENVS 1200	Environmental Science II (3 credits)
ENVS 2100	Environmental Science Laboratory (3 credits)
ENVS 3000	Environmental Geology/Lab (4 credits)
ENVS 3100	Environmental Issues (3 credits)
ENVS 3170	Everglades Ecology and Conversation (3 credits)
ENVS 4300	Industrial Ecology (3 credits)
ENVS 4950	Internship in Environmental Science and Study (3 credits)

GEOG 2050	Survey of Geography (3 credits)
GEOG 2260	Geography of Natural Resources (3 credits)
GEOG 3010	Amazonian Cloud Forest Biogeography (3 credits) <u>OR</u> ENVS 1500 Natural History of South Florida (4 credits)
LGST 3350	Environmental Law and Policy (3 credits)
PHIL 3360	Environmental Ethics (3 credits)

Major Electives (15 credits)

Select 15 credits from the following courses:

BIOL 1100	Concepts and Connections in Biology (3 credits) <u>OR</u> BIOL 1400 Introductory Cell Biology (3 credits)
BIOL 3200	General Ecology/Lab (4 credits)
BIOL 3400	Microbiology/Lab (4 credits)
CHEM 1300	General Chemistry I/Lab (4 credits) <u>OR</u> CHEM 1300H General Chemistry I/Lab Honors (4 credits)
CHEM 1310	General Chemistry II/Lab (4 credits) <u>OR</u> CHEM 1310H General Chemistry II/Lab Honors (4 credits)
CHEM 2200	Essentials of Organic Chemistry (4 credits)
ENVS 2000	Biodiversity of Alaskan Ecosystems (3 credits)
ENVS 2001	Biodiversity of Alaskan Ecosystems Field Course (1 credit)
ENVS 3101	Introduction to Public Health (3 credits)
ENVS 4990	Independent Study in Environmental Science/Study (1–3 credits)
GEOG 2075	Geographical Information Systems (3 credits)
GEOG 3000	Geography of Ecotourism (3 credits)
MBIO 2410	Marine Biology and Lab (4 credits)
SOCL 3600	Environmental Sociology (3 credits)

Exercise and Sport Science Major

The exercise and sport science major provides students with a foundation in the movement sciences, which promotes improvements in health, fitness, and/or performance for the physically active. The primary goal of this program is to prepare students to be evidence-based practitioners of exercise and human movement disciplines who think critically about the science behind their practice.

Students graduating from the exercise and sport science major will be able to seek employment as an exercise specialist, fitness and wellness coordinator, sport performance researcher, and strength and conditioning specialist, as well as enter professional graduate programs in exercise sciences and other fields, such as biomechanics, exercise physiology, and motor behavior.

Exercise and Sport Science Program Goals

The exercise and sport science program will:

1. Meet standards and guidelines from governing organizations such as the American College of Sports Medicine (ACSM), and the National Strength and Conditioning Association;
2. Prepare graduates to sit for professional certification examinations in exercise and fitness from the National Strength and Conditioning Association, American College of Sports Medicine, National Academy of Sports Medicine, and/or the American Council on Exercise;
3. Prepare graduates for post-graduation placement in graduate school, a professional school, or entry-level employment within six months of completing the degree program;
4. Develop competent scholars, researchers, physical activity, and sport specialists to meet the workforce needs of a global society;

5. Prepare graduates to enhance delivery of physical activity, sport, and rehabilitative services for all segments of society, including special populations such as children and the elderly; persons with disability, injury, and disease; and athletes.

Exercise and Sport Science Major Learning Outcomes

A successful exercise and sport science graduate is expected to:

1. Demonstrate critical thinking skills related to the areas of physical activity, movement sciences, and sport through practical experiences;
2. Obtain knowledge of content area specific to chosen career goals, such as strength and conditioning specialist, coaching, and corporate fitness and wellness, through didactic and internship experiences;
3. Demonstrate the importance of the physical, psychological, and emotional demands of physically active individuals through didactic and practicum experience.

Exercise and Sport Science Major Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the *General Education Program* section in the Academic Resources and Procedures segment of this catalog.

Exercise and Sport Science Major Requirements (63 credits)

Core Courses (60 credits)

ATTR 1200	Principles of Athletic Training (3 credits) <u>OR</u> EXSC 1200 Prevention and Care of Athletic Injuries (3 credits)
ATTR 1300	Emergency Care and First Aid (3 credits)
ATTR 1400	Health and Fitness (3 credits)
ATTR 2300	Sports Nutrition (3 credits)
ATTR 2400	Strength and Conditioning (3 credits)
BIOL 1400	Introductory Cell Biology (3 credits)
BIOL 3312	Human Anatomy and Physiology/Lab (5 credits)
EXSC 3700	Kinesiology (3 credits)
EXSC 3740	Exercise Physiology with Lab (4 credits)
EXSC 3760	Biomechanics of Human Movement with Lab (4 credits)
EXSC 3820	Exercise Prescription with Lab (4 credits)
EXSC 4100	Adapted Physical Education (3 credits)
EXSC 4220	Motor Learning with Lab (4 credits)
EXSC 4300	Research Methods in Sport and Physical Education (3 credits)
EXSC 4400	Exercise and Sport Administration (3 credits)
EXSC 4901	Practicum in Exercise Science (3 credits)
MATH 2020	Applied Statistics (3 credits) <u>OR</u> MATH 2020H Applied Statistics Honors (3 credits)
PSYC 3400	Sports Psychology (3 credits)

Major Electives (3 credits)

EXSC 4900	Special Topics in Exercise and Sport Science (3 credits)
EXSC 4950	Internship in Exercise and Sport Science (1–12 credits)
EXSC 4990	Independent Study in Exercise and Sport Science (1–3 credits)
Any 3000/4000-level EXSC course not counted as core course for the major (3 credits)	

Information Technology Major

The information technology major prepares responsible, well-rounded graduates who understand critical aspects of information technology and their ethical impact on society. Through excellence in teaching, experiential learning, service, and scholarship, the curriculum provides a comprehensive and dynamic course of study for students interested in the computer and other information technologies. Students study IT in its widest sense as a means of communication and human/computer interaction as well as data management and forensics. The curriculum prepares IT students to serve the community, the state of Florida, and the world through training and education. Students garner theoretical and hands-on skills needed to solve complex computing and technological problems with their mastery of a wide range of technical disciplines including communications, computing, and databases.

Information Technology Major Learning Outcomes

A successful information technology graduate is expected to:

1. Apply knowledge of computing and mathematics appropriate to the discipline;
2. Analyze a problem and identify and define the computing requirements appropriate to its solution;
3. Design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs;
4. Display an understanding of professional, ethical, legal, security, and social issues and responsibilities by analyzing the local and global impact of computing on individuals, organizations, and society;
5. Communicate effectively with a range of audiences;
6. Effectively integrate IT-based solutions into the user environment;
7. Recognize the need for and an ability to engage in continuing professional development;
8. Use current techniques, skills, and tools necessary for computing practice;
9. Use and apply current technical concepts and practices in the core information technologies;
10. Identify and analyze user needs, and take them into account in the selection, creation, evaluation and administration of computer-based systems;
11. Identify best practices and standards and their applications.

Information Technology Major Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the *General Education Program* section in the Academic Resources and Procedures segment of this catalog.

Information Technology Major Requirements (64 credits)

Core Courses (55 credits)

MATH 1200	or higher Pre-calculus Algebra (3 credits)
CSIS 2000	Introduction to Database Systems (3 credits)
CSIS 2050	Discrete Mathematics (3 credits)
CSIS 2101	Fundamentals of Computer Programming (4 credits) <u>OR</u> TECH 2100 Introduction to Programming (4 credits)
CSIS 3500	Networks and Data Communication (3 credits)
CSIS 4010	Computer Security (3 credits)
CSIS 4530	Database Management (3 credits)
TECH 1111	Computer Applications (3 credits)
TECH 1800	Introduction to Information Technology (3 credits) <u>OR</u> CSIS 1800 Introduction to Computer Science and Computer Information Systems (3 credits)
TECH 2150	Introduction to Internet Resources (3 credits)

TECH 3000	Multimedia Design (3 credits)
TECH 3010	Principles of Web Design (3 credits)
TECH 3022	Integrative Programming and Technologies (3 credits)
TECH 3810	Computing Platforms (3 credits)
TECH 3000	Multimedia Design (3 credits)
TECH 4310	Web Services and Systems (3 credits)
TECH 4350	Human-Computer Interaction (3 credits)
TECH 4900	Directed Project in Information Technology (3 credits)* <u>OR</u> TECH 4950 Internship in Information Technology (3 credits)*

Major Electives (9 credits)

Select 9 credits from the following courses:

CSIS 3023	Legal and Ethical Aspects of Computers (3 credits)
CSIS 4500	Network Security (3 credits)
TECH 2130	Business Applications of Microcomputers (3 credits)
TECH 4500	Wireless Network Infrastructures (3 credits)
TECH 4710	Basic Computer Forensics (3 credits)
TECH 4890	Special Topics in Information Technology (3 credits)
TECH 4900	Directed Project in Information Technology (3 credits)*
TECH 4950	Internship in Information Technology (3 credits)*
TECH 4990	Independent Study in Technology (3 credits)

*Can be counted only once, either as a core course requirement or a major elective requirement

Marine Biology Major

The marine biology major is designed to prepare students for a career or further graduate study. The curriculum consists of a set of core courses in the biological and physical sciences, leading to a degree that is designed as a solid basis for entering the field of marine biology, as well as preparation for further graduate study in this area.

Marine Biology Major Learning Outcomes

A successful marine biology graduate is expected to:

1. Demonstrate a working knowledge of the scientific method;
2. Demonstrate essential knowledge of the marine sciences;
3. Use mathematics to solve scientific problems and evaluate research data;
4. Use standard laboratory and research techniques to collect, assess, and present data;
5. Synthesize and integrate marine biological principles with contemporary issues.

Marine Biology Major Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the *General Education Program* section in the Academic Resources and Procedures segment of this catalog.

Marine Biology Major Requirements (79 credits)

Core Courses (60 credits)

BIOL 1500	Biology I/Lab (4 credits)
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BIOL 1510	Biology II/Lab <u>OR</u> BIOL 1510H Biology II/Lab Honors (4 credits)
BIOL 3200	General Ecology/Lab (4 credits)
BIOL 3300	Invertebrate Zoology/Lab (4 credits)
BIOL 3600	Genetics/Lab (4 credits)
CHEM 1300	General Chemistry I/Lab <u>OR</u> CHEM1300H General Chemistry I/Lab Honors (4 credits)
CHEM 1310	General Chemistry II/Lab <u>OR</u> CHEM 1310H General Chemistry II/Lab Honors (4 credits)
CHEM 2400	Organic Chemistry I/Lab <u>OR</u> CHEM 2400H Organic Chemistry I/Lab Honors (4 credits)
CHEM 2410	Organic Chemistry II/Lab <u>OR</u> CHEM 2410H Organic Chemistry II/Lab Honors (4 credits)
MATH 2020	Applied Statistics (3 credits) <u>OR</u> MATH 2020H Applied Statistics Honors (3 credits)
MATH 2100	Calculus I <u>OR</u> MATH 2100H Calculus I Honors (4 credits)
MBIO 1050	Introductory Marine Biology Seminar (1 credit)
MBIO 2410	Marine Biology/Lab (4 credits)
MBIO 2500	Oceanography/Lab (4 credits)
PHYS 2350	General Physics I/Lab (4 credits)
PHYS 2360	General Physics II/Lab (4 credits)

Major Grouped Electives (19 credits)

Group I: Science foundation electives (13 credits)

Select 13 or more credits from the following courses:

BIOL 3311	Vertebrate Zoology (4 credits)
BIOL 3800	Evolution (3 credits)
CHEM 3650	Biochemistry/Lab (4 credits)
ENVS 2100	Environmental Science Laboratory (3 credits)
ENVS 3000	Environmental Geology/Lab (4 credits)
MATH 2200	Calculus II (4 credits) <u>OR</u> MATH 2200H Calculus II Honors (4 credits)
MBIO 3500	Food Web Dynamics (3 credits)
MBIO 3600	Plankton Ecology (3 credits)
MBIO 3700	Biology of Fishes/Lab (4 credits)
MBIO 3750	Coral Reefs and Coral Communities (3 credits)
MBIO 3910	Sharks and Their Relatives (3 credits)
MBIO 4900	Special Topics in Marine Biology (1–3 credits)
SCIE 3210	History of Science (3 credits)
SCIE 4490	Research Methods (3 credits)

Group II: Lab or field-based electives (6 credits)

Select 6 or more credits from the following courses:

ENVS 1500	Natural History of South Florida (4 credits)
ENVS 2000	Biodiversity of Alaskan Ecosystems (3 credits) <u>AND</u> ENVS 2001 Biodiversity of Alaskan Ecosystems Field Course (1 credit)
ENVS 3170	Everglades Ecology and Conservation (3 credits)
MBIO 3450	Survey of Marine Mammals (3 credits)
MBIO 3800	Island Biogeography (3 credits) <u>AND</u> MBIO 3801 Island Biogeography Field Course (1 credit)
MBIO 4260	Ecology of the Galapagos Islands (3 credits) <u>AND</u> MBIO 4261 Ecology of the Galapagos Islands Field Trip (1 credit)
MBIO 4990	Independent Study in Marine Biology (1–12 credits)

Mathematics Major

The mathematics major provides a core of applied mathematics, pure mathematics, and analytical sciences. This major provides students with the mathematical skills to formulate, abstract, analyze and solve problems typically encountered by mathematicians, educators, government officials, scientists, engineers, and other professionals. Graduates of this program will be prepared to enter graduate study in mathematics and pursue careers in science, industry, and business.

Mathematics Major Learning Outcomes

A successful mathematics graduate is expected to:

1. Apply analytical, critical thinking, and abstract reasoning skills;
2. Analyze and formulate Mathematical proofs and critique for correctness;
3. Apply general mathematical techniques, theories, and abstract reasoning to find solutions to concrete problems.

Mathematics Major Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the *General Education Program* section in the Academic Resources and Procedures segment of this catalog.

Mathematics Major Requirements (53 credits)

Core Courses (27 credits)

MATH 2100	Calculus I (4 credits) <u>OR</u> MATH 2100H Calculus I Honors (4 credits)
MATH 2200	Calculus II (4 credits) <u>OR</u> MATH 2200H Calculus II Honors (4 credits)
MATH 2500	Introduction to Advanced Mathematics (3 credits) <u>OR</u> CSIS 2050 Discrete Mathematics (3 credits)
MATH 3200	Calculus III (4 credits)
MATH 3300	Introductory Linear Algebra (3 credits)
MATH 3400	Ordinary Differential Equations (3 credits)
MATH 4050	Advanced Calculus I (3 credits)* <u>OR</u> MATH 4350 Abstract Algebra I (3 credits)*
MATH 4060	Advanced Calculus II (3 credits)* <u>OR</u> MATH 4360 Abstract Algebra II (3 credits)*

*Can be counted only once, either as a core course requirement or a major elective requirement

Note: Six (6) credits of MATH may fulfill the General Education requirements.

Laboratory Science (8 credits)

Select 8 credits from the following courses:

CHEM 1300	General Chemistry I/Lab (4 credits) <u>OR</u> CHEM 1300H General Chemistry I/Lab Honors (4 credits)
CHEM 1310	General Chemistry II/Lab (4 credits) <u>OR</u> CHEM 1310H General Chemistry II/Lab Honors (4 credits)
CSIS 2101	Fundamentals of Computer Programming (4 credits)
CSIS 3101	Advanced Computer Programming (4 credits)
PHYS 2350	General Physics I/Lab (4 credits)
PHYS 2360	General Physics II/Lab (4 credits)
PHYS 2400	Physics I/Lab (4 credits)
PHYS 2500	Physics II/Lab (4 credits)

Note: Six (6) credits of CHEM/PHYS may fulfill the General Education requirements.

Major Electives (18 credits)

Select 18 credits from the following courses:

MATH 3050	Mathematics and Biology (3 credits)
MATH 3260	Combinatorics (3 credits)
MATH 3270	Logic (3 credits)
MATH 3340	Linear Algebra II (3 credits)
MATH 3350	Number Theory (3 credits)
MATH 3450	Elementary Differential Geometry (3 credits)
MATH 3900	History of Mathematics (3 credits)
MATH 4050	Advanced Calculus I (3 credits)*

MATH 4060	Advanced Calculus II (3 credits)*
MATH 4100	Introduction to Topology (3 credits)
MATH 4200	Complex Variables (3 credits)
MATH 4300	Numerical Methods (3 credits)
MATH 4350	Abstract Algebra I (3 credits)*
MATH 4360	Abstract Algebra II (3 credits)*
MATH 4400	Partial Differential Equations (3 credits)
MATH 4450	Basic Probability (3 credits)
MATH 4500	Probability and Statistics (3 credits)
MATH 4600	Introduction to Applied Mathematics (3 credits)
MATH 4700	Applied Cryptography (3 credits)
MATH 4900	Special Topics in Mathematics (3 credits)
MATH 4950	Internship in Mathematics (1–12 credits)
MATH 4990	Independent Study in Mathematics (1–3 credits)

*Can be counted only once, either as a core course requirement or a major elective requirement

The following courses are excluded for credit toward the mathematics major:

MATH 3030	Applied Statistics II (3 credits)
MATH 4020	Applied Regression Analysis (3 credits)
MATH 4040	Applied Multivariate Statistical Analysis (3 credits)
MATH 4080	Introduction to Statistical Computations (3 credits)

Software Engineering Major

The software engineering major prepares responsible, well-rounded graduates who understand critical aspects of software engineering and their ethical impacts on society. The curriculum provides students with a broad understanding of current and evolving technologies in diverse specialty fields including software engineering, computer network systems operations, and computer programming languages. The program prepares students to serve the community, the state of Florida, and the world by training and educating engineers with advanced theoretical and hands-on skills. Students learn how to solve complex engineering problems through innovative ideas, critical thinking, and cutting-edge research in disciplines related to software engineering. The program aims to provide—through excellence in teaching, experiential learning, service, and scholarship—a comprehensive and dynamic course of study for students interested in computer-oriented technologies.

Software Engineering Major Learning Outcomes

A successful software engineering graduate is expected to:

1. Apply knowledge of mathematics, science, and software engineering principles;
2. Design and conduct experiments; analyze and interpret data;
3. Design a system, component, or process to meet desired needs within realistic economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability constraints;
4. Communicate effectively with a range of audiences in a variety of formats;
5. Identify, formulate, and solve software engineering problems;
6. Recognize professional and ethical responsibilities;
7. Recognize the impact of software engineering solutions in global, economic, environmental, and societal contexts;
8. Recognize the need for and an ability to engage in lifelong learning;
9. Gain knowledge of contemporary issues;
10. Use the techniques, skills, and modern software engineering tools necessary for software engineering practice.

Software Engineering Major Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the *General Education Program* section in the Academic Resources and Procedures segment of this catalog.

Software Engineering Major Requirements (93 credits)

Mathematics and Basic Sciences (22 credits)

MATH 2100	Calculus I (4 credits) <i>OR</i> MATH 2100H Calculus I Honors (4 credits)
MATH 2200	Calculus II (4 credits) <i>OR</i> MATH 2200H Calculus II Honors (4 credits)
MATH 3300	Introductory Linear Algebra (3 credits)
MATH 4500	Probability and Statistics (3 credits)
ANY BIOL/CHEM/PHYS course(s) with lab	(8 credits)

Note: Six (6) credits of MATH and 6 credits of BIOL/CHEM/PHYS credits may fulfill the General Education requirements.

Computer Science and Information Systems (43 credits)

CSIS 1800	Introduction to Computer Information Sciences (3 credits)
CSIS 2000	Introduction to Database Systems (3 credits)
CSIS 2050	Discrete Mathematics (3 credits)
CSIS 2101	Fundamentals of Computer Programming (4 credits)
CSIS 3020	Web Programming and Design (3 credits)
CSIS 3023	Legal and Ethical Aspects of Computers (3 credits)
CSIS 3101	Advanced Computer Programming (4 credits)
CSIS 3400	Data Structures (4 credits)
CSIS 3460	Object Oriented Design (3 credits)
CSIS 3500	Networks and Data Communication (3 credits)
CSIS 3750	Software Engineering (4 credits)
CSIS 3810	Operating Systems Concepts (3 credits)
CSIS 4610	Design and Analysis Algorithms (3 credits)

Technology (3 credits)

TECH 4350	Human Computer Interaction (3 credits)
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Software Engineering (16 credits)

SENG 4100	Software Development Processes and Quality (3 credits)
SENG 4110	Measurement and Verification of Software (3 credits)
SENG 4750	Software Construction Technologies and Methods (3 credits)
SENG 4800	Software Architecture, Modeling, and Analysis (4 credits)
SENG 4900	Senior Capstone Design (3 credits)

Major Electives (9 credits)

Any 3000/4000-level CSIS, CENG, MATH, or SENG courses not listed above

Minors in Math, Science, and Technology

Applied Statistics Minor

Statistical methods are widely used in science, social and behavioral sciences, business, health professions, and industry. The applied statistics minor is appropriate for all NSU students with interests in experimental design, data analysis, or statistical modeling. The minor is designed to enable a student to properly design studies and analyze the resulting data, and to evaluate statistical methods used in marketing research, biological models, social studies, or their field of study.

Applied Statistics Minor Requirements (15 credits)

The applied statistics minor requires the successful completion of 15 credit hours of statistics courses with a MATH prefix at the 2000 or higher level, including at least 9 credit hours at the 3000 level or higher, with the exception of MATH 2020 Applied Statistics, which is excluded from the minor.

The courses eligible for this minor include (but are not limited to) the following:

MATH 3030	Applied Statistics II (3 credits)
MATH 3300	Introductory Linear Algebra (3 credits)
MATH 4020	Applied Regression Analysis (3 credits)
MATH 4040	Applied Multivariate Statistical Analysis (3 credits)
MATH 4080	Introduction to Statistical Computations (3 credits)
MATH 4500	Probability and Statistics (3 credits)
MATH 4900	Special Topics (1–3 credits)
MATH 4990	Independent Study (1–3 credits)

Bioinformatics Minor

Bioinformatics is a new scientific discipline that merges biology, computer science, mathematics, and other areas into a broad-based field that has profound impacts on all fields of biology. It is the comprehensive application of mathematics (e.g., probability and statistics), science (e.g., biochemistry), and a core set of problem-solving methods (e.g., computer algorithms) to the understanding of living systems. The bioinformatics minor provides foundational study in this emerging field of study.

Bioinformatics Minor Requirements (17 credits)

BIOL 3600	Genetics/Lab (4 credits)
BIOL 4100	Genomics/Lab (4 credits)
BIOL 4321	Systems and Synthetic Biology (3 credits)
CSIS 3600	Computational Algorithms in Bioinformatics (3 credits)
MATH 2001	Introduction to Mathematical Models in Biology I (3 credits)

Chemistry Minor

The fundamental role that chemistry plays in medicine, pharmacy, and the environment can be further explored in the chemistry minor. Basic, clinical, and field research in these disciplines all involve the application of chemical principles and techniques. The minor offers advanced courses in chemistry expanding on the base provided by general and organic chemistry. Cross disciplinary in its approach, the chemistry minor complements the student's major area of study. This minor can be combined with any major and minor except the chemistry major and APS major with a concentration in biological and physical sciences.

Chemistry Minor Requirements (16 credits)

Select 16 credits from the following courses:

Any CHEM courses 2000-level or higher, excluding the following:

CHEM 3000	Chemical Literature (3 credits)
CHEM 3101	Seminar in Chemistry (3 credits)
CHEM 4101	Senior Chemistry Seminar (3 credits)

A maximum of 4 credits of 2000-level courses can be counted toward the minor if they have already been applied to the student's major core course requirements.

A maximum of 3 credits of CHEM 4990 Independent Study in Chemistry can be counted toward the minor.

Computer Information Systems Minor

The computer information systems minor is intended for students in any major who wish to acquire more knowledge in programming, database systems, Web programming, and networking. This minor can be combined with any major and minor except the computer information systems major. A minimum of 9 credits must be exclusive to the minor and cannot be counted toward any other majors/minors/certificate programs.

Computer Information Systems Minor Requirements (17 credits)

CSIS 2000	Introduction to Database Systems (3 credits)
CSIS 2101	Fundamentals of Computer Programming (4 credits)
CSIS 3020	Web Programming and Design (3 credits)
CSIS 3101	Advanced Computer Programming (4 credits)
CSIS 3500	Networks and Data Communication (3 credits)

Exercise Science Minor

The exercise science minor is designed to provide students with a foundation and theory base in the movement sciences for the physically active. Additionally, the program offers courses for the student who is interested in the physiological, biomechanical, and psychological aspects of human function in response to exercise and physical activity. The primary goal of this program is to supplement academic knowledge for students to study in the exercise science sub-disciplines (biomechanics, exercise physiology, and motor behavior) and promote entry into professional programs. The minor is available to PALS (day) students only. This minor can be combined with any major and minor except the exercise and sport science major. When combining this minor with the athletic training major, a minimum of 8 credits must be exclusive to the minor and cannot be counted toward the major.

Exercise Science Minor Learning Outcomes

A successful exercise science minor is expected to:

1. Demonstrate and explain a strong foundation and theory base in the movement sciences for the physically active;
2. Analyze the physiological, biomechanical, and psychological aspects for human function in response to exercise and physical activity;
3. Develop and present a physical fitness program.

Exercise Science Minor Requirements (18 credits)

Core Courses (10 credits)

ATTR 1400	Health and Fitness (3 credits)
ATTR 2400	Strength and Conditioning (3 credits)
EXSC 3820	Exercise Prescription with Lab (4 credits)

Minor Electives (8 credits)

Select 8 credits from the following courses:

ATTR 2300	Sports Nutrition (3 credits)
EXSC 3700	Kinesiology (3 credits)
EXSC 3740	Exercise Physiology with Lab (4 credits)
EXSC 3760	Biomechanics of Human Movement with Lab (4 credits)*
EXSC 4100	Adapted Physical Education (3 credits)*
EXSC 4220	Motor Learning with Lab (4 credits)*

*Athletic training majors are required to select only these elective courses to complete the minor requirements.

Geographic Information Science Minor

Geographic information science has become an essential foundation for numerous disciplines that require location-based analysis. This minor provides an understanding of geographic tools, software and hardware, techniques, and spatial methodologies for use in the natural, social, and behavioral sciences, as well as in business and economics. This minor is designed for students from diverse disciplines interested in using geospatial technology in their studies, research, and careers. It is appropriate for students majoring in natural and behavioral science, computer and information science, urban planning, business, and public health.

Geographic Information Science Minor Requirements (18 credits)

CSIS 1800	Introduction to Computer and Information Sciences (3 credits)
CSIS 2000	Introduction to Database Systems (3 credits)
GEOG 2075	Geographical Information Systems (3 credits)
GEOG 3050	Applied Geographic Information Systems (3 credits)
GEOG 3075	Geospatial Field Methods (3 credits)
GEOG 4050	Space-Borne and Aerial Image Processing (3 credits)

Information Assurance/Security Minor

The information assurance/security minor is intended for students in any major who wish to acquire more knowledge about computer and network security infrastructures and software. Topics covered include general surveys of computer and information security technologies, legal and ethical aspects of computer security, and related data structures and operating systems.

Information Assurance/Security Minor Requirements (18 credits)

CSIS 3023	Legal and Ethical Aspects of Computing (3 credits)
CSIS 3500	Network and Data Communication (3 credits)
CSIS 4010	Computer Security (3 credits)
CSIS 4500	Network Security (3 credits)

Select a minimum of 6 credits from the following courses:

CSIS 3050	Assemblers and Assembly Language Programming (4 credits)
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CSIS 4030	Information Security Technologies (3 credits)
CSIS 4310	Distributed Data Processing (4 credits)
CSIS 4530	Database Management (3 credits)
MATH 3350	Number Theory (3 credits)
MATH 4350	Abstract Algebra I (3 credits)

Information Technology Minor

The information technology minor is intended for students who wish to achieve knowledge in information technology. TECH courses in the minor are designed for students to tailor content and focus activities to their own areas of study or interest. TECH 4990 and CSIS 4900 involve original research and/or technology implementation. A generic template appropriate for TECH 4990 in any topic area is available from the division director. This minor can be combined with any major and minor except the APS major with a concentration in information technology.

Information Technology Minor Requirements (18 credits)

Select 18 credits from the following courses, 9 credits of which must be at the 3000/4000 level:

TECH 1111	Computer Applications (or competency) (3 credits)
TECH 1800	Introduction to Information Technology* (3 credits)
TECH 2130	Business Applications of Technology* (3 credits)
TECH 2150	Introduction to Internet Resources* (3 credits)
TECH 3000	Multimedia Design (3 credits)
TECH 3010	Principles of Web Design (3 credits)
TECH 4350	Human Computer Interaction (3 credits)
TECH 4500	Wireless Network Infrastructures (3 credits)
TECH 4990	Independent Study in Information Technology** (3–6 credits) <u>OR</u> TECH 4900 Directed Project** (3–6 credits)

*Not available for students enrolled in the computer science or computer information systems majors

** Must be taken after 15 credits of TECH minor courses

Marine Biology Minor

The marine biology minor focuses on the life processes of marine organisms and is intended for students interested in the field as a complement to their major curriculum. Biology majors can take the marine biology minor with no additional prerequisites outside of those required for the biology major. Students in other majors who have taken the appropriate prerequisites may also pursue this minor. This minor is available to PALS (day) students only. This minor can be combined with any major and minor except the marine biology major and marine ecology minor.

Marine Biology Minor Requirements (17 credits)

Core Courses (8 credits)

MBIO 2410	Marine Biology/Lab (4 credits)
MBIO 2500	Oceanography/Lab (4 credits)

Minor Electives (9 credits)

Select 9 credits from the following courses:

BIOL 3200	General Ecology/Lab (4 credits)
BIOL 3300	Invertebrate Zoology/Lab (4 credits)
BIOL 3311	Vertebrate Zoology/Lab (4 credits)
MBIO 3450	Survey of Marine Mammals (3 credits)

MBIO 3500	Food Web Dynamics (3 credits)
MBIO 3600	Plankton Ecology (3 credits)
MBIO 3700	Biology of Fishes/Lab (4 credits)
MBIO 3750	Coral Reefs and Coral Communities (3 credits)
MBIO 3800	Island Biogeography (3 credits) <u>AND</u> MBIO 3801 Island Biogeography Field Course (1 credit)
MBIO 3910	Sharks and Their Relatives (3 credits)
MBIO 4260	Ecology of the Galapagos Islands (3 credits) <u>AND</u> MBIO 4261 Ecology of the Galapagos Islands Field Trip (1 credit)
MBIO 4900	Special Topics in Marine Biology (1–3 credits)
SCIE 4490	Research Methods (3 credits)

Marine Ecology Minor

The marine ecology minor focuses on the interactions among marine organisms and the relationships between these organisms and their environment. This minor is intended for marine biology majors who want more specific training in marine ecological science. Students in other majors who meet the prerequisites may also pursue this minor. This minor is available to PALS (day) students only. This minor can be combined with any major and minor except the marine biology minor. When combining with the marine biology major, a minimum of 6 credits must be exclusive to the minor and cannot be counted toward the major.

Marine Ecology Minor Requirements (18 credits)

Select 18 credits from the following courses:

ENVS 1500	Natural History of South Florida (4 credits)
ENVS 2000	Biodiversity of Alaskan Ecosystems (3 credits) <u>AND</u> ENVS 2001 Biodiversity of Alaskan Ecosystems Field Course (1 credit)
ENVS 3170	Everglades Ecology and Conservations (3 credits)
MBIO 3450	Survey of Marine Mammals (3 credits)
MBIO 3500	Food Web Dynamics (3 credits)
MBIO 3600	Plankton Ecology (3 credits)
MBIO 3700	Biology of Fishes/Lab (4 credits)
MBIO 3750	Coral Reefs and Coral Communities (3 credits)
MBIO 3800	Island Biogeography (3 credits) <u>AND</u> MBIO 3801 Island Biogeography Field Course (1 credit)
MBIO 3910	Sharks and Their Relatives (3 credits)
MBIO 4260	Ecology of the Galapagos Islands (3 credits) <u>AND</u> MBIO 4261 Ecology of the Galapagos Islands Field Trip (1 credit)
MBIO 4990	Independent Study in Marine Biology (1–3 credits)

Mathematics Minor

Mathematics is extensively used throughout the disciplines, including the sciences, engineering, finance, and social sciences. For those already engaging in disciplines with higher mathematics courses, the mathematics minor provides an opportunity to deepen their understanding into their own fields and develop professional tools that may not be commonly available to their peers. The minor in mathematics is appropriate for all NSU students looking to broaden their mathematical horizons.

Mathematics Minor Requirements (17 credits)

Select 17 credits of MATH courses at the 2000 or higher level and at least 9 credits at the 3000 level or higher.

The courses eligible for this minor include (but are not limited to) the following:

MATH 2100	Calculus I (4 credits) <u>OR</u> MATH 2100H Calculus I Honors (4 credits)
MATH 2200	Calculus II (4 credits) <u>OR</u> MATH 2200H Calculus II Honors (4 credits)

MATH 2250	Euclidean Geometry (3 credits)
MATH 3200	Calculus III (4 credits)
MATH 3300	Introductory Linear Algebra (3 credits)
MATH 3350	Number Theory (3 credits)
MATH 3400	Ordinary Differential Equations (3 credits)
MATH 4500	Probability and Statistics (3 credits)
MATH 4900	Special Topics (1–3 credits)
MATH 4990	Independent Study (1–3 credits)

The following courses are excluded for credit toward the mathematics minor:

MATH 2020	Applied Statistics (3 credits) <u>OR</u> MATH 2020H Applied Statistics Honors (3 credits)
MATH 2080	Applied Calculus (3 credits)
MATH 3030	Applied Statistics II (3 credits)
MATH 4020	Applied Regression Analysis (3 credits)
MATH 4040	Applied Multivariate Statistical Analysis (3 credits)
MATH 4080	Introduction to Statistical Computations (3 credits)

Physics Minor

The physics minor is intended to provide students with a basic background in physics and related mathematical methods. A knowledge of physics is useful for students in fields that range from biology and medicine to computer science, as well as being essential for education majors who intend to teach physical sciences in high school. All students in the minor must take a core of required courses in mechanics, electromagnetism, and modern physics. The remainder of the minor then consists of a set of additional physics and mathematics courses chosen by the student, so that the minor can be tailored to the needs and interests of the individual student. This minor can be combined with any major and minor.

Physics Minor Requirements (18 credits)

Core Courses (12 credits)

PHYS 3500	Introduction to Mechanics (3 credits)
PHYS 3610	Electromagnetic Theory I (3 credits)
PHYS 3700	Modern Physics I (3 credits)
PHYS 3750	Modern Physics II (3 credits)

Minor Electives (6 credits)

Students must select 6 credits in any physics (PHYS) or mathematics (MATH) courses at the 3000/4000 level.

Public Health Minor

The public health minor focuses on maintaining a healthy society through the control of disease, education about health and disease prevention, and organized efforts to preserve healthy environments. This minor is intended for students who want to learn about the public health field. This minor can be combined with any major and minor. This minor is available to both PALS (day) and Career (evening) students.

Public Health Minor Requirements (18 or 19 credits)

BIOL 2400	Applied Microbiology (3 credits) <u>OR</u> BIOL 3400 Microbiology/Lab (4 credits)
ENVS 3101	Introduction to Public Health (3 credits)
ENVS 3201	Environment, Culture, Ethnicity, and Health (3 credits)
ENVS 4002	Health Promotion and Disease Prevention (3 credits)
ENVS 4210	Environmental Epidemiology (3 credits)
ENVS 4310	Environmental Health (3 credits)

Certificate in Math, Science, and Technology

The Division of Math, Science, and Technology offers a certificate program to prepare students for employment in the field of computer information systems. This certificate program also provides supplemental training for computer science professionals and for students in any major who desire expertise in computer information systems. To earn a certificate, a student must achieve a C or better on all coursework in that certification. All courses are available online.

Web Programming and Design Certificate

The Web programming and design certificate program prepares students for employment as Web programmers, Web site developers, Web administrators, Web masters, and Web architects. It also provides supplemental training for computer science professionals and for students in other majors who desire expertise in Web programming and design. Topics covered include programming, database systems, Web programming, networking, multimedia, and computer graphics. This certificate program can be combined with any major and minor except the computer information systems major, computer science major, and APS major with a concentration in computer studies.

Web Programming and Design Certificate Requirements (30 credits)

CSIS 2000	Introduction to Database Systems (3 credits)
CSIS 2050	Discrete Mathematics (3 credits)
CSIS 2101	Fundamentals of Computer Programming (4 credits)
CSIS 3020	Web Programming and Design (3 credits)
CSIS 3101	Advanced Computer Programming (4 credits)
CSIS 3400	Data Structures (4 credits)
CSIS 4650	Computer Graphics (3 credits)
TECH 2150	Introduction to Internet Resources (3 credits)
TECH 3000	Multimedia Design (3 credits)

Federal Disclosures: Visit www.fcas.nova.edu/programs/certificates/webdesign.cfm for details on this certificate program, including occupations the program prepares students to enter; on-time graduation rates; expected program lengths; tuition and fees; typical costs for books, supplies, room and board; post-completion job placement rate; and students' median loan debt.

Division of Performing and Visual Arts

The Division of Performing and Visual Arts offers the Bachelor of Arts degree in Art, Arts Administration, Dance, Music, and Theatre.

Majors in Performing and Visual Arts

Art Major

The art major is designed to provide students with a dynamic and comprehensive instructional program in the visual arts. Students may earn a B.A. in Art with tracks in studio art or graphic design. The art degree program prepares students for careers as freelance artists or for employment with public and private organizations in various industries.

Art Major Learning Outcomes

The successful art graduate is expected to:

1. Effectively apply visual design and composition concepts to produce original art;
2. Identify major historical and contemporary art and design movements and artists;
3. Evaluate and discuss art and design using aesthetic theories;
4. Develop professional skills and standards in preparation for exhibition of works.

Art Major Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the *General Education Program* section in the Academic Resources and Procedures segment of this catalog.

Art Major Requirements (46 credits)

Core Courses (22 credits)

ARTS 1200	Introduction to Drawing (3 credits)
ARTS 1700	Fundamentals of Color (3 credits)
ARTS 1800	Two-Dimensional Design (3 credits)
ARTS 2200	Digital Photography (3 credits)
ARTS 2800	Three-Dimensional Design (3 credits)
ARTS 3800	Art History I (3 credits)
ARTS 3850	Art History II (3 credits)
ARTS 4995	Senior Project (1 credit)

Tracks (21 credits)

Select one of the following tracks:

Graphic Design Track (21 credits)

ARTS 2410	Graphic Design I (3 credits)
ARTS 2450	Graphic Design II (3 credits)
ARTS 3200	Digital Photographic Design (3 credits)
ARTS 3450	Graphic Design III (3 credits)
ARTS 3650	Typography (3 credits)
ARTS 4250	Multimedia & Web Design (3 credits)
ARTS 4500	Professional Print Design (3 credits)

Studio Art Track (21 credits)

ARTS 1250	Life Drawing (3 credits)
ARTS 2100	Painting I (3 credits)
ARTS 3100	Painting II (3 credits)
ARTS 3200	Digital Photographic Design (3 credits)
ARTS 3500	Sculpture I (3 credits)
ARTS 3550	Ceramics I (3 credits)
ARTS 3700	Methods and Materials (3 credits)

Major Electives (3 credits)

Select 3 credits from the following courses:

ARTS 2600	Introduction to Arts Administration (3 credits)
ARTS 3020	Women in the Arts (3 credits)
ARTS 3040	Museum Studies and Gallery Practices (3 credits)
ARTS 4950	Internship in the Arts (3 credits)

The Bachelor of Arts degree requires at least 24 credits of coursework from the following disciplines: ARTS, DANC, FILM, HIST, HUMN, LITR, MUSC, PHIL, and THEA, as well as an intermediate degree of competency in a foreign language (generally, a minimum of 6 credits or another demonstration of competency).

Arts Administration Major

The arts administration major is designed to give students a varied background in the arts and administrative skills needed to manage arts organizations. Students learn to identify administrative issues specifically related to arts organizations, demonstrate knowledge of the history of at least one area of performing or visual art, and apply arts administration management principles in a practical work environment within the arts industry. The arts administration major prepares students for careers in public and private arts organizations.

Arts Administration Major Learning Outcomes

The successful arts administration graduate is expected to:

1. Identify administrative issues specifically related to managing the arts industry;
2. Demonstrate knowledge of the history of at least one area of the performing and/or visual arts;
3. Apply arts administration management principles in a practical work environment within the arts industry.

Arts Administration Major Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the *General Education Program* section in the Academic Resources and Procedures segment of this catalog.

Arts Administration Major Requirements (51 credits)

Core Courses (39 credits)

ACT 2200	Financial Accounting (3 credits)
ACT 2300	Managerial Accounting (3 credits)
ARTS 2410	Graphic Design I (3 credits)
ARTS 2450	Graphic Design II (3 credits) <u>OR</u> ARTS 4250 Multimedia & Web Design (3 credits)
ARTS 2600	Introduction to Arts Administration (3 credits)
ARTS 3600	Advanced Arts Administration (3 credits)
ARTS 4950	Internship in the Arts (3 credits) <u>OR</u> DANC 4950 Internship in Dance (3 credits) <u>OR</u> MUSC 4950 Internship in Music (3 credits) <u>OR</u> THEA 4950 Internship in Theatre (3 credits)
MGT 2050	Principles of Management (3 credits)
MGT 4170	Organizational Behavior (3 credits)
SPCH 3120	Speech Communication for the Professions (3 credits)
THEA 2060	Technical Theatre (3 credits)
THEA 3500	Stage and Production Management (3 credits)
WRIT 3150	Business Writing (3 credits)

Applied Practicum (6 credits)

Select 6 credits from the following courses:

ARTS 3040	Museum Studies and Gallery Practices (3 credits)
DANC 2101	Dance Laboratory I (1 credit)
DANC 2102	Dance Laboratory II (1 credit)
DANC 2103	Dance Laboratory III (1 credit)
MUSC 3301	Ensemble I (1 credit)
MUSC 3302	Ensemble II (1 credit)
MUSC 3303	Ensemble III (1 credit)
THEA 2101	Theatre Laboratory I (1 credit)
THEA 2102	Theatre Laboratory II (1 credit)
THEA 2103	Theatre Laboratory III (1 credit)

Performing/Visual Arts History (6 credits)

Select 6 credits from the following courses:

ARTS 3850	Art History II (3 credits)
DANC 3200	Dance History (3 credits)
MUSC 3250	Musicology II (3 credits)
THEA 3250	Theatre History II (3 credits)

The Bachelor of Arts degree requires at least 24 credits of coursework from the following disciplines: ARTS, DANC, FILM, HIST, HUMN, LITR, MUSC, PHIL, and THEA, as well as an intermediate degree of competency in a foreign language (generally, a minimum of 6 credits or another demonstration of competency).

Dance Major

The dance major helps students develop in several areas: technical proficiency, historical and cultural perspectives, personal artistry, and production skills. The program also provides students with an understanding of how dance fits into a larger, global context. Students in the major learn the behind-the-scenes process of putting a show together and get the opportunity (in choreography and dance composition courses) to develop their unique voices as artists. The dance major prepares graduates for careers in dance performance, choreography, and dance education, as well as advanced study in graduate programs.

Dance Major Learning Outcomes

The successful dance graduate is expected to:

1. Exhibit proficiency in various dance techniques and styles;
2. Identify and evaluate historical, cultural and stylistic forms of dance;
3. Demonstrate personal artistry in the creation of dance performances;
4. Explain the movement of the body in relation to dance.

Dance Major Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the *General Education Program* section in the Academic Resources and Procedures segment of this catalog.

Dance Major Requirements (47 credits)

Core Courses (44 credits)

DANC 1200	Ballet I (3 credits)
DANC 1400	Jazz Dance I (3 credits)
DANC 1600	Modern Dance I (3 credits)
DANC 2101	Dance Laboratory I (1 credit)
DANC 2102	Dance Laboratory II (1 credit)
DANC 2103	Dance Laboratory III (1 credit)
DANC 2104	Dance Laboratory IV (1 credit)
DANC 2400	Jazz Dance II (3 credits)
DANC 2600	Modern Dance II (3 credits)
DANC 3100	Dance Improvisation (3 credits)
DANC 3200	Dance History (3 credits)
DANC 3500	Global Dance Perspectives (3 credits)
DANC 3550	World Dance (3 credits)
DANC 3600	Modern Dance III (3 credits)
DANC 4000	Dance Composition (3 credits)
DANC 4300	Dance Choreography (3 credits)
THEA 2060	Technical Theatre (3 credits)
THEA 4930	Senior Seminar (1 credit)

Major Electives (3 credits)

Select 3 credits from the following courses:

DANC 3900	Advanced Studio Technique (3 credits)
DANC 4950	Internship in Dance (3 credits)

The Bachelor of Arts degree requires at least 24 credits of coursework from the following disciplines: ARTS, DANC, FILM, HIST, HUMN, LITR, MUSC, PHIL, and THEA, as well as an intermediate degree of competency in a foreign language (generally, a minimum of 6 credits or another demonstration of competency).

Music Major

The music major blends traditional music education with the technological and professional requirements of today's job market. The curriculum is compact, with areas of focus in vocal performance, piano performance, instrumental performance, and commercial and popular music. The music core builds fundamental skills in analytical thinking through theoretical study and develops written communication ability within broad historical contexts. The emphases focus on problem solving and adaptability in production and performance.

Music Major Learning Outcomes

The successful music graduate is expected to:

1. Demonstrate proficiency in music theory with a 75% degree of accuracy in sight-reading, aural dictation, and score analysis;
2. Identify historical trends of style and genre, and explain them through an understanding of artistic and cultural forces;
3. Perform accurately and musically with technical adeptness.

Music Major Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the *General Education Program* section in the Academic Resources and Procedures segment of this catalog.

Music Major Requirements (51 credits)

Core Courses (36 credits)

ARTS 1500	Music Through History (3 credits)
MUSC 1200	Piano I (3 credits)
MUSC 1250	Piano II (3 credits)
MUSC 1800	Music Theory I (3 credits)
MUSC 1810	Music Theory I Lab: Fundamentals of Music (1 credit)
MUSC 1850	Music Theory II (3 credits)
MUSC 1860	Music Theory II Lab: Structural Elements of Music (1 credit)
MUSC 2800	Music Theory III (3 credits)
MUSC 3200	Musicology I (3 credits)
MUSC 3250	Musicology II (3 credits)
MUSC 3301	Ensemble I (1 credit)
MUSC 3302	Ensemble II (1 credit)
MUSC 3303	Ensemble III (1 credit)
MUSC 3304	Ensemble IV (1 credit)
MUSC 3500	Introduction to Music Pedagogy (3 credits)
MUSC 4000	Conducting (3 credits)

Emphasis (15 credits)

Select one of the following emphases:

Vocal Performance Emphasis (15 credits)

Select 15 credits from the following courses:

MUSC 2401	Basic Applied Voice I (2 credits)
MUSC 2402	Basic Applied Voice II (2 credits)
MUSC 2700	Musical Theatre Performance I (2 credits)
MUSC 3701	Advanced Musical Theatre Performance I (2 credits)
MUSC 4401	Advanced Applied Voice I (2 credits)
MUSC 4402	Advanced Applied Voice II (2 credits)
MUSC 4950	Internship in Music (3 credits)
THEA 2000	Voice and Movement (3 credits)

Piano Performance Emphasis (15 credits)

Select 15 credits from the following courses:

MUSC 1500	Beginning Voice (3 credits)
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MUSC 2411	Basic Applied Piano I (2 credits)
MUSC 2412	Basic Applied Piano II (2 credits)
MUSC 2413	Basic Applied Piano III (2 credits)
MUSC 2414	Basic Applied Piano IV (2 credits)
MUSC 4411	Advanced Applied Piano I (2 credits)
MUSC 4412	Advanced Applied Piano II (2 credits)
MUSC 4950	Internship in Music (3 credits)

Instrumental Performance Emphasis (15 credits)

Select 15 credits from the following courses:

MUSC 1300	Beginning Guitar Class (3 credits)
MUSC 2421	Basic Applied Instrument I (2 credits)
MUSC 2422	Basic Applied Instrument II (2 credits)
MUSC 2423	Basic Applied Instrument III (2 credits)
MUSC 2424	Basic Applied Instrument IV (2 credits)
MUSC 4421	Advanced Applied Instrument I (2 credits)
MUSC 4422	Advanced Applied Instrument II (2 credits)
MUSC 4950	Internship in Music (3 credits)

Commercial and Popular Music Emphasis (15 credits)

Select 15 credits from the following courses:

ARTS 2600	Introduction to Arts Administration (3 credits)
MUSC 1300	Beginning Guitar Class (3 credits)
MUSC 1500	Beginning Voice (3 credits)
MUSC 2600	Music Production I (3 credits)
MUSC 4100	Composition/MIDI (3 credits)
MUSC 4950	Internship in Music (3 credits)
THEA 2060	Technical Theatre (3 credits)
THEA 3070	Lighting and Sound Design (3 credits)

The Bachelor of Arts degree requires at least 24 credits of coursework from the following disciplines: ARTS, DANC, FILM, HIST, HUMN, LITR, MUSC, PHIL, and THEA, as well as an intermediate degree of competency in a foreign language (generally, a minimum of 6 credits or another demonstration of competency).

Theatre Major

The theatre major is a rigorous, ensemble-based degree program within a liberal arts setting. Students focus on all areas of theatre, including the following: acting for stage and screen, directing, design, dramaturgy, musical theatre, and technical theatre. The program promotes creativity, innovation, critical thinking, entrepreneurship, and community engagement through theatre performance and production. Students learn how to communicate effectively; identify the historical periods and styles of theatre; demonstrate knowledge of and skill in aspects of technical theatre, such as costuming, lighting, set design, and construction; demonstrate skill in public performance; direct theatrical scenes or productions; and understand the role of drama in culture. The theatre major prepares students for graduate school; jobs in the arts and entertainment industry; and a variety of careers that employ experienced critical thinkers, communicators, and innovative collaborators.

Theatre Major Learning Outcomes

A successful theatre graduate is expected to:

1. Identify the historical, cultural, and stylistic aspects of theatre;
2. Exhibit skill in technical theatre and design;
3. Display performance skills in theatrical productions;
4. Direct theatrical scenes or productions.

Theatre Major Curriculum

At least 18 credits in the major must be at the 3000/4000 level.

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the *General Education Program* section in the Academic Resources and Procedures segment of this catalog.

Theatre Major Requirements (47 credits)

Core Courses (38 credits)

THEA 2000	Voice and Movement (3 credits)
THEA 2020	Acting I (3 credits)
THEA 2030	Play Analysis (3 credits)
THEA 2060	Technical Theatre (3 credits)
THEA 2101	Theatre Laboratory I (1 credit)
THEA 2102	Theatre Laboratory II (1 credit)
THEA 2103	Theatre Laboratory III (1 credit)
THEA 2104	Theatre Laboratory IV (1 credit)
THEA 3020	Acting II (3 credits)
THEA 3050	Costume and Makeup (3 credits)
THEA 3060	Scene Design (3 credits) <u>OR</u> THEA 3070 Lighting and Sound Design (3 credits)
THEA 3200	Theatre History I (3 credits)
THEA 3250	Theatre History II (3 credits)
THEA 3500	Production and Stage Management (3 credits)
THEA 4100	Directing for the Stage (3 credits)
THEA 4930	Senior Seminar (1 credit)

Emphases (9 credits)

Select one of the following emphases:

Stage and Screen Emphasis (9 credits)

Select 9 credits from the following courses:

ARTS 1400	The Theatre Arts (3 credits)
THEA 1500	Comedy and Improvisation (3 credits)
THEA 2025	Performance for Film and Television (3 credits)
THEA 3025	Audition Techniques (3 credits)
THEA 4950	Internship in Theatre (3 credits)

Musical Theatre Emphasis (9 credits)

Select 9 credits from the following courses:

MUSC 1800	Music Theory I (3 credits)
MUSC 2700	Musical Theatre Performance I (2 credits)
MUSC 3701	Advanced Musical Theatre Performance I (2 credits)
DANC 2101	Dance Lab I (1 credit)
DANC 2102	Dance Lab II (1 credit)
THEA 3025	Audition Techniques (3 credits)
THEA 4950	Internship in Theatre (3 credits)

The Bachelor of Arts degree requires at least 24 credits of coursework from the following disciplines: ARTS, DANC, FILM, HIST, HUMN, LITR, MUSC, PHIL, and THEA, as well as an intermediate degree of competency in a foreign language (generally, a minimum of 6 credits or another demonstration of competency).

Minors in Performing and Visual Arts

Arts Administration Minor

The arts administration minor is designed to help prepare students for management in the arts industry. It gives students an overview of the application of specific administrative issues to the arts: communication, public relations, writing, development, policy, education, planning, outreach, and management for arts organizations. This minor can be combined with any major and minor except the arts administration major.

Arts Administration Minor Requirements (18 credits)

ARTS 2600	Introduction to Arts Administration (3 credits)
ARTS 3600	Advanced Arts Administration (3 credits)
COMM 3200	Principles of Public Relations (3 credits)
MGT 2050	Principles of Management (3 credits)
WRIT 3150	Business Writing (3 credits)
Any 3000/4000-level ARTS, MUSC, or THEA course (3 credits)	

Dance Minor

The dance minor provides students with both technical dance skills and general knowledge of dance as an art form. Through studio practice in technique and creative-based classes, students gain a foundation in dance training and an appreciation for dance as an art form. Core courses provide the student with an increased understanding of the development of dance in a larger global context. This minor can be combined with any major and minor except the dance major.

Dance Minor Learning Outcomes

A successful dance minor is expected to:

1. Identify historical and cultural forms of dance;
2. Demonstrate knowledge of dance concepts through performance;
3. Evaluate dance as an art form.

Dance Minor Requirements (18 credits)

Students must complete 18 credits from the following courses, 9 credits of which must be at the 3000/4000 level.

Core Courses (6 credits)

DANC 3200	Dance History (3 credits)
DANC 3500	Global Dance Perspectives (3 credits)

Minor Electives (12 credits)

Select 12 credits from the following courses:

DANC 1200	Ballet I (3 credits)
DANC 1400	Jazz Dance I (3 credits)
DANC 1500	Contemporary Dance Techniques (3 credits)
DANC 1600	Modern Dance I (3 credits)

DANC 2101	Dance Lab I (1 credit)
DANC 2102	Dance Lab II (1 credit)
DANC 2103	Dance Lab III (1 credit)
DANC 2104	Dance Lab IV (1 credit)
DANC 2400	Jazz Dance II (3 credits)
DANC 2600	Modern Dance II (3 credits)
DANC 3100	Dance Improvisation (3 credits)
DANC 3550	World Dance (3 credits)
DANC 3600	Modern Dance III (3 credits)
DANC 3900	Advanced Studio Technique (3 credits)
DANC 4000	Dance Composition (3 credits)
DANC 4300	Dance Choreography (3 credits)
THEA 2060	Technical Theatre (3 credits)

Graphic Design Minor

The graphic design minor combines historical knowledge of the design discipline with contemporary problem-solving technical skills. Students gain in-depth experience using industry-standard computer software while acquiring an understanding of graphic design principles and formats. The graphic design minor serves as an excellent complement to many majors, including marketing, business administration, and communication studies. This minor better prepares students for their future careers by offering them marketable skills, enabling them to become more viable in today's competitive job market. This minor can be combined with any major and minor except the art major.

Graphic Design Minor Requirements (18 credits)

Core Courses (15 credits)

ARTS 1800	Two-Dimensional Design (3 credits)
ARTS 2410	Graphic Design I (3 credits)
ARTS 2450	Graphic Design II (3 credits)
ARTS 3450	Graphic Design III (3 credits)
ARTS 3650	Typography (3 credits)

Select 3 credits from the following courses:

ARTS 3200	Digital Photographic Design (3 credits)
ARTS 4250	Multimedia and Web Design (3 credits)
ARTS 4500	Professional Print Design (3 credits)

Music Minor

The music minor introduces students to theoretical and historical perspectives on the art of music, while allowing them to gain hands-on performance experience through applied lessons, musical ensembles, and voice classes. The academic understanding and practical skills acquired through the music minor are a professional asset for those pursuing careers in fields including education, theatre, speech-language pathology, speech communication, and therapy. This minor can be combined with any major and minor except the music major.

Music Minor Requirements (18 credits)

Students must complete 18 credits from the following courses, 6 credits of which must be at the 3000/4000 level.

Core Courses (9 credits)

MUSC 1200	Piano I (3 credits)
MUSC 1800	Music Theory I (3 credits)
MUSC 3200	Musicology I (3 credits) <u>OR</u> MUSC 3250 Musicology II (3 credits)

Minor Electives (9 credits)

Select 9 credits from the following courses:

ARTS 1500	Music Through History (3 credits)
Any MUSC courses	

Studio Art Minor

The studio art minor provides the opportunity to explore various artistic media, techniques, and processes in a studio setting. The program allows students to integrate creative and artistic practice with other academic or research pursuits, as this minor complements a variety of majors including those in the disciplines of theatre, science, arts administration, and education. This minor encourages the development of creative thinking, conceptualization, and visual literacy skills, enabling students to become versatile, valued prospects for future research or academic endeavors.

Studio Art Minor Requirements (18 credits)

Select 18 credits from the following courses, 9 credits of which must be at the 3000/4000 level:

ARTS 1200	Introduction to Drawing (3 credits)
ARTS 1250	Life Drawing (3 credits)
ARTS 1700	Fundamentals of Color (3 credits)
ARTS 1800	2D Design (3 credits)
ARTS 2100	Painting I (3 credits)
ARTS 2200	Digital Photography (3 credits)
ARTS 2410	Graphic Design I (3 credits)
ARTS 2800	3D Design (3 credits)
ARTS 3040	Museum Studies and Gallery Practices (3 credits)
ARTS 3100	Painting II (3 credits)
ARTS 3200	Digital Photographic Design (3 credits)
ARTS 3500	Sculpture I (3 credits)
ARTS 3550	Ceramics I (3 credits)
ARTS 3700	Methods and Materials (3 credits)

Theatre Minor

The theatre minor offers students an opportunity to experience the tradition and experience of the theatre. It serves as an excellent complement to many majors, including English, communication studies, psychology, and humanities. This minor allows students to branch out from their subject of study and not only learn the tradition and techniques of the theatre, but also be better equipped to participate confidently in one or more of the co-curricular and extra-curricular experiences that will be generated by the theatre program. This minor can be combined with any major and minor except the theatre major.

Theatre Minor Requirements (18 credits)

Students must complete 18 credits from the following courses, 9 credits of which must be at the 3000/4000 level.

Core Courses (9 credits)

THEA 2020	Acting I (3 credits)
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THEA 2060 Technical Theatre (3 credits)
THEA 3200 Theatre History I (3 credits) OR THEA 3250 Theatre History II (3 credits)

Select 9 credits from the following courses:

THEA 1500 Comedy and Improvisation (3 credits)
THEA 2000 Voice and Movement (3 credits)
THEA 2025 Performance for Film and Television (3 credits)
THEA 2030 Play Analysis (3 credits)
THEA 2101 Theatre Laboratory I (1 credit)
THEA 2102 Theatre Laboratory II (1 credit)
THEA 2103 Theatre Laboratory III (1 credit)
THEA 2104 Theatre Laboratory IV (1 credit)
THEA 3020 Acting II (3 credits)
THEA 3025 Audition Techniques (3 credits)
THEA 3050 Costuming and Makeup (3 credits)
THEA 3060 Scene Design (3 credits)
THEA 3070 Lighting and Stage Design (3 credits)
THEA 3500 Production and Stage Management (3 credits)
THEA 4100 Directing for the Stage (3 credits)
THEA 4900 Special Topics in Theatre (3 credits)

Division of Social and Behavioral Sciences

The Division of Social and Behavioral Sciences offers the Bachelor of Science degree in Behavioral Neuroscience, Criminal Justice, Human Development and Family Studies, Paralegal Studies, Psychology, Public Administration, and Sociology. The division also administers the Psychological Studies concentration for the college's interdisciplinary Bachelor of Science degree in Applied Professional Studies.

Majors in Social and Behavioral Sciences

Behavioral Neuroscience Major

The behavioral neuroscience major focuses on the biological basis of behavior by exploring the role of the nervous system in normal and abnormal behavior, thought, and emotion. It uses a multidisciplinary approach to study the organization and function of the nervous system, from the molecular to the behavioral level, in such areas as development, sensation and perception, cognition, learning and memory, movement, sleep, stress, aging, and neurological and psychological disorders. The major provides students with a program of study that prepares them to pursue entry-level positions in such areas as biomedical research and the pharmaceutical industry or graduate education in such disciplines as neuroscience, psychology, pharmacology, medicine, and neurobiology.

Behavioral Neuroscience Major Learning Outcomes

A successful behavioral neuroscience graduate is expected to:

1. Demonstrate a foundation of knowledge in behavioral neuroscience;
2. Demonstrate the ability to independently develop a research proposal and evaluate the application and limitations of various methodologies;
3. Demonstrate the ability to communicate research findings from the field of behavioral neuroscience.

Behavioral Neuroscience Major Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the *General Education Program* section in the Academic Resources and Procedures segment of this catalog.

Behavioral Neuroscience Major Requirements (57 credits)

Required Courses (45 credits)

BIOL 1500	Biology I/Lab (4 credits)
BIOL 4340	Cellular and Molecular Biology (3 credits)
CHEM 1300	General Chemistry I/Lab (4 credits) <u>OR</u> CHEM 1300H General Chemistry I/Lab Honors (4 credits)
CHEM 1310	General Chemistry II/Lab (4 credits) <u>OR</u> CHEM 1310H General Chemistry II/Lab Honors (4 credits)
MATH 2100	Calculus I (4 credits) <u>OR</u> MATH 2100H Calculus I Honors (4 credits)
NEUR 2500	Introduction to Neuroscience/Lab (4 credits)

NEUR 2600	Introduction to Neuroanatomy (3 credits)
NEUR 2700	Research Methods and Data Analysis in Behavioral Neuroscience/Lab (4 credits)
NEUR 3000	Behavioral Genetics (3 credits)
NEUR 4880	Senior Seminar in Behavioral Neuroscience (3 credits)
PSYC 1020	Introduction to Psychology (3 credits) <u>OR</u> PYSC 1020H Introduction to Psychology Honors (3 credits)

Select 6 credits from the following courses:

NEUR 3100	Developmental Neuroscience (3 credits)
NEUR 3200	Drugs and the Brain (3 credits)
NEUR 4100	Neurobiology of Disease (3 credits)
NEUR 4990	Independent Study in Neuroscience (1–3 credits)

Major Electives (12 credits)

Select 12 credits from the following courses:

BIOL 4200	Neurobiology (3 credits)
CHEM 3650	Biochemistry/Lab (4 credits)
PHIL 3180	Biomedical Ethics (3 credits) <u>OR</u> PHIL 3220 Philosophy of Science (3 credits)
PHYS 2350	Physics I/Lab (4 credits)
PHYS 2360	Physics II/Lab (4 credits)
PSYC 3900	Neuropsychology (3 credits)
PSYC 3920	Sensation and Perception (3 credits)
PSYC 4300	Psychophysiology (3 credits)
PSYC 4400	Hormones and Behavior (3 credits)

Criminal Justice Major

The criminal justice major prepares students for academic and professional careers in criminal justice and related fields. Utilizing a comprehensive, multidisciplinary approach, through scholarship, research, and training, students develop an understanding of the dynamic interplay between theory and practice in the criminal justice system. Further, students develop an understanding of and appreciation for the complex relationship between the three components of the criminal justice system—law enforcement, the courts, and corrections.

Criminal Justice Major Learning Outcomes

A successful criminal justice graduate is expected to:

1. Demonstrate an understanding of the major theories, principles, and concepts that govern each of the following core areas of criminal justice:
 - a. Law;
 - b. Law enforcement;
 - c. Corrections;
 - d. The court system;
 - e. Crime causation;
 - f. Research methods and statistics.
2. Integrate and apply the major theories, principles, and concepts of criminal justice to analyze and evaluate research and/or applied issues in the field of criminal justice using critical thinking skills, skeptical inquiry, and, where applicable, the scientific approach;
3. Produce criminal justice information in a clear, concise manner, consistent with relevant professional standards.

Criminal Justice Major Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the *General Education Program* section in the Academic Resources and Procedures segment of this catalog.

Criminal Justice Major Requirements (54 credits)

Core Courses (45 credits)

CRJU 1100	Introduction to Criminal Justice (3 credits)
CRJU 1200	Criminal Law (3 credits)
CRJU 2000	Constitutional Issues (3 credits)
CRJU 2220	Criminology (3 credits)
CRJU 2400	Court Systems and Procedures (3 credits)
CRJU 2500	Ethical Dilemmas and Decisions in Criminal Justice (3 credits)
CRJU 2600	Multiculturalism and Crime (3 credits)
CRJU 3100	Juvenile Delinquency (3 credits)
CRJU 3220	Policing (3 credits)
CRJU 3250	Interviewing, Interrogation, and Report Writing (3 credits)
CRJU 3300	Corrections in America (3 credits)
CRJU 3400	Criminal Investigations (3 credits)
CRJU 4000	Victimology (3 credits)
CRJU 4500	Research Methods in Criminal Justice (3 credits)
CRJU 4880	Senior Seminar (3 credits)

Major Electives (9 credits)

Select 9 credits from the following courses:

CRJU 3500	Probation, Parole, and Community Corrections (3 credits)
CRJU 3600	Comparative Criminal Justice – Spain (3 credits)
CRJU 3700	The CSI Effect: Media and Criminal Justice (3 credits)
CRJU 4200	Terrorism and Homeland Security (3 credits)
CRJU 4400	Police Organizational Behavior and Management (3 credits)
CRJU 4600	Gangs in America (3 credits)
CRJU 4900	Special Topics in Criminal Justice (3 credits)
CRJU 4950	Internship in Criminal Justice (3 credits)
PSYC 2450	Forensic Psychology (3 credits)
PSYC 3270	The Psychology of Criminal Behavior (3 credits)

Human Development and Family Studies Major

The human development and family studies major provides students with an interdisciplinary program of study that fosters critical, independent thinking and an empirical framework for understanding the development of individuals and families across the lifespan. It identifies factors that influence cognitive, emotional, social, and physical development through infancy, childhood, adolescence, adulthood, and later adulthood in the contexts of family, culture, and society. The major provides a foundation for students interested in working with individuals in varied settings, ranging from public and nonprofit agencies, to business and governmental agencies and for students preparing for graduate education in the social, behavioral, and health sciences or for advanced professional training in mental health counseling, marriage and family therapy, social work, law, business, public administration, or the health professions.

Human Development and Family Studies Major Learning Outcomes

A successful human development and family studies graduate is expected to:

1. Explain the major theories, principles, and concepts that comprise the knowledge base of life-span development and family studies, in the following areas:
 - a. Childhood, adolescence, adulthood, and aging;
 - b. Family systems and relationships;
 - c. Research methodology and analysis.
2. Integrate and apply the major theories, principles, and concepts of human development and family studies to evaluate research and applied issues in the field using critical thinking skills, skeptical inquiry, and deductive scientific reasoning;
3. Generate written information on topics in human development and family studies in a clear and concise manner consistent with the professional standards of the discipline.

Human Development and Family Studies Major Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the *General Education Program* section in the Academic Resources and Procedures segment of this catalog.

Human Development and Family Studies Major Requirements (45 credits)

Required Courses (30 credits)

GERO 2000	Introduction to Gerontology (3 credits) <u>OR</u> PSYC 2390 Adulthood and Aging (3 credits)
HDFS 3000	Research Methods in Human Development and Family Studies (3 credits)
HDFS 4880	Senior Seminar in Human Development and Family Studies (3 credits)
PSYC 1020	Introduction to Psychology (3 credits) <u>OR</u> PSYC 1020H Introduction to Psychology Honors (3 credits)
PSYC 2350	Lifespan Human Development (3 credits)
PSYC 2360	Adolescent Psychology (3 credits)
PSYC 2370	Early Childhood Growth and Development (3 credits)
PSYC 2630	Ethical and Professional Developments (3 credits)
SOCL 2130	Family Relationships (3 credits)
SOCL 3800	Family Life Cycle (3 credits)

Application Courses (3 credits)

Select 3 credits from the following courses:

HDFS 4800	Community Practicum in Human Development and Family Studies (3 credits)
HDFS 4990	Independent Study in Human Development and Family Studies (3 credits)

Major Electives (12 credits)

Select 12 credits from the following courses, 9 credits of which must be at the 3000/4000 level:

GERO 2030	Gerontology and the Law (3 credits)
HDFS 3200	Child Welfare, Law, and Social Policy (3 credits)
HDFS 3400	Legal Aspects of the Family (3 credits)
HDFS 3500	Children with Special Needs (3 credits)
HDFS 4900	Special Topics in Human Development and Family Studies (3 credits)
PSYC 2470	Loss, Grief, and Bereavement (3 credits)
PSYC 3280	Child and Adolescent Psychopathology (3 credits)

Paralegal Studies Major

The paralegal studies major is approved by the American Bar Association. A paralegal, as defined by the American Bar Association, is “a person qualified by education, training, or work experience, who is employed or retained by a lawyer, law office, corporation, governmental agency or other entity, and who performs specifically delegated substantive legal work for which a lawyer is responsible.” The goal of the program is to prepare students for entry-level paralegal positions in the common areas of law practice. Paralegals are nonlawyers, and therefore, are prohibited from the unauthorized practice of law. This program trains paralegals and is not a program for training lawyers or legal administrators. Students pursuing a Bachelor of Science degree in Paralegal Studies are required to submit a paralegal portfolio at an exit interview with the program coordinator prior to degree conferral.

Paralegal Studies Major Objectives

The objectives of the B.S. in Paralegal Studies program are to:

1. Provide students with a broad-based education in both liberal arts and paralegal studies;
2. Provide paralegal courses that enable students to obtain substantive legal knowledge, develop analytical skills, and apply the knowledge they have learned to tasks routinely performed by paralegals;
3. Be responsive in course offerings to the needs of paralegals and attorneys;
4. Ensure that students are familiar with the ethical guidelines for paralegals;
5. Provide students with the opportunity to utilize software that is used in most offices dealing with law-related issues;
6. Familiarize students with the paralegal profession and the opportunities that are available to them upon completion of the program.

Paralegal Studies Major Learning Outcomes

A successful paralegal studies graduate is expected to:

1. Explain the basic theories, doctrines, concepts, and associated principles that comprise the knowledge base of law, with specific emphasis on torts, contracts, wills and trusts, civil procedure, litigation, family law, business organizations, real estate, and criminal law;
2. Use legal research and critical thinking skills to categorize, organize, prioritize, and evaluate complex legal issues;
3. Prepare documents (e.g., memos, case briefs, correspondence, and pleadings) that meet professional legal standards.

Paralegal Studies Major Curriculum

LEGS courses offered online require proctored exams at approved sites.

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the *General Education Program* section in the Academic Resources and Procedures segment of this catalog.

Paralegal Studies Major Requirements (54 credits)

Core Courses (45 credits)

LEGS 1150	Introduction to Law and the Legal Profession (3 credits)
LEGS 2100	Legal Research and Writing I (3 credits)
LEGS 2200	Computer Applications for the Legal Profession (3 credits)

LEGS 3050	Criminal Law and Procedure (3 credits)
LEGS 3260	Real Estate Practice I (3 credits)
LEGS 3300	Torts and Civil Litigation (3 credits)
LEGS 3360	Wills, Trusts, and Estates I (3 credits)
LEGS 3400	Business Relations and Organizations (3 credits)
LEGS 3550	Family Law (3 credits)
LEGS 4110	Legal Research and Writing II (3 credits)
LEGS 4270	Real Estate Practice II (3 credits)
LEGS 4310	Advanced Litigation (3 credits)
LEGS 4370	Wills, Trusts, and Estates II (3 credits)
LEGS 4410	Corporate Regulation and Change (3 credits)
LEGS 4800	Advanced Practicum in Paralegal Studies (3 credits)

Major Electives (9 credits)

Select 9 credits from the following courses, a maximum of 6 credits of which can be in Special Topics courses, and a maximum of 6 credits of which can be in Internship courses:

LEGS 4050	Advanced Practices in Criminal Law (3 credits)
LEGS 4060	Debtor and Creditor Relations (3 credits)
LEGS 4470	Emerging Technologies and the Legal Profession (3 credits)
LEGS 4560	Elder Law (3 credits)
LEGS 4600	Pleadings and the Courts (3 credits)
LEGS 4700	Immigration Law (3 credits)
LEGS 4900	Special Topics in Paralegal Studies (3 credits)
LEGS 4950	Internship in Paralegal Studies (3 credits)

Psychology Major

The psychology major prepares students for both entry-level jobs in the workforce and advanced professional education in psychology. The psychology major exposes students to each of the major domains of psychology and provides students with a solid base of knowledge in each of these domains. It encourages students to integrate and apply knowledge, and allows flexibility in course selection to help students meet their career goals. The major emphasizes scientific research and application to significant areas of human activities.

Psychology Major Learning Outcomes

A successful psychology graduate is expected to:

1. Demonstrate an understanding of the major theories, principles, and concepts that underlie the following core areas of psychology:
 - a. Learning, Memory, and/or Cognition
 - b. Sensation, Perception, and/or Biological Bases of Behavior
 - c. Human Development
 - d. Clinical, Abnormal, and/or Personality
 - e. Social Influences on Thoughts, Feelings, and Behaviors
 - f. Research Measurement, Design, and Methodology;
2. Integrate and apply the major theories, principles, and concepts of psychology to address research and/or applied issues in the field of psychology using critical thinking skills, skeptical inquiry, and when possible, the scientific approach;
3. Present written psychological information in a clear, concise manner that is consistent with professional standards (i.e., APA format).

Psychology Major Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the *General Education Program* section in the Academic Resources and Procedures segment of this catalog.

Psychology Major Requirements (54 credits)

Core Courses (21 credits)

MATH 2020	Applied Statistics (3 credits) <u>OR</u> MATH 2020H Applied Statistics Honors (3 credits)
PSYC 1020	Introduction to Psychology (3 credits) <u>OR</u> PSYC 1020H Introduction to Psychology Honors (3 credits)
PSYC 2900	Introduction to Quantitative Psychology (3 credits)
PSYC 3000	Psychological Research Methods (3 credits)
PSYC 3710	History and Theories of Psychology (3 credits)
PSYC 3760	Multicultural Issues in Psychology (3 credits)
PSYC 4880	Senior Seminar (3 credits)

Major Foundation Courses (18 credits)

Learning, Memory, and/or Cognition (3 credits)

Select 3 credits from the following courses:

PSYC 2010	Cognitive Processes (3 credits)
PSYC 2300	Behavior Modification (3 credits)
PSYC 3520	Principles of Learning (3 credits)

Sensation, Perception, and/or Biological Bases of Behavior (3 credits)

Select 3 credits from the following courses:

PSYC 2100	Biological Bases of Behavior (3 credits)
PSYC 3200	Evolutionary Psychology (3 credits)
PSYC 3920	Sensation and Perception (3 credits)
PSYC 4300	Psychophysiology (3 credits)

Human Development (3 credits)

Select 3 credits from the following courses:

PSYC 2350	Life-Span Human Development (3 credits)
PSYC 2360	Adolescent Psychology (3 credits)
PSYC 2370	Early Childhood Growth and Development (3 credits)

Clinical, Abnormal, and/or Personality (3 credits)

Select 3 credits from the following courses:

PSYC 2020	Foundations of Clinical and Counseling Psychology (3 credits)
PSYC 3210	Personality (3 credits)
PSYC 3260	Abnormal Psychology (3 credits)

Social Influences on Thoughts, Feelings, and Behaviors (3 credits)

Select 3 credits from the following courses:

PSYC 2160	Social Psychology (3 credits) <u>OR</u> PSYC 2160H Social Psychology Honors (3 credits)
PSYC 3180	Stereotypes, Prejudice, and Discrimination (3 credits)
PSYC 3360	Psychology of Gender (3 credits)

Methods and Application (3 credits)

Select 3 credits from the following courses:

PSYC 3030	Experimental Psychology (3 credits)
PSYC 4800	Practicum in Psychological Research (3 credits)
PSYC 4810	Practicum in Community Psychology (3 credits)
PSYC 4840	Advanced Practicum in Psychology (3 credits)

Psychology Major Electives (15 credits)

At least 9 of these credits must be at the 3000/4000 level.

Note: PSYC 1410 may not be used to meet the psychology major elective requirement.

Public Administration Major

The public administration major prepares students for entry-level management positions in government and nonprofit organizations, as well as provides a foundation for advanced academic work in public administration, public policy, and public management. The major is interdisciplinary in nature, drawing on subject matter as diverse as finance, economics, accounting, political science, management, labor relations, organizational behavior, public policy, and law. The major emphasizes public service and ethical behavior and is appropriate for students planning graduate studies or careers in public health management, public safety management, human resource management, public-sector budget and financial management, public policy evaluation, and public administration.

Public Administration Major Learning Outcomes

The successful public administration graduate is expected to:

1. Demonstrate an understanding of the major theories, principles, and concepts that govern each of the following core areas of public administration:
 - a. Administrative ethics
 - b. Budget and finance;
 - c. Human resource management;
 - d. Public policy;
 - e. Organizational behavior
 - f. Research methods and data analysis;
 - g. Administrative and labor law.
2. Demonstrate knowledge and understanding of public service values, including constituent service, ethical behavior, and constitutional principles;
3. Integrate and apply the major theories, principles, and concepts of public administration to analyze and evaluate research and/or applied issues in the field of public administration using critical thinking skills, skeptical inquiry, and, where applicable, the scientific approach;
4. Produce public administration information in a clear, concise manner, consistent with relevant professional standards.

Public Administration Major Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the *General Education Program* section in the Academic Resources and Procedures segment of this catalog.

Major Requirements (45 credits)

Core Courses (27 credits)

PADM 1000	Introduction to Public Administration (3 credits)
PADM 2000	Organizational Behavior and Management (3 credits)
PADM 2100	Management Principles (3 credits)
PADM 2500	Administrative Ethics (3 credits)
PADM 2600	Public Administration Theory (3 credits)
PADM 2900	Research Methods in Public Administration I (3 credits)
PADM 3000	Public Policy (3 credits)
PADM 3200	Public Budgeting (3 credits)
WRIT 3150	Business Writing (3 credits)

Diversity Issues (3 credits)

Select 3 credits from the following courses:

CRJU 2600	Multiculturalism and Crime (3 credits)
PSYC 3760	Multicultural Issues in Psychology (3 credits)
SOCL 3500	Race and Ethnicity in the U.S. (3 credits)

Capstone Requirement (3 credits)

Select 3 credits from the following courses:

PADM 4880	Senior Seminar in Public Administration (3 credits)
PADM 4950	Internship in Public Administration (3 credits)

Major Electives (12 credits)

Select 12 credits from the following courses:

CRJU 4400	Police Organizational Behavior and Management (3 credits)
ENVS 3101	Introduction to Public Health (3 credits)
PADM 2200	Leadership of Public Organizations (3 credits)
PADM 2300	Public Sector Employment and Benefits Management (3 credits)
PADM 3400	Managing Non-Profit Organizations (3 credits)
PADM 3900	Research Methods in Public Administration II (3 credits)
PADM 4000	Public Safety and Emergency Management (3 credits)
PADM 4400	Public Sector Labor Relations (3 credits)
PADM 4600	Qualitative Research Methods (3 credits)
PADM 4700	Public Policy Analysis (3 credits)
PSYC 3480	Industrial/Organizational Psychology (3 credits)

Sociology Major

The sociology major focuses on the study of human behavior in social contexts. It examines the interactive dynamics of social institutions, organizations, and everyday life and studies how people group themselves (families, social groups, formal organizations, societies); how they behave in groups (collective action, social change, crime and delinquency); and how characteristics like age, race, social class, and gender affect relationships with others and with organizations and institutions. The major combines humanistic and scientific perspectives to study urban and rural life, family patterns, social change, health care and illness, crime and violence, social class, technology and communications, social movements, and many other social issues and problems.

Sociology Major Learning Outcomes

The successful sociology graduate is expected to:

1. Demonstrate an understanding of the major theories and concepts that underlie the following core areas of sociology:
 - a. Socialization and Social Interaction;
 - b. Groups, Organizations, and Social Institutions;
 - c. Stratification and Social Inequality;
 - d. Global Cultural Perspectives;
 - e. Qualitative and/or Quantitative Research Measurement, Design, and Methodology;
2. Describe and analyze the three major sociological approaches: Structural Functional, Social Conflict, and Symbolic Interaction;
3. Integrate and apply the major theories, principles, and concepts of sociology to address research and/or applied issues in the field of sociology using critical thinking skills, skeptical inquiry, and the sociological perspective;
4. Present written sociological information in a clear, concise manner that is consistent with professional standards.

Sociology Major Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the *General Education Program* section in the Academic Resources and Procedures segment of this catalog.

Sociology Major Requirements (45 credits)

Required Courses (24 credits)

ANTH 1020	Introduction to Anthropology (3 credits)
MATH 2020	Applied Statistics (3 credits) <u>OR</u> MATH 2020H Applied Statistics Honors (3 credits)
SOCL 1020	Introduction to Sociology (3 credits)
SOCL 2510	Social Problems (3 credits)
SOCL 3000	Research Methods in the Social Sciences (3 credits)
SOCL 3250	Social Theory (3 credits)
SOCL 4880	Senior Seminar (3 credits)

Ethical/Moral Issues

Select 3 credits from the following courses:

PHIL 2000	Moral Issues (3 credits)
PHIL 3010	Ethical Issues in Communication (3 credits)
PHIL 3180	Biomedical Ethics (3 credits) <u>OR</u> PHIL 3180H Biomedical Ethics Honors (3 credits)
PHIL 3200	Ethics and Sport (3 credits)
PHIL 3360	Environmental Ethics (3 credits)

Major Electives (21 credits)

Select 21 credits from any non-core SOCL courses. At least 12 of these credits must be at the 3000/4000 level.

Minors in Social and Behavioral Sciences

Anthropology Minor

The anthropology minor is intended to acquaint students with the cross-cultural study of people and cultures through the diverse discipline of anthropology. The anthropology minor includes an overview of anthropological theory and research methods, of interdisciplinary approaches and cultural studies, as well as an examination of the four sub-fields of anthropology. This minor can be combined with any major and minor. A minimum of 9 credits must be exclusive to the minor and cannot be counted toward any other majors/minors/certificate programs.

Anthropology Minor Requirements (18 credits)

Core Courses (12 credits)

ANTH 1020	Introduction to Anthropology (3 credits)
ANTH 2300	Cultural Anthropology (3 credits)
SOCL 1020	Introduction to Sociology (3 credits)
SOCL 3000	Research Methods in the Social Sciences (3 credits)

Minor Electives (6 credits)

Select 3 credits from the following courses:

SOCL 3500	Race and Ethnicity in the U.S. (3 credits)
SOCL 3600	Environmental Sociology (3 credits)

Select 3 credits from the following courses:

HIST 2130	Formation of Latin America (3 credits)
HIST 2300	Caribbean History (3 credits)
HIST 2400	African History (3 credits)
INST 1500	Global Issues (3 credits)

Applied Behavior Analysis Minor

The applied behavior analysis minor is designed to address the growing need for behavior analysts in the community. Coupled with a major in psychology (or other fields), students graduate with a strong professional preparation in applied and research domains. Students are required to complete at least 90 hours of practicum experience as part of the minor. Students desiring to become certified in the applied behavior analysis field must complete additional supervised training hours to accrue the number of hours required for certification. This minor can be combined with any major and minor. A minimum of 9 credits must be exclusive to the minor and cannot be counted toward any other majors/minors/certificate programs.

Applied Behavior Analysis Minor Requirements (18 credits)

PSYC 1020	Introduction to Psychology (3 credits) <u>OR</u> PSYC 1020H Introduction to Psychology Honors (3 credits)
PSYC 2300	Behavior Modification (3 credits)
PSYC 3330	Principles of Applied Behavior Analysis (3 credits)
PSYC 3350	Assessment in Applied Behavior Analysis (3 credits)
PSYC 3370	Interventions in Applied Behavior Analysis (3 credits)
PSYC 4700	Practicum in ABA I (3 credits)

Behavioral Neuroscience Minor

The behavioral neuroscience minor is intended to offer students in-depth training in brain-behavior relations and biological aspects of psychology. Behavioral neuroscience explores new discoveries and insights in dynamic areas such as the neurological origins of consciousness, emotion, and psychopathology. This minor is especially helpful for psychology students preparing for graduate school and for students planning to enter the medical fields who have an interest in brain-behavior relationships. This minor can be combined with any major and minor except the behavioral neuroscience major. A minimum of 9 credits must be exclusive to the minor and cannot be counted toward any other majors/minors/certificate programs.

Behavioral Neuroscience Minor Requirements (17 credits)

NEUR 2500	Introduction to Neuroscience (4 credits)
NEUR 2600	Introduction to Neuroanatomy (3 credits)
NEUR 2700	Research Methods and Data Analysis in Behavioral Neuroscience (4 credits)
NEUR 3000	Behavioral Genetics (3 credits)

Select 3 credits from the following courses:

PSYC 3900	Neuropsychology (3 credits)
PSYC 3920	Sensation and Perception (3 credits)
PSYC 4300	Psychophysiology (3 credits)
PSYC 4400	Hormones and Behavior (3 credits)

Criminal Justice Minor

The criminal justice minor provides students with an overview of the criminal justice system, including its three components—law enforcement, the courts, and corrections. In this course of study, students explore criminal law and procedure, constitutional rights of defendants, victimization, correctional theory and practice, and policing. This minor is recommended for students interested in criminology, criminal defense or prosecution, and law enforcement-related fields. This minor can be combined with any major and minor except the criminal justice major.

Criminal Justice Minor Requirements (18 credits)

Core Courses (9 credits)

CRJU 1100	Introduction to Criminal Justice (3 credits)
CRJU 1200	Criminal Law (3 credits)
CRJU 2220	Criminology (3 credits)

Minor Electives (9 credits)

Select 9 credits from the following courses:

CRJU 3100	Juvenile Delinquency (3 credits)
CRJU 3220	Policing (3 credits)
CRJU 3300	Corrections (3 credits)
CRJU 3400	Criminal Investigations (3 credits)
CRJU 3500	Probation, Parole, and Community Corrections (3 credits)
CRJU 3600	Comparative Criminal Justice – Spain (3 credits)
CRJU 3700	The CSI Effect: Media and Criminal Justice (3 credits)
CRJU 4000	Victimology (3 credits)
CRJU 4200	Terrorism and Homeland Security (3 credits)
CRJU 4400	Police Organizational Behavior and Management (3 credits)
CRJU 4500	Research Methods in Criminal Justice (3 credits)

CRJU 4600	Gangs in America (3 credits)
CRJU 4880	Senior Seminar (3 credits)
CRJU 4900	Special Topics in Criminal Justice (3 credits)

Forensic Studies Minor

The forensic studies minor brings the insights of several disciplines to bear on the criminal investigation process. This minor provides a multi-disciplinary course of study (criminal justice, psychology, and chemistry) and is an appropriate minor for students seeking a basic foundation in the essentials of crime scene investigation and analysis. It is a complimentary minor for students majoring in criminal justice, psychology, chemistry, or legal studies, and provides a foundation for criminal justice practitioners seeking a basic understanding of forensic techniques. This minor is also an appropriate course of study for students majoring in other disciplines who have an interest in law enforcement and continued study in forensic science. This minor may be combined with any other major or minor. A minimum of 9 credits must be exclusive to the minor and cannot be counted toward any other majors/minors/certificate programs.

Forensic Studies Minor Requirements (19 credits)

CHEM 1200	Survey of Forensic Science/Lab (4 credits)
CRJU 3220	Policing (3 credits)
CRJU 3400	Criminal Investigations (3 credits)
CRJU 3700	The CSI Effect: Media and Criminal Justice (3 credits)
PSYC 2450	Forensic Psychology (3 credits)
PSYC 3270	The Psychology of Criminal Behavior (3 credits)

Paralegal Studies Minor

The paralegal studies minor is designed to expose students to the most common areas of law encountered in a legal and business context. The minor is not designed to encompass the entire range of skills needed in the paralegal profession. It is not a program for training paralegals and is not approved by the American Bar Association. The minor is an enhancement for those students pursuing other law-related careers or business careers and who desire to understand the federal and state legal systems to broaden their legal knowledge and skills. This minor can be combined with any major and minor except the paralegal studies major and paralegal studies post-baccalaureate certificate.

Paralegal Studies Minor Requirements (18 credits)

LEGS courses offered online require proctored exams at approved sites.

Core Courses (6 credits)

LEGS 1150	Introduction to Law and the Legal Profession (3 credits)
LEGS 2100	Legal Research and Writing (3 credits)

Minor Electives (12 credits)

Select 12 credits from the following courses:

LEGS 3050	Criminal Law and Procedure (3 credits)
LEGS 3260	Real Estate Practice I (3 credits)
LEGS 3300	Torts and Civil Litigation (3 credits)
LEGS 3360	Wills, Trusts, and Estates I (3 credits)
LEGS 3400	Business Relations and Organizations (3 credits)
LEGS 3550	Family Law (3 credits)

Psychology Minor

The psychology minor is intended to provide students with an overview of psychology and the opportunity to explore areas of psychology that most closely correspond to their interests and goals. This minor can be combined with any major and minor except the psychology major and APS major with a concentration in psychology.

Psychology Minor Requirements (18 credits)

At least 9 credits in the minor must be at the 3000 level.

Core Courses (6 credits)

PSYC 1020	Introduction to Psychology (3 credits) <u>OR</u> PSYC 1020H Introduction to Psychology Honors (3 credits)
PSYC 3710	History and Theories of Psychology (3 credits) <u>OR</u> PSYC 3760 Multicultural Issues in Psychology (3 credits)

Minor Electives (12 credits)

Select 12 credits from the following courses:

PSYC 2010	Cognitive Processes (3 credits)
PSYC 2020	Foundations of Clinical and Counseling Psychology (3 credits)
PSYC 2100	Biological Bases of Behavior (3 credits)
PSYC 2160	Social Psychology (3 credits)
PSYC 2350	Life-Span Human Development (3 credits)
PSYC 3000	Psychological Research Methods (3 credits)
PSYC 3210	Personality (3 credits)
PSYC 3260	Abnormal Psychology (3 credits)
PSYC 3520	Principles of Learning (3 credits)

Public Administration Minor

The public administration minor is designed to provide students with an overview of employment in government, public service, and nonprofit organizations. The public administration minor introduces students to core concepts in the field and provides students with the opportunity to develop specialized knowledge in the areas of organizational behavior, management, budgeting, human resource management, and public policy. This minor is appropriate for students planning careers in public service and nonprofit organizations and for those already employed in these sectors. The public administration minor also provides a foundation for continued studies in public administration, law, and human service disciplines. This minor may be combined with any other major or minor except the public administration major. A minimum of 9 credits must be exclusive to the minor and cannot be counted toward any other majors/minors/certificate programs.

Public Administration Minor Requirements (18 credits)

PADM 1000	Introduction to Public Administration (3 credits)
PADM 2000	Organizational Behavior (3 credits)
PADM 2500	Administrative Ethics (3 credits)
PADM 2600	Public Administration Theory (3 credits)
PADM 3000	Public Policy (3 credits)
PADM 3200	Public Budgeting (3 credits)

Sociology Minor

The sociology minor is intended to provide students with an overview of sociology. It covers social processes and change in a variety of arenas, including families, work, gender, and communities. This minor can be combined with any major and minor except the sociology major.

Sociology Minor Requirements (18 credits)

Core Courses (9 credits)

SOCL 1020	Introduction to Sociology (3 credits)
SOCL 2130	Family Relationships (3 credits)
SOCL 2510	Social Problems (3 credits)

Minor Electives (9 credits)

Students must select 9 credits in any sociology (SOCL) courses at the 3000/4000 level.

Certificate in Social and Behavioral Sciences

Paralegal Studies Post-Baccalaureate Certificate

The Paralegal Studies Post-Baccalaureate Certificate program is approved by the American Bar Association. A paralegal, as defined by the American Bar Association, is “a person, qualified by education, training or work experience, who is employed or retained by a lawyer, law office, corporation, governmental agency, or other entity, and who performs specifically delegated substantive legal work for which a lawyer is responsible.” The goal of the program is to prepare students for entry-level paralegal positions in the common areas of law practice. Paralegals are nonlawyers and therefore are prohibited from the unauthorized practice of law. This program trains paralegals and is not a program for training lawyers or legal administrators.

Students in this post-baccalaureate certificate program are required to submit a paralegal portfolio at an exit interview with the program coordinator prior to certificate conferral. LEGS courses offered online require proctored exams at approved sites. The American Bar Association requires that a minimum of 12 credits of coursework be taken in a traditional, ground-based format (i.e., not online). This certificate program cannot be combined with any major or minor because it is a post-baccalaureate program. Students pursuing a Post-Baccalaureate Certificate in Paralegal Studies are required to submit a paralegal portfolio at an exit interview with the program coordinator prior to conferral of certificate.

Students admitted to the Paralegal Studies Post-Baccalaureate Certificate program may transfer up to 12 credits of “legal specialty” courses taken at an American Bar Association approved program. A course considered for transfer must have been taken no longer than five years prior to entry into the Paralegal Studies Post-Baccalaureate Certificate program, must be substantially similar to an existing NSU paralegal studies course, must have been passed with a grade of “C” or higher, and must be approved by the paralegal studies program coordinator.

Paralegal Studies Post-Baccalaureate Certificate Learning Outcomes:

A successful paralegal studies post-baccalaureate certificate graduate is expected to:

1. Explain the basic theories, doctrines, concepts, and associated principles that comprise the knowledge base of law, with specific emphasis on torts, contracts, wills and trusts, civil procedure, litigation, family law, business organizations, real estate, and criminal law;

2. Demonstrate basic legal research and critical thinking skills used to categorize, organize, prioritize, and evaluate legal issues;
3. Prepare documents (e.g., memos, case briefs, correspondence, and pleadings) that meet professional legal standards.

Paralegal Studies Post-Baccalaureate Certificate Requirements (30 credits)

LEGS 1150	Introduction to Law and the Legal Profession (3 credits)
LEGS 2100	Legal Research and Writing (3 credits)
LEGS 2200	Computer Applications for the Legal Profession (3 credits)
LEGS 3050	Criminal Law and Procedure (3 credits)
LEGS 3260	Real Estate Practice I (3 credits)
LEGS 3300	Torts and Civil Litigation (3 credits)
LEGS 3360	Wills, Trusts, and Estates I (3 credits)
LEGS 3400	Business Relations and Organizations (3 credits)
LEGS 3550	Family Law (3 credits)
Any 4000-level LEGS course (3 credits)	

Federal Disclosures: Visit www.fcas.nova.edu/programs/certificates/paralegal.cfm for details on this certificate program, including occupations the program prepares students to enter; on-time graduation rates; expected program lengths; tuition and fees; typical costs for books, supplies, room and board; post-completion job placement rate; and students' median loan debt.

H. Wayne Huizenga School of Business and Entrepreneurship

H. Wayne Huizenga School of Business and Entrepreneurship

Dean's Message



Nova Southeastern University's H. Wayne Huizenga School of Business and Entrepreneurship does not just talk about the need to transform business education—it lives it.

In an era when business schools are struggling to keep pace with the trends and challenges faced by the business world, NSU is pioneering the development of an integrated approach to leading and managing that places our graduates at the forefront of management application and theory.

The Huizenga Business School is focused on creating value for you and your organization. Our theory-based, intuitive, and pragmatic approach brings all the necessary pieces together to create leaders and managers who develop a holistic approach to life and work. The Huizenga Business School's value-driven management philosophy is a revolutionary approach to leading and managing that focuses on maximizing value over time. You will learn to balance your perspectives of world cultures; the United States and its subcultures; and what the customers, suppliers, third parties, employees, competitors, and owners of your organization value. You will learn how effective leaders and managers manage this juggling act and make good decisions that lead to positive results.

If you want to be on the cutting edge of a management education that delivers results for you and your organization in the 21st century, then the H. Wayne Huizenga School of Business and Entrepreneurship is for you. Our professors bring a mix of research and practical real-world business experience to the classroom. Our flexible and high-quality learning systems meet the needs of working professionals, full-time students, and organizations. The Huizenga Business School at Nova Southeastern University is committed to serving as your partner in the business world, preparing you to be a strong competitor in this challenging marketplace. We want students who share our excitement about the future of leading and managing in the 21st century. Together, through this cutting-edge approach to management education, we will create a foundation of knowledge, skills, and experience on which you can build your future.

A handwritten signature in black ink that reads "J. Preston Jones". The signature is fluid and cursive.

J. Preston Jones, D.B.A.
Dean, H. Wayne Huizenga School of Business and Entrepreneurship

Vision

The H. Wayne Huizenga School of Business and Entrepreneurship is a worldwide provider of academic, professional, and practical development education for individuals in business, academia, government, and nonprofit organizations. We offer a recognized reputation for quality using personal relationships and appropriate technology to provide superior real-world learning experiences for students in a manner that allows education to be an integral part of their lives.

Mission

Our mission is to advance the personal growth and professional development of individuals in business, academia, government, and nonprofit organizations by providing readily accessible, managerially and entrepreneurially oriented, and convenient educational opportunities of superior real-world value.

Philosophy

We believe in this fast-paced, rapidly changing world that individuals in business, academia, government, and nonprofit organizations need convenient, accessible, superior-value educational opportunities. Only by utilizing faculty possessing scholarly and professional qualifications by providing personal interaction with students, and by effectively using technology, can we prepare students for success.

We can only realize our vision if all faculty and staff of the Huizenga School, with the support of our other stakeholders, are dedicated to innovation in courses, curricula, delivery methods, and services to students according to students needs.

The success of the Huizenga School is contingent upon the ability of our faculty, staff, and students to apply newly acquired knowledge to create value in their respective business, academic, government, and nonprofit organizations in particular, and in society as a whole.

Principles

1. Conduct all of our academic affairs with integrity.
2. Be committed to the Huizenga School's *vision, mission, philosophy, and principles*.
3. Treat each other with dignity, respect, and sensitivity to create a caring environment that allows faculty, staff, and students to reach their greatest potential.
4. Stay focused on and anticipate the needs of our constituents to prepare our students to be "shapers" of our society, not mere "reactors."
5. Set high expectations for ourselves and demonstrate initiative, judgment, flexibility, and teamwork so we may fulfill our mission and vision.
6. Have a compelling desire to advance the knowledge of how organizations function, and apply this knowledge so that developing creative solutions is a major focus.
7. Have the vision, creativity, openness, and receptivity to challenge the status quo, to create learning and change, and to view our role in the Huizenga School and the University as part of a dynamic process rather than a set of static, fixed relationships with related tasks.
8. Constantly try to understand the contributions we can make to the *vision* and *mission* of the organization, and to seek to contribute where there is a clear, comparative advantage.

9. Believe that lifelong learning, and the application of that learning, greatly enhances society.
10. Be culturally mature and demonstrate a strong appreciation for the diversity and the richness it brings to life and learning.

Vision, Mission, Principles, April 10, 2006

H. Wayne Huizenga School of Business and Entrepreneurship

Ethics Across the Curriculum Policy

Nova Southeastern University faculty believes that a socially responsible institution should not limit the study of ethical issues only to coursework, but that such study should be an ongoing endeavor, enhancing the experience of the student. To this end, the faculty is committed to making the study of ethical issues an integral part of the bachelor's degree academic program. The faculty believes that by incorporating the study of ethics throughout the curriculum, students will give additional relevance and reality to their studies which will help them to become more responsible and productive citizens.

Introduction to the H. Wayne Huizenga School of Business and Entrepreneurship

Undergraduate majors in business administration and related fields are offered through the H. Wayne Huizenga School of Business and Entrepreneurship. Master's and doctoral degree programs are listed in the Graduate Catalog. The information provided in this section addresses curricular requirements for majors and minors in business administration and related fields under the direction of the Huizenga School's faculty and undergraduate business program office. Curricula are subject to change. Students should consult their academic advisor regarding course selection and program planning.

Business Programs

The Bachelor of Science degrees offered through the H. Wayne Huizenga School of Business and Entrepreneurship provide the following majors: accounting, business administration, finance, marketing, management, and sport and recreation management.

Business Programs Learning Goals

A successful graduate of the Bachelor of Science degree program is expected to:

1. Think critically in terms of conceptualizing issues, analyzing data, and articulating and defending conclusions;
2. Demonstrate professional verbal and written communication skills in an organizational context;
3. Demonstrate an ability to formulate organizational strategies;
4. Recognize the values of, and demonstrate an ability to make, ethical and socially responsible decisions;
5. Demonstrate an understanding of the impact of emerging technologies and use them appropriately to gather, process, and present information;
6. Demonstrate an understanding of the legal and regulatory issues in an organizational context;
7. Use quantitative skills effectively to solve applied business problems;
8. Use interpersonal skills effectively at the individual, group, and organizational levels;
9. Demonstrate an understanding of the interaction between business and the global economy;
10. Demonstrate an understanding of increasingly diverse cultures within organizational life.

Majors in Business

Accounting Major

The objective of the accounting program is to prepare students for accounting careers in the public and private sectors as well as to lay a foundation for more advanced accounting education. The major will also serve as the foundation for those preparing for the CPA examination. The State Board of Accountancy in Florida requires an additional 30 credits beyond the bachelor's degree to qualify for the examination. To meet this requirement, the Huizenga School offers a master's degree program designed to satisfy the CPA requirements. Students are cautioned to plan their schedule carefully since upper-division accounting courses are offered only once per year and may be offered only in the evening.

Accounting Major Learning Outcomes

1. Properly apply generally accepted accounting principles (GAAP) in the preparation of financial statements;
2. Use appropriate cost and managerial accounting techniques to prepare information for decision making;
3. Demonstrate knowledge of auditing techniques and processes;
4. Correctly apply relevant UCC and tax codes and regulations;
5. Demonstrate knowledge of accounting information systems including the design and documentation of such systems.

Accounting Major Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the *General Education Program* section in the Academic Resources and Procedures segment of this catalog.

Business Core (39 credits)

ACT 2200	Financial Accounting (3 credits)*
ACT 2300	Managerial Accounting (3 credits)*
FIN 3010	Corporation Finance (3 credits)
INB 3550	International Business (3 credits)
ISM 3660	Management Information Systems (3 credits)
MGT 2050	Principles of Management (3 credits)
MGT 2150	Business Law I (3 credits)
MGT 4100	Business Ethics (3 credits)
MGT 4170	Organizational Behavior (3 credits)
MGT 4880	Business Strategy and Policy (3 credits)
MKT 3050	Marketing Principles and Applications (3 credits)
OPS 3880	Operations Management (3 credits)
TECH 1110	Technology in Information Age (3 credits)

Accounting Major Requirements (30 credits)

ACT 3030	Cost Management (3 credits)*
ACT 3050	Intermediate Accounting I (3 credits)*
ACT 3060	Intermediate Accounting II (3 credits)*
ACT 3070	Intermediate Accounting III (3 credits)*
TXX 3110	Federal Taxation I (3 credits)*
ACT 3150	Business Law II for Accountants (3 credits)*
ACT 4010	Advanced Accounting (3 credits)*
ACT 4050	Accounting Information Systems (3 credits)*
TXX 4110	Federal Taxation II (3 credits)*
ACT 4210	Auditing I (3 credits)*

Open Electives (21 credits)

* Students must earn a grade of C or higher in this course, or it must be repeated.

Business Administration Major

Bachelor of Science Degree Program

The Bachelor of Science in Business Administration degree program is aimed at students seeking a bachelor's degree in preparation for careers in business and related fields. This major provides general knowledge in business from both the theoretical and practical perspectives. Students learn the important ingredients that effective managers need to know to not only survive, but also succeed in today's business world. This major provides a solid foundation for admission into M.B.A. programs. Grades of C or higher are required for prerequisite courses marked with an asterisk (*). Students who choose this major cannot double major in management.

Business Administration Major Learning Outcomes

1. Demonstrate an understanding of business principles and financial practices;

2. Apply interpersonal skills, individual, and group behavioral dynamics to business practices for motivating people in the workplace;
3. Demonstrate the ability to listen, absorb and research business information;
4. Translate business information into effective oral and written communication or action;
5. Demonstrate an understanding of the legal and regulatory issues facing organizations;
6. Recognize and apply current and emerging technology systems and applications to critically and creatively solve business problems;
7. Recognize and demonstrate the value of ethical and socially responsible decisions;
8. Demonstrate an ability to formulate organizational strategies;
9. Use quantitative skills effectively to solve business problems;
10. Demonstrate an understanding of the value of diversity as part of the increasing interaction between business and the global economy.

Business Administration Major Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the *General Education Program* section in the Academic Resources and Procedures segment of this catalog.

Business Core (39 credits)

ACT 2200	Financial Accounting (3 credits)*
ACT 2300	Managerial Accounting (3 credits)
FIN 3010	Corporation Finance (3 credits)*
INB 3550	International Business (3 credits)
ISM 3660	Management Information Systems (3 credits)
MGT 2050	Principles of Management (3 credits)
MGT 2150	Business Law I (3 credits)
MGT 4100	Business Ethics (3 credits)
MGT 4170	Organizational Behavior (3 credits)
MGT 4880	Business Strategy and Policy (3 credits)
MKT 3050	Marketing Principles and Applications (3 credits)*
OPS 3880	Operations Management (3 credits)
TECH 1110	Technology in Information Age (3 credits)

Select one course from each of the following areas (15 credits):

FIN Finance	MGT Management
HRM Human Resource Management	MKT Marketing
INB International Business	

Select three upper-level courses from any of the following areas (9 credits):

ACT Accounting	INB International Business
ECN Economics	LED Leadership
ENT Entrepreneurship	MGT Management
FIN Finance	MKT Marketing
HRM Human Resource Management	

Open Electives (27 credits)

Finance Major

The finance major is designed for students who want to combine a broad approach to business studies with specialization in the discipline of finance. Specialized skills in finance are realized through the study of foreign currencies, investments, portfolio theory, financial management, money and banking, and economics. Graduates are well prepared to enter an M.B.A. program, professional programs such as law, and/or master's degree programs in finance. Graduates are also well prepared to work for a finance department or for a finance firm in the financial services industry, which includes investment brokerage, real estate, insurance, or financial planning.

Finance Major Learning Outcomes

1. Obtain and understand financial, economic and business information in the global market places;
2. Utilize modern software to perform complex computations and to develop financial models;
3. Interpret, analyze and synthesize qualitative and quantitative information;
4. Formulate financial, economic and business decisions;
5. Convey results using written and verbal communications;
6. Interact with others in a professional and ethical manner.

Finance Major Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the *General Education Program* section in the Academic Resources and Procedures segment of this catalog.

Business Core (39 credits)

ACT 2200	Financial Accounting (3 credits)
ACT 2300	Managerial Accounting (3 credits)
FIN 3010	Corporation Finance (3 credits)
INB 3550	International Business (3 credits)
ISM 3660	Management Information Systems (3 credits)
MGT 2050	Principles of Management (3 credits)
MGT 2150	Business Law I (3 credits)
MGT 4100	Business Ethics (3 credits)
MGT 4170	Organizational Behavior (3 credits)
MGT 4880	Business Strategy and Policy (3 credits)
MKT 3050	Marketing Principles and Applications (3 credits)
OPS 3880	Operations Management (3 credits)
TECH 1110	Technology in Information Age (3 credits)

Finance Major Requirements (24 credits)

ECN 3025	Intermediate Macroeconomics (3 credits)
ECN 3210	Monetary Theory and Policy (3 credits)
FIN 3110	Financial Management (3 credits)
FIN 3120	Principles of Investments (3 credits)
FIN 3130	Securities Analysis (3 credits)
FIN 3150	Banking and Financial Institutions (3 credits)
FIN 4120	Advanced Financial Management (3 credits)
FIN 4550	International Finance (3 credits)

Open Electives (27 Credits)

Management Major

The Management Major strategically supplies future leaders with human, technical, and conceptual knowledge and skills, by means of accessible, relevant, and entrepreneurial-spirited courses, so that they can effectively deal with the complexities of dynamic organizations in a multi-cultural and global context by:

- Planning proactively for uncertainty and risk
- Organizing and collaborating with innovation and creativity
- Leading legally, ethically, and in a socially responsible manner
- Evaluating with fairness and knowledge-based management.

Our students transform themselves and their organizations, and thereby create value for themselves, their organizations, their communities, and society as a whole.

Management Major Learning Outcomes

1. Apply management principles to organizational situations
2. Communicate effectively at the baccalaureate level orally and within writing in the management context.
3. Apply interpersonal skills, individual, and group behavioral dynamics to (simulated) business practices for motivating people in the workplace;
4. Apply ethical and socially responsible reasoning to management situations;
5. Apply current and emerging technology systems and applications to critically and creatively solve business problems;
6. Apply laws and regulations to the organizational context;
7. Formulate, implement and evaluate organizational strategies in simulated business scenarios;
8. Use quantitative skills effectively to solve business problems;
9. Identify the relationship between management concepts and the global marketplace.
10. Recognize diversity best practices in organizations.

Management Major Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the *General Education Program* section in the Academic Resources and Procedures segment of this catalog.

Business Core (39 credits)

ACT 2200	Financial Accounting (3 credits)
ACT 2300	Managerial Accounting (3 credits)
FIN 3010	Corporation Finance (3 credits)
INB 3550	International Business (3 credits)
ISM 3660	Management Information Systems (3 credits)
MGT 2050	Principles of Management (3 credits)
MGT 2150	Business Law I (3 credits)
MGT 4100	Business Ethics (3 credits)
MGT 4170	Organizational Behavior (3 credits)
MGT 4880	Business Strategy and Policy (3 credits)
MKT 3050	Marketing Principles and Applications (3 credits)
OPS 3880	Operations Management (3 credits)
TECH 1110	Technology in Information Age (3 credits)

Management Major Requirements (24 credits)

ENT 3100	Small Business Management (3 credits)
HRM 3100	Managing Conflict and Change (3 credits)
HRM 4160	Human Resource Management (3 credits)
HRM 4300	Managing Workplace Diversity (3 credits)
INB 4600	International Management (3 credits)
LED 3000	Introduction to Leadership (3 credits)
MGT 3020	Business Communication (3 credits)
MGT 3055	Managing Groups and Teams (3 credits)

Open Electives (27 credits)

Marketing Major

The mission of the undergraduate marketing major program is to help prepare students for marketing careers in today's changing marketplace, including careers in sales, brand management, sales promotion, customer service, direct marketing, event planning, advertising, and media planning. The program provides students with an understanding of the marketing process for creating, communicating, and delivering products and services that have superior value for customers and other stakeholders. Students are exposed to a range of current marketing practices in their curriculum, which consists of core foundational courses and marketing electives. This is supplemented by internships, competitive marketing projects, and participation in the student chapter of the American Marketing Association.

Marketing Major Learning Outcomes

1. Apply in detail the practices and principles common to the marketing function;
2. Apply marketing principles to analyze, plan, implement, and control marketing operations;
3. Demonstrate knowledge and comprehension of brand and marketing management as well as selling and integrated marketing communication;
4. Demonstrate proficiency in marketing research by making appropriate suggestions to resolve marketing problems and interpret marketing research results;
5. Suggest appropriate marketing strategies and tactics for domestic, global business and consumer markets;
6. Demonstrate competency of the Internet and interactive marketing technologies as a promotional medium and distribution channel.

Marketing Major Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the *General Education Program* section in the Academic Resources and Procedures segment of this catalog.

Business Core (39 credits)

ACT 2200	Financial Accounting (3 credits)
ACT 2300	Managerial Accounting (3 credits)
FIN 3010	Corporation Finance (3 credits)
INB 3550	International Business (3 credits)
ISM 3660	Management Information Systems (3 credits)
MGT 2050	Principles of Management (3 credits)
MGT 2150	Business Law I (3 credits)
MGT 4100	Business Ethics (3 credits)
MGT 4170	Organizational Behavior (3 credits)

MGT 4880	Business Strategy and Policy (3 credits)
MKT 3050	Marketing Principles and Applications (3 credits)
OPS 3880	Operations Management (3 credits)
TECH 1110	Technology in Information Age (3 credits)

Marketing Major Requirements (12 credits)

MKT 3060	Consumer Behavior (3 credits)
MKT 4100	Integrated Marketing Communications (3 credits)
MKT 4700	Marketing Research (3 credits)
MKT 4710	Marketing Strategy (3 credits)

Marketing Concentration Requirements (12 credits)

Students are required to select one of the following Concentrations:

Marketing Management

MKT 3210	Professional Selling (3 credits)
MKT 3100	Services Marketing (3 credits)
MKT 3800	Entrepreneurial Marketing (3 credits)
MKT 3900	Marketing Internship

Digital and Social Media

MKT 3600	Digital and Search Engine Marketing (3 credits)
MKT 3605	Content Marketing (3 credits)
MKT 3610	Social Networking (3 credits)
MKT 3900	Marketing Internship (3 credits)

Professional Sales

MKT 3210	Professional Selling (3 credits)
MKT 3220	Advanced Selling (3 credits)
MKT 3230	Managing the Sales Force (3 credits)
MKT 3900	Marketing Internship (3 credits)

Service Industries

MKT 3100	Services Marketing (3 credits)
MKT 3110	Retail Management (3 credits)
MKT 3510	Customer Value and Relationship Marketing (3 credits)
MKT 3900	Marketing Internship (3 credits)

Global and Regional Markets

MKT 3320	International Marketing (3 credits)
INB 4300	Export/Import Trade (3 credits)
ECN 4300	International Economics (3 credits)
MKT 3900	Marketing Internship (3 credits)

Open Electives (27 credits)

Sport and Recreation Management Major

The sport and recreation management major, available to students enrolled in the Professional and Liberal Studies Program, prepares students to pursue careers in school and community-based programs, professional sports, and commercial and agency based programs. The sport and recreation major is available only to students enrolled in the Professional and Liberal Studies (day) Program on campus.

Sport and Recreation Management Major Learning Outcomes

1. Work cooperatively with peers in solving cases, preparing and delivering presentations, and creating marketing, public relations, and sponsorship plans relative to sport;
2. Demonstrate a thorough understanding of economics and finance principles and theories as they apply to sport, including financing of intercollegiate athletics, stadium funding, economic impact analysis, revenue streams, ticketing, and fund-raising;
3. Create a complete public relations strategy to support an athlete or sporting event;
4. Demonstrate the ability to analyze legal issues in sport and recreation by applying proper legal theory and drawing from precedent setting cases;
5. Understand the importance of sport as social phenomena, and demonstrate knowledge regarding the roles that gender, race, age, and religion play in the sport context;
6. Recognize the value of ethical thinking and theory in decision making for leaders in sport;
7. Be prepared to apply leadership and planning skills to effectively manage a sport facility or event.

Sport and Recreation Management Major Curriculum

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the *General Education Program* section in the Academic Resources and Procedures segment of this catalog.

Business Core (39 credits)

ACT 2200	Financial Accounting (3 credits)
ACT 2300	Managerial Accounting (3 credits)
ISM 3660	Management Information Systems (3 credits)
MGT 2050	Principles of Management (3 credits)
MGT 4170	Organizational Behavior (3 credits)
MGT 4880	Business Strategy and Policy (3 credits)
SPT 1050	Introduction to Sport and Recreation Management (3 credits)
SPT 2150	Sport in Society (3 credits)
SPT 2350	Ethics in Sport and Recreation Management (3 credits)
SPT 3550	Principles of Economics and Finance in Sport (3 credits)
SPT 3650	Sport Marketing (3 credits)
SPT 4550	Legal Aspects of Sport and Recreation (3 credits)
TECH 1110	Technology in Information Age (3 credits)

Sport and Recreation Management Major Requirements (30 credits)

LED 3000	Introduction to Leadership (3 credits)
MKT 3210	Professional Selling (3 credits)
MKT 3220	Advanced Selling (3 credits)
SPT 3150	Facility and Event Management (3 credits)
SPT 4425	Organization and Administration of Sport (3 credits)
SPT 4850	Seminar in Sport and Recreation Management (3 credits)

Any SPT Elective (must have SPT prefix) (3 credits)
Any SPT Elective (must have SPT prefix) (3 credits)
Any SPT Elective (must have SPT prefix) (3 credits)
Any MGT Elective (must have MGT prefix) (3 credits)

OR Sport and Recreation Management Internship Option (30 credits)

MKT 3210 Professional Selling (3 credits)
MKT 3220 Advanced Selling (3 credits)
SPT 4850 Seminar in Sport and Recreation Management (3 credits)
SPT 4950 Sport and Recreation Management Internship (12 credits) OR
SPT 4951 Sport and Recreation Internship (6 credits) AND
SPT 4952 Sport and Recreation Internship (6 credits)

Any SPT Elective (must have SPT prefix) (3 credits)
Any SPT Elective (must have SPT prefix) (3 credits)
Any SPT Elective (must have SPT prefix) (3 credits)

Open Electives (21 Credits)

Minors in Business

All students are encouraged to complete one or more minors to prepare them for careers or graduate studies. A minor requires the completion of 15–18 credits. If a student has taken one or more of the courses listed in the minor as part of his/her major, a minimum of three additional courses must be successfully completed to earn the minor. A maximum of six credits may be used from a student's major courses to satisfy a minor.

Accounting Minor

The minor in accounting provides students with practical accounting knowledge.

Accounting Minor Requirements (15 credits)

All students who minor in accounting are required to complete the courses listed below.

ACT 2200 Financial Accounting (3 credits)* **
ACT 2300 Managerial Accounting (3 credits)* **
ACT 3030 Cost Management (3 credits)* **
ACT 3050 Intermediate Accounting I (3 credits)**
TXX 3110 Federal Taxation I (3 credits)**

*Business students may satisfy this requirement, depending upon their major.

**Students must earn a grade of C or higher in this course, or it must be repeated.

Business Minor (non-business majors)

This minor is designed for students who want exposure to primary topical areas in business to help prepare them for jobs in business and industry.

Business Minor Requirements (18 credits)

All students who minor in business are required to complete the courses listed below.

MBA Track (18 credits)

ACT 2200	Financial Accounting (3 credits)
ECN 2020	Principles of Microeconomics (3 credits)
FIN 3010	Corporation Finance (3 credits)
MATH 2020	Applied Statistics (3 credits)
MGT 2050	Principles of Management (3 credits)
MKT 3050	Marketing Principles and Application (3 credits)

Generalist Track (15 credits)

Select five courses from any of the following prefixes:

ACT, ECN, ENT, FIN, HRM, INB, ISM, LED, MGT, MKT, OPS

Economics Minor

This minor will provide students with the opportunity to learn both micro and macro economic theory and methods. Students will be able to integrate theory and observations, and apply this knowledge in the real world by analyzing social problems and evaluating public policy solutions. Graduates with a minor in economics will be competent in key concepts of economic theory, analysis and computations.

Economics Minor Requirements (15 credits)

All students who minor in economics are required to complete the courses listed below.

ECN 3020	Intermediate Microeconomics (3 credits)
ECN 3025	Intermediate Macroeconomics (3 credits)*
ECN 4210	Econometrics I (3 credits)

Select two courses from the following:

ECN 3210	Monetary Theory and Policy (3 credits)*
ECN 4215	Econometrics II (3 credits)
ECN 4300	International Economics (3 credits)
ECN 4310	Economic Development (3 credits)
ECN 4320	Latin American and Caribbean Economics (3 credits)
ECN 4500	Principles of Health Economics (3 credits)
ECN 4600	Law and Economics (3 credits)
ECN 4910	Advanced Special Topics I (3 credits)
ECN 4920	Advanced Special Topics II (3 credits)

*Business students may satisfy this requirement, depending upon their major.

Entrepreneurship Minor

This minor in entrepreneurship is intended for students who desire a course of study to improve their understanding of the business environment and entrepreneurial issues related to a business or organization.

Entrepreneurship Minor Requirements (15 credits)

Students who minor in entrepreneurship are required to complete the courses listed below.

MGT 2050	Principles of Management (3 credits)*
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Select four courses from the following:

LED 3000	Introduction to Leadership (3 credits)*
ENT 3100	Small Business Management (3 credits)*
MKT 3210	Professional Selling (3 credits)*
ENT 4800	Entrepreneurship Experience (3 credits)
ENT 4400	Franchise Management (3 credits)

*Business students may satisfy this requirement, depending upon their major.

Finance Minor

This minor is designed for students who are already employed in, or who would like to pursue a career, with financial institutions.

Finance Minor Requirements (18 credits)

Students who minor in banking and finance are required to complete the courses listed below.

FIN 3010	Corporation Finance (3 credits)*
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Select five courses from the following:

ECN 3025	Intermediate Macroeconomic (3 credits)
ECN 3210	Monetary Theory and Policy (3 credits)
FIN 3030	Securities Analysis (3 credits)
FIN 3110	Financial Management (3 credits)
FIN 3120	Principles of Investments (3 credits)
FIN 3150	Banking and Financial Institutions (3 credits)
FIN 4120	Advanced Financial Management (3 credits)
FIN 4550	International Finance (3 credits)

*Business students satisfy this requirement.

Human Resource Management Minor

This minor is designed for students who are already in or would like to be employed in the fields of personnel, training and development, labor relations, or related areas.

Human Resource Management Minor Requirements (15 credits)

Students who minor in human resource management are required to complete the courses listed below.

MGT 2050	Principles of Management (3 credits)*
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Select four courses from the following:

HRM 4160	Human Resource Management (3 credits)*
MGT 4170	Organizational Behavior (3 credits)*
HRM 4200	Organization Development and Change (3 credits)
HRM 4250	Strategic Human Resource Management (3 credits)
HRM 4300	Managing Workplace Diversity (3 credits)
HRM 4650	International HR Management (3 credits)
HRM 4700	Seminar in Current HR Issues (3 credits)
HRM 4850	Reading in HR Management (3 credits)

*Business students may satisfy this requirement, depending upon their major.

International Business Minor

This minor is designed for students employed by, or desiring employment in, multinational companies. Exporters, importers, freight forwarders, customs brokers, transportation firms, wholesalers, or manufacturers should choose this minor.

International Business Minor Requirements (15 credits)

Students who minor in international business are required to complete the courses listed below.

MGT 2050 Principles of Management (3 credits)*

Select four courses from the following:

MKT 3320 International Marketing (3 credits)

INB 3550 International Business (3 credits)*

INB 4300 Export/Import Trade (3 credits)

FIN 4550 International Finance and Banking (3 credits)*

INB 4600 International Management (3 credits)*

*Business students may satisfy this requirement, depending upon their major.

Leadership Minor

The minor in leadership is intended for students who desire a course of study to improve their understanding of the impact of effective leaders along with an examination of contemporary leadership models and theories describing and explaining the leadership process.

Leadership Minor Requirements (15 credits)

Students who minor in leadership are required to complete the courses listed below.

LED 3000 Introduction to Leadership (3 credits)*

MGT 2050 Principles of Management (3 credits)*

Select three courses from the following:

LED 3200 Creativity and Workplace Performance (3 credits)

LED 4100 Great World Leaders (3 credits)

LED 4200 Current Issues in Leadership (3 credits)

LED 4250 Self Leadership in Organizations (3 credits)

LED 4300 Situational Leadership (3 credits)

*Business students may satisfy this requirement, depending upon their major.

Management Minor

The Management program strategically supplies future leaders with human, technical, and conceptual knowledge and skills, by means of accessible, relevant, and entrepreneurial-spirited courses, so that they can effectively deal with the complexities of dynamic organizations in a multi-cultural and global context by:

- Planning proactively for uncertainty and risk
- Organizing and collaborating with innovation and creativity
- Leading legally, ethically, and in a socially responsible manner
- Evaluating with fairness and knowledge-based management.

Our students transform themselves and their organizations, and thereby create value for themselves, their organizations, their communities, and society as a whole.

Management Minor Requirements (15 credits)

Students who minor in management are required to complete the courses listed below.

MGT 2050 Principles of Management (3 credits)*

Select four courses from the following:

LED 3000 Introduction to Leadership (3 credits)
MGT 2510 Supervisory Skills (3 credits)
MGT 3020 Business Communication (3 credits)
MGT 3055 Managing Groups and Teams (3 credits)
MGT 4100 Business Ethics (3 credits)*
MGT 4170 Organizational Behavior (3 credits)*
HRM 4300 Managing Workplace Diversity (3 credits)

*Business students may satisfy this requirement, depending upon their major.

Marketing Minor

This minor is designed for students who are employed in the fields of advertising, sales, promotion, retail, wholesale, or related areas or for those who would like to pursue a career in marketing.

Marketing Minor Requirements (15 credits)

Students who minor in marketing are required to complete the courses listed below.

MGT 2050 Principles of Management (3 credits)*
MKT 3050 Marketing Principles and Application (3 credits)*

Select three courses from the following:

MKT 3060 Consumer Behavior (3 credits)
MKT 3100 Services Marketing (3 credits)
MKT 3110 Retail Management (3 credits)
MKT 3210 Professional Selling (3 credits)
MKT 3220 Advanced Selling (3 credits)
MKT 3230 Managing the Sales Force (3 credits)
MKT 3320 International Marketing (3 credits)
MKT 3410 Business and High Technology Marketing (3 credits)
MKT 3510 Customer Value and Relationship Marketing (3 credits)
MKT 3600 Digital and Search Engine Marketing (3 credits)
MKT 3605 Content Marketing (3 credits)
MKT 3610 Social Networking (3 credits)
MKT 3800 Entrepreneurial Marketing (3 credits)
MKT 3900 Marketing Internship (3 credits)
MKT 4100 Integrated Marketing Communication (3 credits)
MKT 4700 Marketing Research (3 credits)
MKT 4710 Marketing Strategy (3 credits)

*Business students satisfy this requirement.

Sales Minor

The sales minor offers a set of classes aimed at educating the student in sales concepts so important in today's job market. The student will take a marketing course plus four sales courses that combine sales concepts with real-world sales techniques. By taking full advantage of the state-of-the-art Sales Institute at Nova Southeastern University, students will leave with a real-world skill. Sales skills are a necessary part of all occupations, whether one is selling him or herself, an idea, a new business proposal, or to a new client. All NSU students would benefit from this valuable business education as a minor or major, regardless of the student's chosen discipline.

Sales Minor Requirements (15 credits)

Students who minor in sales are required to complete the courses listed below.

MKT 3050	Marketing Principles and Applications (3 credits)*
MKT 3210	Professional Selling (3 credits)*
MKT 3220	Advanced Selling (3 credits)
MKT 3230	Sales Force Leadership (3 credits)
MKT 3610	Social Networkingcredits)

*Business students may satisfy this requirement, depending upon their major.

Sport and Recreation Management Minor

This minor is designed for students who will be associated with sport in the course of their careers, be it through business, education, coaching, athletic training or other opportunities.

Sport and Recreation Management Minor Requirements (15 credits)

Students who minor in sport and recreation management are required to complete the courses listed below.

SPT 1050 Introduction to Sport and Recreation Management (3 credits)

Select four courses from the following:

SPT 2150	Sport in Society (3 credits)
SPT 3150	Facility and Event Management (3 credits)
SPT 3200	Sponsorship and Fundraising (3 credits)
SPT 3550	Principles of Economics and Finance in Sport (3 credits)
SPT 3650	Sport Marketing (3 credits)
SPT 3775	Sport Camp Management (3 credits)
SPT 3925	College Athletic Administration (3 credits)
SPT 4425	Organization and Administration of Sport (3 credits)
SPT 4550	Legal Aspects of Sport and Recreation (3 credits)

Institute for the Study of Human Service, Health, and Justice

Institute for the Study of Human Service, Health, and Justice

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 human services field and are working to advance in a current career path as well as those 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 provide 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.

A handwritten signature in black ink, which appears to read "Kimberly Durham". The signature is fluid and cursive, written over a white background.

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

Mission Statement

The Institute for the Study of Human Service, Health, and Justice (HSHJ) is dedicated to providing the highest level of excellence in educational experiences to current and future human services and criminal justice professionals who have the desire to enhance the quality of life for individuals and families in need. HSHJ faculty are committed to supporting students in their pursuit of educational, research, and professional goals, and bring a wide range of expertise in their respective fields, with specializations ranging from Developmental Disabilities and Gerontology to Criminal Justice and Substance Abuse.

Introduction to the Institute for the Study of Human Service, Health, and Justice

Welcome to the Institute for the Study of Human Service, Health, and Justice (HSHJ). HSHJ is dedicated to providing the highest level of excellence in educational experiences to current and future human services professionals who have the desire to enhance the quality of life for individuals and families in need. HSHJ faculty are committed to supporting students in their pursuit of educational and professional goals, and they bring a wide range of expertise in the field of human services, with specializations ranging from infant mental health and gerontology to criminal justice and substance abuse. HSHJ programs are designed to provide students with an understanding of administration, public policy, ethics, and practice within a range of human services fields. Academic programs are designed for individuals interested in pursuing careers in a variety of human services professions and settings which include, but are not limited to, the following:

- schools
- hospitals
- the aviation industry
- universities
- skilled nursing facilities
- private practice
- nursing homes
- rehabilitation centers
- not-for-profit organizations
- government agencies
- other public and private entities

HSHJ's outstanding academic programs are delivered in traditional classroom environments or online formats that allow students to receive and submit coursework and interact with participants and professors via the Internet. This distance delivery option allows busy professionals to complete their degrees without having to leave their jobs or travel long distances.

Majors at the Institute for the Study of Human Service, Health, and Justice

Human Services Administration Major

The Bachelors 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. This program is suited to individuals who have the desire to enhance the quality of life for individuals and families in need through the development and administration of agencies involved in service delivery.

The B.S. in Human Services Administration will provide an excellent foundation for students who intend to pursue careers in human services administration, the aviation industry, other related professions, or graduate studies in areas such as health administration, public administration, social work, and business administration.

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.

Human Services Administration Major Learning Outcomes

A successful human services administration graduate is expected to:

1. 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. 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. Articulate and define the character and qualities of human services organizations unique to the community and to the community members they serve;
4. Identify the importance and functions of human resources and supervision for human services administration;
5. Demonstrate an understanding of current concepts and trends in management and their application within the field of human services;
6. Identify, evaluate, and apply legal aspects and implications for human services administration;
7. Articulate the principles of program planning and evaluation as these impact human services organizations;
8. 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. Demonstrate the ability to integrate personal experiences in human services organizations with current research and emerging human service administrative issues (at the conclusion of the field placement experiences).

Human Services Administration Major Curriculum

The Bachelor of Science in Human Services Administration requires successful completion of 120 credit hours including 30 credit hours of General Education, 54 credit hours of major (core) courses, which include two 3-credit field placements and 36 hours of elective courses. The elective courses may be selected to count towards specific concentrations, which consist of 12-18 credits each.

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the *General Education Program* section in the Academic Resources and Procedures segment of this catalog.

Human Services Administration Major (54 credits)

Core Courses (54 credits)

HS 1100	Social Issues and Human Services Delivery Systems (3 credits)
HS 1200	Introduction to Human Services Administration (3 credits)
HS 1300	Interpersonal Assessment Skills in Human Relations (3 credits)
HS 1400	Counseling and Assessment in Human Services (3 credits)
MGT 2050	Principles of Management (3 credits)
ECN 2025	Principles of Macroeconomics (3 credits)
ACT 2200	Financial Accounting (3 credits)
MGT 3020	Business Communications (3 credits)
PADM 1000	Introduction to Public Administration (3 credits)
MATH 2020	Applied Statistics (3 credits)
HS 3300	Ethical and Professional Issues in Human Services (3 credits)
HS 3315	Human Services and Cultural Diversity (3 credits)
HS 3990	Supervised Experience in Human Services I* (3 credits)
HS 4100	Rehabilitation Principles and Case Management (3 credits)
HRM 4160	Human Resource Management (3 credits)
HS 4200	Accountability in Human Services Administration (3 credits)
HS 4250	Program Planning and Evaluation (3 credits)
HS 4995	Supervised Experience in Human Services II* (3 credits)

* These field placement courses allow the development of skills through hands-on experience. Field placements will consist of 10–12 hours per week within a human services agency within the community and are designed to enable the student, under the direction and guidance of on-site and faculty supervisors, to apply what has been learned to a real world work experience.

Electives (36 credits)

Select 12 credits from any combination of courses listed as major electives or under the following concentrations. Select an additional 24 credits of open electives from any courses, including those listed under the following concentrations.

Major Electives

HRM 4300	Managing Workplace Diversity (3 credits)
MGT 4170	Organizational Behavior (3 credits)
PSYC 2630	Ethical and Professional Issues in Mental Health (3 credits)
HS 2100	Administration of Recreational and Leisure Services (3 credits)
HS 3250	Aging in a Social Context (3 credits)
PADM 3000	Public Policy (3 credits)
PADM 3200	Public Budgeting (3 credits)
GERO 2030	Gerontology and the Law (3 credits)
PSYC 2470	Grief, Loss, and Bereavement (3 credits)

Concentrations (12 or 18 credits)

Students may choose to select one of the following concentrations:

Basics in Aviation Concentration** (12 credits)

HS 3500	Introduction to Human Factors in Aviation (3 credits)
HS 3510	Systems Analysis of the Impact of Human Factors on Decision-Making in Aviation (3 credits)
HS 3520	Strategic Forecasting of and Evaluation of Human Performance Factors in Aviation (3 credits)
HS 3530	Integration of Technical Foundations of Flight Management (3 credits)

*Professional Development in Aviation Concentration** (18 credits)*

HS 3500	Introduction to Human Factors in Aviation (3 credits)
HS 3510	Systems Analysis of the Impact of Human Factors on Decision-Making in Aviation (3 credits)
HS 3520	Strategic Forecasting of and Evaluation of Human Performance Factors in Aviation (3 credits)
HS 3530	Integration of Technical Foundations of Flight Management (3 credits)
HS 3540	Application of Fundamental Competencies in Commercial Aviation (3 credits)
HS 3550	Leadership Principles and Effective Communication in Flight Instruction (3 credits)

Advocacy/Case Management Concentration (12 credits)

HS 3410	Case Management Methods (3 credits)
HS 3420	Advocating for Individuals with Special Needs (3 credits)
HS 3430	Special Topics in Advocacy (3 credits)
HS 3440	Assessment and Treatment Planning (3 credits)

Gerontology Concentration (12 credits)

GERO 2000	Introduction to Gerontology (3 credits)
PSYC 2390	Adulthood and Aging (3 credits)
HS 3230	Cultural Competence in Aging Services (3 credits)
HS 3240	Long-term Care and Services to the Aging (3 credits)

Health Administration Concentration (12 credits)

BHS 3110	Health Care Ethics (3 credits)
BHS 3151	Health Services Management (3 credits)
BHS 3161	Concepts of Health Care Finance (3 credits)
BHS 3170	Health Care Delivery Systems (3 credits)

Nonprofit Management, Philanthropy, and Grantsmanship Concentration (12 credits)

HS 3120	Grant Writing and Management (3 credits)
HS 3130	Nonprofit Leadership (3 credits)
HS 3140	Fundraising and Philanthropy (3 credits)
HS 3150	Strategic Planning in Human Services (3 credits)

Social Work Concentration (12 credits)

SOCL 2000	Introduction to Social Work (3 credits)
HS 3330	Human Behavior and the Social Environment (3 credits)
HS 3340	Interviewing and Assessment (3 credits)
HS 3350	Social Work Practice (3 credits)

Substance Abuse Studies Concentration (12 credits)

PSYC 3450	Foundations of Therapeutic Interviewing (3 credits)
PSYC 3570	Psychology and Physiology of Substance Abuse (3 credits)
PSYC 3580	Rehabilitation Strategies for Substance Abuse (3 credits)
PSYC 3800	Current Psychotherapies (3 credits)

** These concentrations are designed to provide students with a comprehensive understanding of the human factors associated with flight. These factors include problem solving skills, decision-making, communication, attention, stress management and physical condition. The Basics in Aviation Concentration allows students to gain the training necessary to become professional aviators and have the opportunity to obtain a Federal Aviation Administration (FAA) Private Pilot License and Instrument Rating Certificate. Within the Professional Development in Aviation Concentration, students have the opportunity to obtain a Commercial Pilot License, Multi-Engine Rating, and Flight Instructor Certification. Admission for flight instruction is subject to comprehensive medical exams.

By focusing on the knowledge, skills, and human factors such as critical thinking, problem solving, communication and effective emergency management, students are prepared with a comprehensive understanding of the various elements associated with flight. In addition, effective resource management and safety awareness are emphasized throughout this curriculum.

Recreational Therapy Major

The Bachelor of Science in Recreational Therapy is designed to prepare professionals with the therapeutic and evaluation skills necessary to pursue certification as a therapeutic recreation specialist or seek employment in a multitude of settings.

The B.S. in Recreational Therapy trains students to be able 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.

The program is offered entirely online, giving students flexibility in managing demanding schedules, as well as having the opportunity to work in an easily accessible learning environment.

Recreational Therapy Major Learning Outcomes

A successful recreational therapy graduate is expected to:

1. Demonstrate an understanding of history, service models, theory/philosophy, ethics, credentials, professional conduct, evidence-based practice and professional development with recreational therapy practice.
2. 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. 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. Identify and implement appropriate evidence-based treatment interventions and programs to restore, remediate, or rehabilitate client functioning within a therapeutic recreation setting.
5. Utilize specific skills used in facilitating client treatment success in recreational therapy practice.
6. 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. 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. 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. Demonstrate the ability to integrate skills learned within the program and be able to display positive clinical, professional, and leadership skills (at the conclusion of the field placement experiences).

Recreational Therapy Major Curriculum

The Bachelor of Science in Recreational Therapy requires the completion of 120 credit hours, including 30 credits in general education, 54 credits of major (core) courses within the major (includes 6-credits of supervised field experience), one 12 credit concentration within the program, and 24 credits of open electives. In addition, the open elective courses may be selected to count toward an additional 12-credit concentration(s) of their choice, which will be recorded on the student's transcripts.

General Education Requirements (30 credits)

Students are required to complete 30 credit hours as part of the General Education Program. For specific course requirements, refer to the *General Education Program* section in the Academic Resources and Procedures segment of this catalog.

Recreational Therapy Major (54 credits)

Core Courses (54 credits)

RT 1100	Recreational Therapy: Theory and Foundations (3 credits)
RT 1200	Recreational Therapy with Physically Disabled Individuals (3 credits)
RT 1400	Current Trends in Recreational Therapy (3 credits)
HS 1300	Interpersonal Assessment Skills in Human Relations (3 credits)
RT 2000	Recreational Therapy: Processes and Techniques (3 credits)
RT 2100	Recreational Therapy for Individuals with Mental Illness (3 credits)
RT 2200	Multicultural Issues in Therapeutic Recreation Settings (3 credits)
PSYC 2350	Life Span Human Development (3 credits)
RT 3050	Clinical Assessment and Evaluation in Recreational Therapy (3 credits)
BIOL 3250	Comparative Vertebrate Anatomy and Physiology (3 credits)
HS 2100	Administration of Recreational and Leisure Services (3 credits)
LED 3000	Introduction to Leadership (3 credits)
HS 3330	Human Behavior and the Social Environment (3 credits)
BHS 3110	Health Care Ethics (3 credits)
HS 4100	Rehabilitation Principles and Case Management (3 credits)
HS 4250	Program Planning and Evaluation (3 credits)
RT 4100	Field Placement in Recreational Therapy I* (3 credits)
RT 4200	Field Placement in Recreational Therapy II* (3 credits)

* These field placement courses allow the development of skills through hands-on experience. Field placements will consist of 15 hours per week, over two semesters (totaling at least 480 hours), within a therapeutic recreation services agency within the community, and are designed to enable the student, under the direction and guidance of on-site and faculty supervisors, to apply what has been learned to a real world work experience.

Concentrations (12 credits)

Students are required to select one of the following concentration areas of study. However, they may also select courses as electives to count toward an additional 12-credit concentration(s) of their choice.

Child Life and Development

PSYC 2300	Behavior Modification (3 credits)
PSYC 2360	Adolescent Psychology (3 credits)
PSYC 2370	Early Childhood Growth and Development (3 credits)
RT 3100	Recreational Therapy Services for Children and Adolescents (3 credits)

Adult Therapeutic Services

GERO 2000	Introduction to Gerontology (3 credits)
PSYC 2390	Adulthood and Aging (3 credits)
BHS 4110	Health Care and Aging (3 credits)
RT 3200	Recreational Therapy Services for Older Adults (3 credits)

Health and Recreation Management

MGT 2050	Principles of Management (3 credits)
MGT 4170	Organizational Behavior (3 credits)
HRM 4300	Managing Workplace Diversity (3 credits)
RT 3300	Supervision in a Therapeutic Recreation Setting (3 credits)

Electives (24 credits)

Students can select 24 credits of open electives from any courses, including the following suggested courses:

PSYC 2010	Cognitive Processes (3 credits)
PSYC 3520	Principles of Learning (3 credits)
PSYC 3920	Sensation Perception (3 credits)
BHS 3170	Health Care Delivery Systems (3 credits)
EXSC 3700	Kinesiology (3 credits)
BHS 3151	Health Services Management (3 credits)
BHS 3190	Patient Education in Health Care (3 credits)
HS 3250	Aging in a Social Context (3 credits)
HS 3240	Long-term Care and Services to the Aging (3 credits)
GERO 2030	Gerontology and the Law (3 credits)
PSYC 2470	Grief, Loss, and Bereavement (3 credits)

Course Descriptions

Course Descriptions

This section lists courses offered at Nova Southeastern University. Refer to the appropriate college or school section for curriculum requirements. Course descriptions for graduate courses in the R.N. to M.S.N. program may be found in the Health Professions Division catalog.

ACT—Accounting

ACT 2200 Financial Accounting (3 credits)

Provides an introduction to financial accounting and its decision-making elements. Areas covered are the conceptual frameworks of accounting, financial statements and their components, and advance manufacturing environments.

ACT 2300 Managerial Accounting (3 credits)

Integrates the accounting process with the planning, coordinating, and control functions of the business organization. Topics include strategic planning, tactical and operational decision making, budgeting, responsibility accounting, and performance measurement.

ACT 3030 Cost Management (3 credits)

Students learn cost measurement techniques in the manufacturing and service sectors. Using a strategic approach, the course examines the design and operation of cost accounting systems in both traditional and advanced manufacturing environments. Prerequisite: ACT 2300.

ACT 3050 Intermediate Accounting I (3 credits)

Study the conceptual framework of accounting and the development of the balance sheet and income statement. Examine the concepts underlying the valuation of current and non-current assets and current liabilities. Cover the recognition and measurement of Income. Prerequisite: ACT 2200.

ACT 3060 Intermediate Accounting II (3 credits)

Continuation of Intermediate Accounting I. Study of long-term liabilities (including bonds, pensions, and leases), inter-period tax allocation, owners' equity, and earnings per share. Prerequisite: ACT 3050.

ACT 3070 Intermediate Accounting III (3 credits)

This course continues the analysis of the accounting principles used to generate financial statements. Topics covered include an investigation of stockholder's equity, earnings per share, the statement of cash flows, investments, derivatives, and accounting changes and error correction. Prerequisite: ACT 3060.

ACT 3150 Business Law for Accountants (3 credits)

A survey course focusing on the legal aspects of business decision-making, including torts, contracts, Uniform Commercial Code, and debtor/creditor law. The course provides students with an understanding of the role of legal rules and their impact on business. Students learn through assignments that teach them to analyze issues and appreciate the philosophy behind court decisions. The course focuses on those areas of business law that are necessary for successful completion and passing of the CPA exam. Prerequisites: MGT 2150, ACT 2300, and ACT 3050.

ACT 3900 Accounting Internship (3 credits)

The Huizenga Business School fosters learning through the application of classroom theory in the workplace. Undergraduate students have the option of participating in a university sponsored internship for academic credit. The minimum internship work requirement is 180 hours during one semester. Registration for internship is done through the HSBE Office of Academic Advising, not online, after conferral with the NSU Office of Career Development. ACADEMIC REQUIREMENTS: good academic standing, GPA of 2.5 or higher, and completion of at least 36 credit hours.

ACT 4010 Advanced Accounting (3 credits)

Study of accounting principles and practices related to business combinations (accounting for mergers and acquisitions, constructing consolidated financial statements), foreign operations (recording foreign currency transactions and hedging exchange risk, currency translation of foreign subsidiary financial statements), and local governments. Examination of the cash flow statement and accounting changes. Prerequisite: ACT 3070 or equivalent.

ACT 4050 Accounting Information Systems (3 credits)

Examines the design, construction, and operation of accounting information systems. Information theory, database construction, computer hardware and software selection, and internal control are also covered. Prerequisites: ACT 3070.

ACT 4210 Auditing I (3 credits)

Provides an overview of basic auditing concepts, auditing standards, and audit programs. Special emphasis is given to preparing the student for the auditing section of the CPA examination. Prerequisite: ACT 3060.

ANTH—Anthropology

ANTH 1020 Introduction to Anthropology (3 credits)

This course is an interdisciplinary examination of the ways in which anthropologists study people and their ways of life across cultures and across time. The four major fields of anthropology will be introduced with an overview of each of the following perspectives: cultural anthropology, biological anthropology, archaeology, and linguistics.

ANTH 2300 Cultural Anthropology (3 credits)

The course compares and contrast cultures, the ways people live, through an anthropological lens. It will include examination of how humans create and transmit culture and cultural artifacts. Analysis of how humans view cultures other than their own and the ways in which this impacts the study of anthropology will also be addressed. Prerequisite: ANTH 1020

ANTH 4900A Special Topics in Anthropology A: Myth, Ritual, and Mysticism (3 credits)

This course will use selected case studies and readings to explore myths, rituals, mystical beliefs and frameworks that are held and observed by divergent ethnic and cultural groups over time. The course will explore how and why various cosmologies and worldviews are established, maintained, modified, and changed from anthropological perspectives. Prerequisite: ANTH 1020 or SOCL 1020

ANTH 4950B Internship in Anthropology B (1–3 credits)

This course is a 10-20 hour per week, paying or nonpaying work experience for 16 weeks (or more) in the student's major area of study. Consult academic division for specific details and requirements. Prerequisites: cumulative GPA of 2.5 or higher, completion of 36 or more credit hours, and permission of academic director.

ARAB—Arabic

ARAB 1210 Elementary Arabic I (3 credits)

Essentials of Arabic language with emphasis on grammar, vocabulary, writing, and oral skills. Introduction to Arab culture. Not open to native speakers.

ARAB 1220 Elementary Arabic II (3 credits)

Continuation of the essentials of Arabic language with emphasis on grammar, vocabulary, writing, and oral skills. Introduction to Arab culture. Not open to native speakers. Prerequisite: ARAB 1210.

ARTS—The Arts

ARTS 1200 Introduction to Drawing (3 credits)

This course will emphasize the development of drawing and observational skills. Students will learn to effectively use various studio materials and drawing techniques while representing form and space on a two-dimensional plane.

ARTS 1250 Life Drawing (3 credits)

This course will examine the anatomy, proportion and movement of the living form using live and skeletal models. Beginning with skeletal and muscular studies, the students will develop detailed drawings exploring gesture, movement and structure. Students will also learn historical and contemporary depiction of living forms.

ARTS 1400 The Theater Arts (3 credits)

This course focuses on the arts of the theatre, including drama, music, dance, and play production, particularly those plays representing major theatrical trends.

ARTS 1500 Music Through History (3 credits)

This course traces the development of music in Western culture, with an emphasis on music written and preserved from the Middle Ages to the present. The course encourages and enables students to recognize, analyze, and understand the materials of music (such as musical instruments and their properties, and the use of scales, modes and rhythms) as well as various musical forms (fugue, sonata cycle, overture).

ARTS 1500H Music Through History Honors (3 credits)

This course traces the development of music in Western culture, with an emphasis on music written and preserved from the Middle Ages to the present. The course encourages and enables students to recognize, analyze, and understand the materials of music (such as musical instruments and their properties, and the use of scales, modes and rhythms) as well as various musical forms (fugue, sonata cycle, overture). Honors students only.

ARTS 1700 Fundamentals of Color (3 credits)

In this course, students develop the foundation to apply basic design principles to a variety of visual effects. Students will explore color theory, including additive and subtractive color.

ARTS 1800 Two-Dimensional Design (3 credits)

This course is an introduction to the visual organization of two-dimensional art and design. Students will practice making representational and non-objective designs and utilize design terminology, theory

and studio materials. Emphasis will be placed on developing compositional skills. A historical and contemporary survey of visual art and design will be examined.

ARTS 2100 Painting I (3 credits)

This course explores painting as a studio medium emphasizing the practice of painting and compositional skills. Student will represent form and space on a two-dimensional plane and utilize traditional and contemporary techniques while examining the history and aesthetics of various painters and styles.

ARTS 2200 Digital Photography (3 credits)

This course will explore the basic principles of photography and digital imaging. Camera operation, exposure, effect of the shutter and aperture, composition for impact, lens selection, and the qualities of light will be covered.

ARTS 2300 Art and Society (3 credits)

This course examines the ways in which artists and the arts have influenced Western society from the Renaissance to the 20th century, focusing on painting, sculpture, architecture, music, dance, and film. Students will also visit local museums and attend musical and theatrical events as a means of gaining a greater understanding of the arts. Prerequisite: COMP 1500 or WRIT 1500 or COMP 1500H.

ARTS 2300H Art and Society Honors (3 credits)

This course examines the ways in which artists and the arts have influenced Western society from the Renaissance to the 20th century, focusing on painting, sculpture, architecture, music, dance and film. Students will also visit local museums and attend musical and theatrical events as a means of gaining a greater understanding of the arts. (Honors students only). Prerequisite: COMP 1500 or COMP 1500H.

ARTS 2410 Graphic Design I (3 credits)

This course provides an introduction to graphic design. The computer is introduced as a graphic design problem-solving tool. Students will use current industry-standard software and technology to create designs based on graphic design principles. Through various assignments, students will become familiar with the operation of the personal computer while exploring the visual language of text, image and digital design. The course will familiarize students with basic aesthetic, technical, historical and conceptual issues as they relate to design.

ARTS 2450 Graphic Design II (3 credits)

This course will focus on the understanding of the design process and developing effective graphic design concepts for a variety of formats, with an emphasis on form, content, and principles of design and layout composition. Students will further their knowledge of

industry-standard computer software as applied to various formats of visual communication. Prerequisite: ARTS 2410

ARTS 2600 Introduction to Arts Administration (3 credits)

This course introduces basic principles, theories, concepts, processes and practices relating to organizations in the arts industry. Emphasis will be placed on the structure of the arts industry, leadership in the arts industry, staffing, volunteerism, fundraising, and intellectual property. Prerequisite: COMP 1500 or COMP 1500H.

ARTS 2800 Three-Dimensional Design (3 credits)

This course will be a study of form and structure, emphasizing the visual organization of three-dimensional art and design. Students will practice various methods in the construction of functional and non-functional designs. A historical and contemporary survey of sculpture, craft and industrial design will be examined.

ARTS 3020 Women in the Arts (3 credits)

A study of the particular contributions of women in art, music, theatre, and dance. Prerequisites: One ARTS course and COMP 2000 or COMP 2010 or COMP 2020 or COMP 2000H.

ARTS 3040 Museum Studies and Gallery Practices (3 credits)

This course offers an investigation of the many characteristics of museum and gallery management including hands-on participation in Gallery 217's ongoing productions. Students will gain experience with exhibition research, design, development, and management. Additionally, students will have a real-world application to the continued operations and/or programs of Gallery 217. Prerequisites: COMP 2000, COMP 2010 or COMP 2020 and any 1000/2000 level ARTS course or COMP 2000H or ARTS 2300H.

ARTS 3100 Painting II (3 credits)

This course will continue the study and practice of painting. Students will develop an individual creative direction working thematic projects in oils, acrylics, and mixed media. Students are expected to develop a command of both technical and conceptual components of painting related to both the studio practices and the history of painting. Prerequisite: ARTS 2100.

ARTS 3200 Digital Photographic Design (3 credits)

This course provides the skills and concepts required to develop professional-quality illustrations, and photo manipulations. The focus of the course will be on both technical and aesthetic issues, and the relationship of image manipulation to different graphic design formats. Prerequisite: ARTS 2200.

ARTS 3300 Myth and Art (3 credits)

This course focuses on the relations between verbal and visual arts, particularly the myths and epics of Europe and the Mediterranean world, and the later literary, religious, and artistic traditions developing from them. Prerequisites: One ARTS course and COMP 2000 or COMP 2000H or COMP 2010 or COMP 2020.

ARTS 3450 Graphic Design III (3 credits)

Students explore the underlying principles of grid theory, text and display typography, sequence, page layout, and type and image integration as they relate to a range of publication design applications. Prerequisite: ARTS 3650.

ARTS 3500 Sculpture I (3 credits)

Through the process of investigation, growth and discovery, the students will complete hands-on projects using a variety of media and techniques. In addition, students will explore the historical and contemporary influence of sculpture. Prerequisite: ARTS 2800.

ARTS 3550 Ceramics I (3 credits)

Students will create pottery, using multiple techniques such as hand building as well as throwing on the potter's wheel. Students will apply ceramic glazes and firing procedures in order to produce finished ceramic ware. The course will also include some discussion of the historical development of the ceramic arts. Prerequisite: Any 1000 or 2000 level ARTS course.

ARTS 3600 Advanced Arts Administration (3 credits)

This course applies the basic principles, theories, concepts, processes and practices of arts administration to the creation and management of various types of arts organizations. Particular emphasis will be placed on audience development, special event planning, program planning, financial planning, proposal writing, grant writing and advocacy. Prerequisites: ARTS 2600; COMP 2000, COMP 2010, or COMP 2020 or COMP 2000H.

ARTS 3650 Typography (3 credits)

This essential course explores the fundamentals of typography including the history, theory and practical employment of type. Through a variety of challenging and informative projects, the creative function of type as an illuminative graphic design element will be examined. Prerequisite: ARTS 2410.

ARTS 3700 Methods and Materials (3 credits)

Through a practical exploration of theoretical/conceptual issues, students will become aware of the complexity and interrelatedness of the elements of art. Students complete a series of studio projects emphasizing the awareness, creative use, and practical application of various materials as a formal means of

visual communication and expression. Prerequisite: ARTS 1200.

ARTS 3800 Art History I (3 credits)

This course introduces students to the historical developments in artistic expression from the Prehistoric to Renaissance period. Prerequisite: COMP 2000, COMP 2010, or COMP 2020 or COMP 2000H.

ARTS 3850 Art History II (3 credits)

This course introduces students to the historical developments in artistic expression from the sixteenth century to the present. Prerequisite: COMP 2000, COMP 2010, or COMP 2020 or COMP 2000H.

ARTS 4250 Multimedia & Web Design (3 credits)

This course focuses on the study of layout techniques for the online environment. Emphasis will be placed on producing web sites and interactive media according to current industry criteria with special considerations for identifying a target audience. Relevant legal issues will also be discussed. Prerequisite: ARTS 2410

ARTS 4400 Installation Art (3 credits)

This course explores site specific and non-site specific installation art. Through historical study, students may incorporate a variety of media including photographs, paintings, drawings, video performances, and sound and sculptural materials in works that expand the physical boundaries of art. Students are introduced to techniques for documenting the installation project. Prerequisite: ARTS 3700.

ARTS 4500 Professional Print Design (3 credits)

The focus of this course is on multiple page documents and extended design systems. Students will create professional print design projects that reflect the range of work designers encounter in the studio, agency, or corporate design environment. Print production techniques will be investigated. Prerequisite: ARTS 2450

ARTS 4900 Special Topics in the Arts (3 credits)

This course is designed for students with an interest in a particular period or genre of art, music, or theatre, specific artist, composers, dramatists, or topics not covered in other art, music, or theatre courses. Specific focus to be announced. May be repeated once for credit, if content changes and with written consent of division director. Prerequisites: one ARTS course and COMP 2000, COMP 2010 or COMP 2020 or COMP 2000H or ARTS 2300H.

ARTS 4900A Special Topics in the Arts: Handmade Books (3 credits)

This art studio course visually examines traditional and alternative book structures in relationship to narrative content. Lectures and demonstrations

introduce students to creative processes involved in book making, including traditional and alternative book formats, adhesives and sewn binding structures, archival concerns, and methods for generating original images and text. Prerequisite: one ARTS course and COMP 2000 or COMP 2010 or COMP 2020 or COMP 2000H.

ARTS 4950 Internship in the Arts (3 credits)

Training and practice at a professional arts venue. Prerequisites: cumulative GPA of 2.5 or higher, completion of 60 or more credit hours, and written consent of a division director.

ARTS 4990 Independent Study in the Arts (3 credits)

The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. Written consent of instructor and division director required. Prerequisites: One ARTS course; COMP 2000, COMP 2010, or COMP 2020.

ARTS 4995 Senior Project (1 credits)

In this course, students will prepare a portfolio of artwork for participation in a senior exhibition. Prerequisite: Completion of at least 90 credits and written consent of the division director.

ATTR—Athletic Training

ATTR 1100 Introduction to Athletic Training (1 credits)

This course is an introduction to the sports medicine team, legal considerations, environmental concerns, and the profession of athletic training. Students will be able to promote athletic training as a professional discipline in order to educate athletes, the general public, and the physically active. This course includes a minimum of 50 hours of scheduled clinical observations at an approved site, under the supervision of a Certified Athletic Trainer. Prerequisites: COMP 1000 or equivalent or SAT Verbal score of 520, ACT English score of 22, a TOEFL score of 650 (paper) or 280 (computer), a passing Writing Challenge Exam.

ATTR 1200 Principles of Athletic Training (3 credits)

Emphasis will be on the basic concepts of preventing athletic injuries, injury recognition and assessment, and care and treatment procedures for proper management of athletic injuries. Additionally, students will be instructed in the arts and skills of taping and wrapping. This course includes a minimum of 50 hours of scheduled clinical observations at an approved clinical site, under the supervision of a Certified Athletic Trainer. Prerequisite: ATTR 1100.

ATTR 1300 Emergency Care and First Aid (3 credits)

Students will learn to recognize, assess, and treat the acute injuries and illnesses of athletes and others involved in physical activities, preventing disease transmission, emergency care of injuries such as splinting, and to provide proper medical referral.

ATTR 1400 Health and Fitness (3 credits)

This course will provide students with the basic concepts of health, such as nutritional issues, physiological concerns, and wellness screening. Students will also gain an appreciation for lifetime fitness activities and an understanding of how community programs provide necessary health services to the general public.

ATTR 2100 Injury Evaluation I (3 credits)

Emphasis will be on recognition, assessment, treatment, and appropriate medical referral of athletic injuries and illnesses of the lower extremities including the head and the lumbar spine. Additional emphasis will be placed on the psychosocial aspects of injury and illness. Only for students matriculated in the Athletic Training Education Program. Prerequisite: ATTR 1200.

ATTR 2200 Injury Evaluation II (3 credits)

Emphasis will be on recognition, assessment, treatment, and appropriate medical referral of athletic injuries and illnesses of the upper extremities, including the head and cervical spine. Additional emphasis will be placed on clinical evaluation skills. Only for students matriculated in the Athletic Training Education Program. Prerequisite: ATTR 2100.

ATTR 2300 Sports Nutrition (3 credits)

This course includes the study of nutrition, biochemical processes in energy metabolism, and nutrition-related health problems. Additional emphasis will be placed on nutrition as it relates to physical performance, sports, and fitness. Prerequisite: ATTR 1400.

ATTR 2400 Strength and Conditioning (3 credits)

Strength and Conditioning: This course includes the study of the varied aspects of strength and conditioning in a variety of sports. In addition to learning and practicing strength training techniques, students will design a conditioning program and explain their program to their peers. Prerequisite: ATTR 1400.

ATTR 2610 Athletic Training Clinical I (3 credits)

This course focuses on field experiences and the application of learned principles from athletic training clinical skills. This course includes 200 hours of observation in various settings and specific clinical skills from ATTR 1200 to facilitate comprehensive learning. Students will be supervised and given the opportunity

to practice learned skills in the clinical setting. Only for students matriculated in the Athletic Training major. Prerequisite: ATTR 1200.

ATTR 2620 Athletic Training Clinical II (3 credits)

This course focuses on field experiences and the application of learned principles from athletic training clinical skills. This course includes 200 hours of observation in various settings and specific clinical skills from ATTR 2610 to facilitate comprehensive learning. Students will be supervised and given the opportunity to practice learned skills in the clinical setting. Only for students matriculated in the Athletic Training major. Prerequisite: ATTR 2210 or ATTR 2610.

ATTR 3100 General Medicine in Sports (3 credits)

Students will acquire skills and knowledge on the recognition, treatment, and referral of general medical conditions related to each of the body systems, including but not limited to congenital and acquired abnormalities of athletes and other physically active individuals. Also included are physiological progression of injuries, illnesses, and diseases. An additional area of focus is related to pathology, medical diagnostics, medical interventions (pharmacological and procedural), and the implications of these for the athlete or others involved in physical activities. Prerequisite: ATTR 2220 or ATTR 2620 and BIOL 3312 or BIOL 3320.

ATTR 3300 Therapeutic Modalities/Lab (4 credits)

A study of sports therapy physical agents used to treat injuries of the musculoskeletal, neuromuscular, and integumentary systems including, but not limited to cryotherapy, hydrotherapy, electrotherapy, biofeedback, and mechanical therapy. Students will apply the techniques and clinical skills related to the application of therapeutic modalities. Clinical hours in the athletic training room and other facilities (see Clinical Experience I through IV) will give the student the additional opportunity to use the knowledge, skills, and techniques learned in this course. Only for students matriculated in the Athletic Training Education Program. Prerequisite: ATTR 2100.

ATTR 3500 Rehabilitation of Athletic Injuries/Lab (4 credits)

The study of the principles of a comprehensive rehabilitation program; specifically related to design and implementation of a therapeutic program. Students will learn to incorporate exercises related to strength, proprioception and neuromuscular control to achieve sport specific goals and objectives. Students will assess rehabilitation progress and criteria for return to competition. Prerequisite: ATTR 3300.

ATTR 3630 Athletic Training Clinical III (3 credits)

This course focuses on field experiences and the applications of learned principles from athletic training

clinical skills. This course includes 150 hours of observation in various settings and specific clinical skills from the previous semester to facilitate comprehensive learning. Students will be supervised and given the opportunity to practice learned skills in the clinical setting. Only for students matriculated in the Athletic Training Education Program. Prerequisites: ATTR 2220 OR ATTR 2620.

ATTR 3640 Athletic Training Clinical IV (3 credits)

Clinical Experiences in Athletic Training IV: These courses focus on field experiences and the applications of learned principles from athletic training clinical skills. This course includes 150 hours of observation in various settings and specific clinical skills from the previous semester to facilitate comprehensive learning. Students will be supervised and given the opportunity to practice learned skills in the clinical setting. Only for students matriculated in the Athletic Training Education Program. Prerequisite: ATTR 3230 or ATTR 3630.

ATTR 3700 Advanced Emergency Procedures (3 credits)

The course content and activities will prepare participants to make appropriate decisions about the care to provide in a medical emergency. The course teaches the skills an EMR needs to act as a crucial link in the emergency medical services (EMS) system. This course is taught by a nationally certified instructor for Emergency Medical Responder instruction. The course is designed to enhance students' current level of knowledge of the material required to prepare for emergency trauma management offering certification as an Emergency Medical Responder. Emergency Medical Responder certification is a nationally recognized certification that requires instruction, assessment and successful completion of both practical and written examinations which is a requirement for this course offering. Prerequisites: ATTR 1200 and ATTR 1300.

ATTR 3800 Evolution of Sports Medicine (3 credits)

This course will include both lecture material and a weeklong field experience dedicated to the study of the development of sports medicine. The course is designed to explore the clinical practices employed by medical professionals to treat and rehabilitate sports related injuries. The timeline of the course will begin with Ancient Greek times and continue through modern day. Students will be able to understand the significance of sports medicine development and growth from the beginning. Prerequisite: COMP 1500 or COMP 1500H.

ATTR 3810 Roman Influence of Sports Medicine (3 credits)

Roman Influence of Sports Medicine: This course will include both lecture material and a weeklong field experience dedicated to the study of the Roman Influence

of sports medicine. The course is designed to explore the clinical practices employed by medical professionals to treat and rehabilitate sports related injuries. The course will begin with an in-depth study of Roman Medicine. Students will be able to understand the significance of sports medicine development and growth from the beginning. Prerequisite: COMP 1500 or COMP 1500H.

ATTR 4100 Athletic Training Administration (3 credits)

Concepts of legal liability, budget/financial and personnel management, marketing, public relations, inventory control, facility design/development/maintenance, and administration of allied-health care programs will be addressed. Additionally, the student will discuss the day-to-day supervision, scheduling and provision of services to athletes and other physically active individuals offered in the athletic training room, health-care facilities and other venues. Prerequisite: ATTR 3230 or ATTR 3630.

ATTR 4300 Applied Research in Athletic Training (3 credits)

Research methodology, statistical analysis, data collection, and writing for publications related to athletic training. Students will gain a theoretical basis, develop, and write a research proposal that may be executed and completed during their senior clinical internship. Only for students matriculated in the Athletic Training Education Program.

ATTR 4400 Sports Pharmacology (3 credits)

This course will focus on pharmacology for the health professional in a nonprescribing profession. Focus will be on pharmaceuticals that are prescribed and used over the counter by physically active people. Drug actions, indications, contraindications, and adverse reactions will be covered along with herbal supplement-drug interactions. Prerequisite: BIOL 3312 or equivalent.

ATTR 4900 Special Topics in Athletic Training (1–3 credits)

Topics in sports medicine and athletic training that are not included in a regular course offering. Prerequisites may be required. Specific content and prerequisites are announced in the course schedule for the given term. Students may reenroll for Special Topics covering different content.

ATTR 4900A Special Topics in Athletic Training: Capstone in Athletic Training (1 credits)

This course prepares Athletic Training students to take the Board of Certification Inc. (BOC) Exam to earn the credential for an Athletic Trainer. Students will review didactic knowledge from previous courses in the Athletic Training Education Program. In addition to didactic material, this course will provide athletic training students

with online testing similar to the Board of Certification Computer Based Examination consisting of multiple choice and hybrid questions. Prerequisite: ATTR 3630

ATTR 4950 Internship in Athletic Training (1–12 credits)

A work experience for 16 weeks in the student's major area of study or area of career interest. Consult academic division for specific details and requirements. Prerequisites: cumulative GPA of 2.5 or higher, major GPA of 3.0 or higher, completion of 60 or more credit hours, supervision of instructor, and permission of academic director.

ATTR 4950A Internship in Athletic Training (A) (1–12 credits)

A work experience for 16 weeks in the student's major area of study or area of career interest. Consult academic division for specific details and requirements. Prerequisites: cumulative GPA of 2.5 or higher, major GPA of 3.0 or higher, completion of 60 or more credit hours, supervision of instructor, and permission of academic director.

ATTR 4950B Internship in Athletic Training (B) (1–12 credits)

A work experience for 16 weeks in the student's major area of study or area of career interest. Consult academic division for specific details and requirements. Prerequisites: cumulative GPA of 2.5 or higher, major GPA of 3.0 or higher, completion of 60 or more credit hours, supervision of instructor, and permission of academic director.

ATTR 4950C Internship in Athletic Training (C) (1–12 credits)

A work experience for 16 weeks in the student's major area of study or area of career interest. Consult academic division for specific details and requirements. Prerequisites: cumulative GPA of 2.5 or higher, major GPA of 3.0 or higher, completion of 60 or more credit hours, supervision of instructor, and permission of academic director.

ATTR 4950D Internship in Athletic Training (D) (1–12 credits)

A work experience for 16 weeks in the student's major area of study or area of career interest. Consult academic division for specific details and requirements. Prerequisites: cumulative GPA of 2.5 or higher, major GPA of 3.0 or higher, completion of 60 or more credit hours, supervision of instructor, and permission of academic director.

ATTR 4990 Independent Study in Athletic Training (1–3 credits)

The student selects and independently carries out library and/or empirical research. Faculty supervision is provided on an individual basis. Prerequisite: to be determined by the faculty and the division director.

ATTR 4990A Independent Study in Athletic Training (A) (1–3 credits)

The student selects and independently carries out library and/or empirical research. Faculty supervision is provided on an individual basis. Prerequisite: To be determined by the faculty and the division director.

ATTR 4990B Independent Study in Athletic Training (B) (1–3 credits)

The student selects and independently carries out library and/or empirical research. Faculty supervision is provided on an individual basis. Prerequisite: To be determined by the faculty and the division director.

ATTR 4990C Independent Study in Athletic Training (C) (1–3 credits)

The student selects and independently carries out library and/or empirical research. Faculty supervision is provided on an individual basis. Prerequisite: To be determined by the faculty and the division director.

BHS—BHS-Bachelor of Health Science**BHS 3100 Current Issues in Health Care (3 credits)**

This course discusses current issues and concepts regarding health care to prepare the student with the essential vocabulary and thought processes to understand and evaluate the legal, political and ethical challenges facing health care in the US.

BHS 3101 History of the US Health System (3 credits)

This course will examine the origins and ongoing development of the US health system. Students will gain historical understanding of the origins and forces that have influenced change within the US health care system.

BHS 3102 Ultrasound Physics I/Lab (3 credits)

This course is designed to introduce the students to the fundamental principles of sound and ultrasound. Students will learn how sound is generated, transmitted, and reflected in soft-tissue. In addition, the student will learn the principles of Doppler and color flow physics, artifacts, quality assurance and the bio-effects and safety of diagnostic ultrasound testing.

BHS 3110 Health Care Ethics (3 credits)

The course introduces students to the application of normative ethics, rational thinking, and the principles and concepts of health care ethics. Students will learn ethics terminology and thought processes relevant to understanding, evaluating and participating in health care decision-making.

BHS 3111 Advance Anatomy for Health Professions (0–4 credits)

This course is a survey of human physiology and includes functional anatomy. It will be presented in an organ system approach and will cover cellular physiology and cardiovascular, renal, respiratory, gastrointestinal, endocrine, reproductive, and nervous systems. The course emphasizes the correlation between anatomy and function, clinical application and uses of anatomical terminology. Students apply these concepts in the anatomy laboratory setting, using resources such as cadaver dissection, radiographs, MRI, CT, and scans.

BHS 3112 Ultrasound Cross Sectional Anatomy (0–4 credits)

This course is designed to expand upon student's present knowledge and understanding of normal human anatomy through developing spatial relationships of organs, vessels, bones, muscles and connective tissues. Normal size, shape, internal and external anatomic landmarks, and imaging characteristics using Computed Tomography, Sonography and other imaging modalities will be examined. Normal spatial relationships of anatomic structures will be presented using standard imaging planes in two and three dimensions. An introduction to the imaging planes used in common sonographic exams along with basic sonographic characteristics of the normal structures will be included. This course serves as the foundation in preparation for the clinical specialty ultrasound courses.

BHS 3120 Introduction to Epidemiology (3 credits)

The purpose of this course is to introduce the history and development of epidemiology in relation to public health and disease. Communicable, epidemic and endemic as well as social diseases will be discussed.

BHS 3130 Research and Design for Health Care (3 credits)

This course is designed as an introduction to critical analysis of research and medical literature as well as basic research methods. The course includes an introduction to descriptive and inferential statistics and research design. Statistical and research concepts and procedures are combined with an emphasis on practical health care applications.

BHS 3140 Health Care Practice (3 credits)

The purpose of this course is to study the legal implications of licensing, practice, and contractual employment. The importance of understanding rules of practice and standards of care are discussed

BHS 3145 Principle of Environmental Health (3 credits)

This course will introduce students to the principles of environmental health and their importance to human populations. Some of the topics covered include Environmental Quality, Occupational Health, Vector-borne and Pandemic Diseases, and Hazardous Materials Management, and the regulations promulgated to manage each.

BHS 3150 Principle of Leadership (3 credits)

This course will provide an overview of numerous leadership theories to prepare the student for a leadership role in Health Care. The course will critically analyze the differences between leadership and management

BHS 3151 Health Services Management (3 credits)

This course will provide an overview of health care and general management to prepare the student for a managerial role in Health Care administration. Course topics include human resource issues and policy, personnel planning, staffing, development, coaching and training of employees.

BHS 3155 Conflict Resolution in Health Care (3 credits)

The purpose of this course is to develop an understanding of conflict and effective conflict resolution strategies that increase personal achievement and create collaborative relationships in the workplace. A variety of health care disputes including employee-employee conflict, supervisor-subordinate conflict, patient-patient conflict, and patient/client-provider conflict are analyzed and problem-solving methods are applied that reduce stress, manage conflict, and create environments of positive growth, personal and organizational safety, and intrapersonal and interpersonal satisfaction.

BHS 3160 Health Policy (3 credits)

This course provides the student with a broad understanding of policy, how health care is organized, dispensed and how the practitioner can better work in the system. Topics of discussion include cost control, long term care, quality control, ethical issues and insurance.

BHS 3161 Concepts in Health Care Finance (3 credits)

The course introduces the fundamental tools, concepts, and applications aimed at providing students an understanding of numerous financial theories and

techniques utilized in health care financial management. The course materials are structured around emerging health care policies and the role finance and economics play in establishing policy. Cases studies are drawn from a variety of sources such as health maintenance organizations, home health agencies, nursing units, hospitals, and integrated health care systems. Some topics of discussion also include: concepts of capital financing for providers, budgeting, financial ethics, payment systems, provider costs, high cost of health care, and measuring costs.

BHS 3162 Economics of Health Services (3 credits)

This course will teach the student to use economic analysis to understand critical issues in health care and health policy. Issues to be studied include the demand for health care, health insurance markets, managed care, medical technology, government health care programs, national health reform, and the pharmaceutical industry. The course will focus on the US health care sector, but will also examine health care systems of other countries.

BHS 3170 Health Care Delivery Systems (3 credits)

The purpose of this course is to provide an overview and analysis of American health care delivery systems. An understanding of the economical, social, political and professional forces that shape the health care delivery system will be discussed as well as an examination of how the system is organized, how services are delivered, and the mechanisms by which health care services are financed.

BHS 3190 Patient Education in Health Care (3 credits)

Patient education is an integral part of health care in every setting, from patient treatment, to health and wellness promotion, to injury and illness prevention. The focus of this course is to explore the many issues that impact patient education, from both a health care professional and management perspective. Adult education theory, patient/therapist interaction, communication barriers, strategies for success, web-based patient education, documentation, federal laws and initiatives and standards for patient education are some of the topics that will be examined.

BHS 3195 Therapeutic Communications for Health Care Professionals (3 credits)

This course covers a variety of general concepts and contemporary discussions in the area of therapeutic communications. Attention is paid to self-awareness, basic communication skills, and therapeutic responses from all health care professionals.

BHS 3200 Ultrasound Physics II/Lab (1 credits)

Ultrasound physics review is designed to integrate the principles of ultrasound physics with the theoretical and

practical lessons provided in the previous and current sessions. Student will learn the fundamentals of image acquisition and optimization as it pertains to ultrasound physics.

BHS 3220 Introduction to Diagnostic Medical Sonography (3 credits)

This course is designed as an introduction to diagnostic medical ultrasound and will provide the basis for the core courses in specific vascular exam modalities studied in the winter and summer terms. The course will therefore be primarily taught in the ultrasound training laboratory, will privilege hands-on and participation over lectures, and will emphasize: understating of equipments, transducer manipulation, ergonomics, patient rapport, image production and optimization. This course will also be strongly link to the introduction to ultrasound physics course.

BHS 3300 Cerebrovascular Testing/Lab (4 credits)

This course will review the cerebrovascular anatomy and physiology associated with cerebrovascular disease. The student will learn the scanning protocols for extra and intracranial cerebrovascular testing and the diagnostic criteria for assessing disease. The student will also review various diagnostic and treatment options for the patient.

BHS 3500 Peripheral Arterial Testing/Lab (4 credits)

This course will review the peripheral arterial anatomy and physiology associated with the peripheral arterial system. The student will learn the scanning protocols for upper and lower extremity arterial testing and the diagnostic criterial for assessing disease. The student will also review various diagnostic and treatment options for the patient.

BHS 3600 Abdominal Vascular Testing/Lab (4 credits)

This course will review the abdominal anatomy and physiology associated with visceral vascular disease. The student will learn the scanning protocols for abdominal vascular testing and the diagnostic criteria for assessing disease. The student will also review various diagnostic and treatment options for the patient.

BHS 3700 Clinical Preparation and Review (0–4 credits)

Clinical Preparation and Review is a course designed to review general medical anatomy and physiology, terminology, treatment, and surgical and non-surgical options used in the treatment of vascular disease. It is designed to reinforce the non-technical/ultrasound components of the training including clinical ethics, diagnostic and treatment options and others non-imaging skills including EKG, lab correlation and patient/sonographer interaction. This course is to insure the student is well prepared for the clinical experience that will follow.

BHS 3800 Abdominal Sonography/Lab (4 credits)

This course will review the abdominal anatomy and physiology associated with visceral and vascular disease, with focus on cross-anatomy. This course will have a strong hands-on component with students spending several hours per week in the ultrasound training laboratory learning to recognize normal sonographic anatomy, abnormal sonographic anatomy, and the diagnostic criteria for assessing visceral and abdominal vascular disease. Lectures will focus in the above mentioned aspects as well as on how to collect patient information relevant to the different ultrasound studies, and how to correlate with the sonographic findings. This course provides a foundation to the student to understand the clinical exam and the elements contributing to their role and scope of practice as a general sonographer.

BHS 3810 Introduction to Adult Cardiac Echo (2 credits)

Introduction to Adult Echocardiography is designed to provide a basic knowledge of cardiac ultrasound techniques including two-dimensional and M-mode echocardiography and spectral and color flow Doppler. A review of the normal cardiac anatomy, physiology, and physiopathology , as well as, a basic understanding of electrocardiography (EKG) will be provided. This course will be delivered through lectures and hand-on sessions in the lab making emphasis in the recognition of the normal anatomy of the heart while using the different 2-D standard scanning approaches, M-Mode, Doppler, and Color Doppler techniques. References to Fetal Echocardiography, Pediatric Echocardiography, as well as to Transesophageal Echocardiography (TEE) , Stress Echo, and Contrast Agents will be mentioned in an integrated manner so to understand the highly skilled field of Echocardiography and the extremely important role of the Cardiac Sonographer.

BHS 3820 Introduction to Cardiac Pathologies (1 credits)

This course will provide an introduction to common pathologies that can be evaluated by ultrasound in the adult heart. The case studies, basic techniques, measurements, and functions learned in BSV 3810 will be reinforced as well as discussed in the context of pathologies.

BHS 3830 Small Parts Sonography (4 credits)

This course will focus on the use of ultrasound for the evaluation of superficial structures such as the thyroid and parathyroid glands, breast, male reproductive system, superficial soft tissue structures, shoulder, hand and wrist; as well as the neonatal brain, pediatric spine, pediatric hip/pelvis, and pediatric abdomen. The students will have a have a strong hands-on component spending several hours in the laboratory. Lectures will focus in relevant normal and abnormal anatomical and

physiological aspects as well as on clinical findings, signs and symptoms of disease related to these areas.

BHS 3900 Obstetrics and Gynecology Ultrasound I (4 credits)

This course will focus on the use of ultrasound for the evaluation of the organs contained in the human female pelvic cavity in both, normal and abnormal, gravid and non-gravid anatomy and physiology. This course will have a strong hands-on component with students spending several hours per week in the ultrasound training laboratory. The lectures will focus on the aspects previously mentioned as well as on fetal abnormalities and abnormal conditions of the fetus. The course will explore infertility and assisted reproductive technologies.

BHS 3910 Obstetrics and Gynecology Ultrasound II (4 credits)

This course is a continuation of Obstetrics and Gynecology Ultrasound I. It is a further comprehensive approach to in-depth studies of the organs contained within the human female pelvic cavity in both, normal and abnormal, gravid and non-gravid anatomy and physiology. The course will focus on fetal abnormalities and abnormal conditions of the fetus.

BHS 4000 Cultural Competency in Health Care (3 credits)

The purpose of this course is to develop competency and better understanding when confronted with issues related to culture, diversity and ethnically based customs, rituals, alternative health care choices, folk medicine, cultural structure and viewpoints and the practitioner's delivery of health care.

BHS 4001 Individuals with Disabilities and Special Needs (3 credits)

With the continued graying of the American population and the extending life expectancy of individuals with disabilities there are a growing number of individuals facing chronic life challenges. These individuals are consumers of health care. It is incumbent on health care providers to understand how different challenges affect a person's abilities. Topics of discussion include: laws that impact services, the history of disability care, and specific disabilities and their impact on functioning.

BHS 4005 Alternative Medicine in Health Care (3 credits)

This course examines and analyzes alternative and complimentary medicine and their impact on the healthcare industry. The approach to the subject is to present selected alternative and complimentary medicine fields in an informative, non-judgmental format. Example topics include acupuncture, chiropractic, herbal medicine, homeopathy, massage and naturopathic medicine

BHS 4006 Fundamentals of Chinese Medicine (3 credits)

This course will discuss and analyze the impact, origins and background of Chinese medicine. It is important to enter this class with an open mind, and understand that there are other forms of treatment for disease, different than those taught in westernized medicine programs. Critical analysis of the meridians and pathways and various signs and symptoms associated with disease will be covered.

BHS 4009 Sports Medicine: Principles and Practice (3 credits)

This course will present a study of athletic injuries and the principle concepts and practices of Sports Medicine - including discussion of; prevention, diagnosis, treatment, and recovery. The major musculoskeletal portions of the body will be covered, major preventive measures will be studied, and the major sports injuries will be addressed. The course will identify the medical treatments associated with the major sports injuries.

BHS 4010 Health Promotion and Disease Prevention (3 credits)

This course develops the knowledge and skills needed to work with communities to improve health status of the community. Major topics will include health promotion and disease prevention. Special emphasis will be placed on the "Healthy People 2020" initiatives.

BHS 4011 Bioterrorism: Health Care's Readiness & Response (3 credits)

This course uses a systems perspective to provide health professionals with an understanding of the prevention and response to the intentional release of harmful biologic agents. Category A diseases will be reviewed including anthrax and smallpox. Risk assessment and reduction for health care facilities will be discussed. The structure of public disaster response agencies and the potential difficulties integrating with privately-held critical infrastructure will be evaluated. Tactics and structural components from the class can also be used in unintentional outbreaks to reduce their impact.

BHS 4012 Torture, Violence and Trauma Health Care's Healing Role (3 credits)

This course provides an overview of the physical and psychological effects of torture, violence, and trauma. It focuses on the relationship between health care professionals and victims of human rights violations. Discussion topics include the detection, treatment and documentation of victims of these events. The course examines the role health care as it relates to incidents of torture, violence and trauma.

BHS 4020 Topics in Maternal Child Health (3 credits)

The purpose of this course is to provide an overview of Maternal and Child Health (MCH) issues and topic areas. One to two MCH topics will be discussed weekly. To adequately prepare for class discussion questions and course assignments, students are expected to complete the required readings for each session. This course is designated for individuals who have an interest in working in the area of maternal and child health, program development and intervention.

BHS 4031 Statistics for Health Sciences (3 credits)

This course is designed to introduce the conceptual foundation of statistical analysis & statistical reasoning of health sciences data, and prepare the student to calculate, interpret and utilize appropriate software packages for basic statistical analysis.

BHS 4100 Academic and Professional Writing (3 credits)

Must be taken during first semester of enrollment in program) The purpose of this course is to introduce students to the format, content and thought processes for successful academic and professional writing through utilization of the NSU B.H.Sc form and style manual as well as introduction to APA and AMA manuals. An overview of proper sentence and paragraph structure, grammar, punctuation usage, formatting and bibliographic referencing will be discussed.

BHS 4110 Health Care and Aging (3 credits)

This course examines the psychosocial and cultural variations associated with maturing and aging. Topics covered will be an overview of life choices, living wills, and treatment, as well as cultural implications of senior care.

BHS 4130 Statistics for Health Sciences (3 credits)

This course is designed to introduce the conceptual foundation of statistical analysis & statistical reasoning of health sciences data, and prepare the student to calculate, interpret and utilize appropriate software packages for basic statistical analysis.

BHS 4140 Independent Study (3 credits)

Students select an area of study in cooperation with the course advisor and/or program director. The project may include such items as work-related studies, conference attendance, grant proposals and or planning documents. A comprehensive paper will be developed and delivered according to the NSU BHSc form and style manual. Students must receive departmental and advisor approval in order to be allowed to register for this course.

BHS 4150 The Science of Sound (3 credits)

This course is designed to introduce students to acoustics. Students will study production of sound waves in general,

and more specifically the production of sound waves during speech. Students will also study the characteristics of sound waves, how sound waves are propagated through a medium, and the perception of sound.

BHS 4151 Linguistics & Psycholinguistic Variables of Normal Language Development (3 credits)

This course will provide an overview of speech and language development as it relates to the typically developing child from birth through adolescence. This course will include topic areas related to the dimensions of communication, neurological and anatomical basis of communication, models of speech and language development, and speech-language differences and diversity.

BHS 4152 Neuroanatomy and Neurophysiology of Audition (3 credits)

This course will provide an introduction to the gross structure of the brain and spinal cord. Functional relationship of their parts with emphasis on the auditory and vestibular peripheral and central nervous systems will be discussed.

BHS 4153 Speech and Language Disorders for Health Care Practitioners (3 credits)

Overview of speech and language delays and disorders, their etiology, and treatment. How health-care practitioners can identify persons with possible disorders and make appropriate referrals. Consideration of the communication needs within health-care system of persons with speech-language disorders.

BHS 4154 Effect of Hearing Impairment on Speech Language (3 credits)

Phonologic, morphologic, syntactic and pragmatic aspects of human communication associated with hearing impairment. Study of methods of screening hearing-impaired patients for concomitant speech and language disorders. Prerequisite: course in normal language development.

BHS 4160 Education for the Health Professions (3 credits)

This course will provide an opportunity to explore learning theories, learning styles, testing and assessment, education trends, and utilizing technology in instruction as it relates to the health professional and professions.

BHS 4500 Clinical Externship I (6 credits)

The first 12 weeks of the clinical externships is designed immerse the student to the vascular laboratory and health care environment. The student will be expected to transport and or escort patients into the examination room, prepare patients for procedures, initially observe and later perform ormal studies as requested by the preceptor and prepare studies for interpretation. Students will continue

complete competency base assessment reports each week to the clinical instructor and clinical coordinator.

BHS 4600 Clinical Externship II (7 credits)

This segment of the externship is designed to transition the student into less directly supervised vascular testing and more independent scanning. The student will be expected to complete normal and abnormal studies and write technical impressions on the studies performed and present and document findings of the study. Students will continue complete competency based assessment reports each week to the clinical instructor and clinical coordinator.

BHS 4700 Clinical Externship III (1–8 credits)

The final clinical externship is designed to insure the student has gained an independent level of competency with both normal and abnormal studies with greater technical expertise and efficiency. The student will be expected to complete abnormal studies completely independently, present cases to the technical and medical director, and write technical impressions on the studies performed. Students will continue to complete competency based assessment reports each week to the clinical instructor and clinical coordinator.

BHS 5105 Basic Life Support/CPR (1 credits)

An American Heart Association course that includes both didactic material, including methods of reducing cardiovascular risk, and instruction in the psychomotor skills necessary for the initial resuscitation of the cardiac arrest patient.

BIOL—Biology

BIOL 1040 Environmental Studies (3 credits)

Overview of environmental science that integrates social, economic, technical, and political issues. Problems of ecological disruptions, growth of human populations, land use, energy, water supplies, food supplies, pesticides, and pollution are covered.

BIOL 1060 Amoebas to Zebras: Life on Earth (3 credits)

Tiptoe through the tulips, tapeworms, toadstools, tiger sharks, and tarantulas. This course is an overview of the diversity of life on earth, introducing the major groups of living things, from bacteria to mammals, with introductions to basic concepts in ecology, evolution, and life processes.

BIOL 1060H Amoebas to Zebras: Life on Earth Honors (3 credits)

Tiptoe through the tulips, tapeworms, toadstools, tiger sharks, and tarantulas. This course is an overview

of the diversity of life on earth, introducing the major groups of living things, from bacteria to mammals, with introductions to basic concepts in ecology, evolution, and life processes. This course includes some laboratories and field trips. Satisfies the general education requirement in science. Prerequisite: Honors students only.

BIOL 1070 Basics of Human Heredity (3 credits)

This course examines basic concepts of genetics and their application to human heredity and diversity. Topics covered include structure and function of DNA, genes and chromosomes, the role of genes in heredity, tracing of genetic traits in family trees, and advances in genetic technologies as applied to human medicine. This course is not intended for biology majors. Prerequisite: MATH 1030.

BIOL 1080 Human Biology (3 credits)

This course explores the biology of the human organism and is designed to provide a framework in which the student can understand human biology at the cellular, molecular, and organismal levels, both in the healthy state and in the diseased and/or malfunctioning state. The course will emphasize the process of recognizing choices and the application of biological knowledge in the decision-making process. Topics will include a study of the organ systems, immunity, and reproductive development. This course is not intended for biology majors.

BIOL 1100 Concepts and Connections in Biology (3 credits)

Focuses on the fundamental concepts in the life sciences and helps students make connections to the real world. Basic functions of life are compared and contrasted among the five kingdoms. Connections are made between the various life forms and humans. Life is studied at all levels, from the cell to the ecosystem. The complementarity of structure and function is stressed. Evolution is the guiding theme throughout the course. Prerequisite: MATH 1000 or higher.

BIOL 1400 Introductory Cell Biology (3 credits)

This course is an introduction to the basic principles of cell and molecular biology. It includes the study of atomic, molecular, cellular structure and function; biochemical processes and pathways; molecular and classical genetics. Prerequisite: MATH 1000 or higher.

BIOL 1450 General Biology I (3 credits)

This course is a general introduction to the biological sciences. It focuses on cellular activities including basic biochemistry, cell organization and metabolism, cell reproduction, and genetics. Connections will be drawn between the above topics and historical and contemporary issues. This class does not include a lab. Prerequisite: MATH 1040 or higher and COMP 1000 or higher.

BIOL 1451 General Biology I Lab (1 credits)

An introductory virtual lab course which covers subcellular/cellular organization and function, biochemistry, energetics, and classical/molecular genetics. Prerequisite: MATH 1040 or higher, COMP 1000 or higher. Prerequisite/Corequisite: BIOL 1450.

BIOL 1460 General Biology II (3 credits)

This course is a general introduction to the biological sciences at the macroscopic level of organization. The course topics include a survey of the kingdoms of evolution, selection and population genetics. Additionally, major concepts regarding plant and animal systems will be addressed. This class does not include a lab. Prerequisite: MATH 1040 or higher and COMP 1000 or higher.

BIOL 1461 General Biology II Lab (1 credits)

This lab course includes interactive lessons and natural history examples. Students will be required to explore the natural habitat and describe the organisms that they observe. This course will prepare students to design laboratory experiments in the key areas of biological sciences. Prerequisite: MATH 1040 or higher and COMP 1000 or higher; Prerequisite/Corequisite: BIOL 1460.

BIOL 1500 Biology I/Lab (4 credits)

An introduction to the biological sciences for students interested in pursuing a career in this area. Includes subcellular and cellular organization, structures/function, biochemistry, classical/molecular genetics, and population dynamics - all arranged around evolution as a major theme. Includes laboratory sessions. Prerequisites: MATH 1040 or higher and COMP 1000 or higher.

BIOL 1510 Biology II/Lab (4 credits)

This course and related labs, the second part of a two-part sequence, introduces the basic principles of biological science at the level of the organism and above. It focuses on a survey of the five kingdoms and compares the structure and function of organ systems in plants and animals. It includes the study of evolution, phylogenetic relationships, species diversity and ecological interactions. Prerequisites: BIOL 1500 and MATH 1040 or higher and COMP 1000 or higher.

BIOL 1510H Biology II/Lab Honors (4 credits)

This course and related labs, the second part of a two-part sequence, introduces the basic principles of biological science at the level of the organism and above. It focuses on a survey of the five kingdoms and compares the structure and function of organ systems in plants and animals. It includes the study of evolution, phylogenetic relationships, species diversity and ecological interactions. Prerequisites: BIOL 1500 and MATH 1040 or higher and COMP 1000 or higher. Honors students only.

BIOL 2350 Human Nutrition (3 credits)

This course explores the various nutrients, their sources, digestion, absorption, metabolism, interaction, storage, and excretion. Current research is presented against a background of basic nutritional concepts. Special emphasis is given to the role nutrition plays in individual health and the welfare of the population. Prerequisites: BIOL 1400 or BIOL 1500.

BIOL 2400 Applied Microbiology (3 credits)

This course is an introduction to the basic principles of applied microbiology. It provides an overview of medical microbiology. It introduces the diversity and importance of microbes and their physiology. Aspects of pathogenicity and immunology are stressed. Prerequisites: BIOL 1400 or BIOL 1500; and MATH 1030 or higher.

BIOL 2600 Medical Terminology (3 credits)

This course covers the basic structure of medical terms, including roots, prefixes, and suffixes. Emphasis will also be placed on the terminology of body systems. Medical terms related to anatomy, physiology, pathology, clinical procedures, laboratory tests, and medical abbreviations will be covered. Also, students will learn medical terminology related to specialized areas of medicine such as cancer medicines, nuclear medicines, radiology/radiotherapy, pharmacology, and psychiatry. Prerequisite: BIOL 1080, BIOL 1100, BIOL 1400, BIOL 1500, or BIOL 1510 or BIOL 1510H.

BIOL 3150 Fundamentals of Ecology (3 credits)

The course is an introduction to the fundamental ecological concepts which illustrate the complex interrelationships among living organisms (biotic) and with their non-living environment (abiotic). Topics will include the effect of ecological processes on individuals, populations, communities, ecosystems and the planet. In addition, the course will address how anthropogenic disturbance threatens the environment and ultimately life on earth. Prerequisite: BIOL 1450, BIOL 1451, BIOL 1460 and BIOL 1461 or BIOL 1500 and BIOL 1510.

BIOL 3151 Fundamentals of Ecology Lab (1 credits)

This lab course will include interactive lessons and real world experiences which illustrate the proper use of ecological instrumentation, measurement techniques and analysis of collected data. Students will collect ecological data near their homes in both natural (wild) and urban (man-made) environments. Student will gain a practical understanding of how various ecological parameters affect individuals, populations, communities and ecosystems. In addition, the course will address how anthropogenic disturbances threaten the environment and ultimately life on earth. Prerequisite/Corequisite: BIOL 3150.

BIOL 3200 General Ecology/Lab (4 credits)

Basic principles governing the interaction of organisms

and their environment including food webs, energy flow, biogeochemical cycles, factors controlling distribution and abundance, biological and species interaction, species diversity, ecosystem stability, ecological succession, and impact of man. Includes laboratory sessions.

Prerequisites: BIOL 1500 and BIOL 1510.

BIOL 3250 Comparative Vertebrate Anatomy and Physiology (3 credits)

This course is a broad overview of human anatomy and physiology with comparisons to representative vertebrates (e.g., fish, amphibian, reptile, bird, and mammal). The form and function of the human body will be explored using a systems approach. Connections will be drawn between major themes including cell theory, homeostasis, evolution, hierarchy of structure, and unity of form and function for the selected vertebrates. Prerequisites: (BIOL 1450 and BIOL 1460) or (BIOL 1500 and BIOL 1510). BIOL 3251 is a corequisite.

BIOL 3251 Comparative Vertebrate Anatomy and Physiology Lab (2 credits)

This laboratory course parallels the lecture course of the comparative anatomy and physiology course. The form and function of the human body will be explored with comparisons to model vertebrate organisms (fish, frog, turtle, bird, pig, and cat). Connections will be drawn between major anatomy and physiology themes including cell theory, homeostasis, evolution, hierarchy of structure, and unity of form and function. Prerequisites: (BIOL 1450 and BIOL 1460) or (BIOL 1500 and BIOL 1510). BIOL 3250 is a corequisite.

BIOL 3300 Invertebrate Zoology/Lab (4 credits)

Basic invertebrate zoology including introductory anatomy, physiology, phylogeny, and ecology of major animal phyla from protozoa through echinoderms with emphasis on marine organisms. Includes laboratory sessions. Prerequisites: BIOL 1500 and BIOL 1510.

BIOL 3311 Vertebrate Zoology/Lab (4 credits)

This course introduces students to the identification, systematics, life history, anatomy, and adaptive strategies of the vertebrates. The course also exposes students to methods of collecting, preserving, and identifying local vertebrates, as well as the common techniques used in vertebrate research. Prerequisite: BIOL 1510

BIOL 3312 Human Anatomy and Physiology/Lab (5 credits)

This course deals specifically with form and function of human systems. The lecture period stresses human physiology; the laboratory is devoted to anatomy, histology, and physiology. The lecture and laboratory are presented in a unified fashion with the aim that each reinforces the other in presenting a complete picture of functional morphology. Although lower vertebrates

are used for comparative purposes, human systems receive major emphasis in both lecture and laboratory. Prerequisite: BIOL 1400 or BIOL 1500.

BIOL 3320 Anatomy and Physiology I/Lab (4 credits)

This is the first part of a two-part course that deals specifically with form and function of vertebrate organ systems. The lecture period stresses human physiology and the laboratory is mainly devoted to gross anatomy. However, the lecture and laboratory are presented in a unified fashion with the aim that each reinforces the other in presenting a complete picture of functional morphology. Although lower vertebrates are used for comparative purposes, mammalian systems receive major emphasis in both lecture and laboratory. Prerequisite: BIOL 1500 or equivalent.

BIOL 3330 Anatomy and Physiology II/Lab (4 credits)

This is the second part of a two-part course that deals specifically with form and function of vertebrate organ systems. The lecture period stresses human physiology and the laboratory is devoted to histology and gross anatomy. The lecture and laboratory are presented in a unified fashion with the aim that each reinforces the other in presenting a complete picture of functional morphology. Although lower vertebrates are used for comparative purposes, human systems receive major emphasis in both lecture and laboratory. Prerequisite: BIOL 3320.

BIOL 3340 Instrumentation and Laboratory Techniques (3 credits)

This intensive laboratory session serves to provide students hands-on skills and practical applications for doing biological science. Skills and techniques that have been simulated in previous courses will actually be performed. There will be an emphasis on quantitative analysis and completion of formal laboratory reports. Prerequisites: BIOL 1451, BIOL 1461, BIOL 2400, BIOL 3312 and CHEM 1100 or CHEM 1150.

BIOL 3400 Microbiology/Lab (4 credits)

Introduction to basics of morphology, metabolism, growth, genetics, enumeration, and control and public health aspects of bacteria and viruses, with emphasis on marine processes and types. Includes laboratory sessions. Prerequisites: BIOL 1500 and CHEM 1310.

BIOL 3500 Histology/Lab (4 credits)

Histology is the study of tissues. It is the science of relating microscopic cell and tissue structure, to function. The lecture period is devoted to tissue structure and function. In the laboratory session, students will be taught a systematic process in identifying histological sections, and how structure directly relates to function. The lecture and laboratory sessions will complement each other to

provide a complete understanding of microscopic anatomy and function. Prerequisite: BIOL 1500 and CHEM 1310.

BIOL 3600 Genetics/Lab (4 credits)

Review of principles of Mendelian and quantitative inheritance considered at a morphological and molecular level, including a survey of population genetics, theories of natural selection, the study of amino acids, and nucleotide substitutions as “evolutionary clocks.” Prerequisites: BIOL 1500 and CHEM 1310 or CHEM 1310H or CHEM 2310 or CHEM 2310H and, MATH 3020 or MATH 3020H or MATH 2020 or MATH 2020H.

BIOL 3800 Evolution (3 credits)

This course provides the fundamental principles of evolutionary biology. Coverage will include history of evolutionary thought, population and quantitative genetics, paleobiology and experimental evidence, adaptations and radiation, biodiversity, evolution and development (evo-devo), molecular evolution, the impact of neo-darwinian synthesis, genome evolution, phylogenetics, human evolution, macroevolution and coevolution. Prerequisites: BIOL 1500 and BIOL 1510 or BIOL 1510H. Co-requisite BIOL 3600

BIOL 3900 Introduction to Parasitology/Lab (4 credits)

Through lectures and the examination of prepared slides in the laboratory, this course will survey the diversity, morphology, life cycles, and pathology of major protist and metazoan parasites of humans and domesticated animals. Pre-requisite: BIOL 1510.

BIOL 4100 Genomics / Lab (4 credits)

This course provides students with an overview of high throughput technologies in biology. It focuses primarily on the fundamental methodologies associated with the modern studies of genomes, transcriptomes and proteomes. The computer-based analysis of the massive data sets generated by these technologies will also be introduced. The rise of technologies, and their impact on general biological research, as well as applied medical and pharmaceutical field, will be discussed. This course also includes laboratory sessions. Prerequisites: BIOL 3600.

BIOL 4200 Neurobiology (3 credits)

This course is an introductory survey that covers nerve function from the molecular level to behavior. The objective is to give the advanced student in the biological sciences insight into fundamental mechanisms of nervous integration. The instructional format will consist of lectures, discussion groups, computer simulations, and guest lectures by practicing neuro-scientists. Prerequisites: BIOL 3312 or BIOL 3320 or NEUR 2500.

BIOL 4300 Microbial Pathogenesis (3 credits)

An introduction into the molecular mechanisms used by various microbes (including bacteria and viruses) to infect and cause disease in their hosts. The course will cover microbial attachment, virulence factors, host-parasite interactions, treatment strategies, and mechanisms of drug resistance. Prerequisites: BIOL 3400 and BIOL 3600.

BIOL 4321 Systems and Synthetic Biology (3 credits)

This course will discuss the principles of systems and synthetic biology, two fields that integrate the disciplines of biology, mathematics and computation. It will touch upon how molecular biology and mathematics can be used to determine how multiple parts of the cell or environment work together to allow a behavior. Furthermore, it will discuss how synthetic biology can be used to program novel behavior in cells. This course serves as an excellent introduction for those wanting to understand how biological questions, including those pertaining to medicine, can be answered using an interdisciplinary approach. Prerequisites: MATH 2100 OR MATH 2100H and BIOL 3600.

BIOL 4340 Cellular and Molecular Biology (3 credits)

Molecular and biochemical basis of cell structure and function. Topics covered include modern methods for studying cells; cell architecture, growth and divisions; structure and expression of prokaryotic and eukaryotic genes; chromosome structure; development; immune system and cancer biology. This course does not include laboratory sessions. Prerequisites: BIOL 1500 and CHEM 1310 or CHEM 2310.

BIOL 4360 Immunology (3 credits)

A survey of, and introduction to, immunology, which includes innate and specific immunity, recognition of antigens, antibodies, the complement system, cytokines, cancer and the immune system, and autoimmunity. Prerequisites: BIOL 3400.

BIOL 4400 Developmental Biology (3 credits)

Principles of human cellular differentiation, morphogenesis, and development, with comparisons to lower animal forms. Prerequisites: BIOL 3330 or BIOL 3312.

BIOL 4700 Advanced Human Physiology (3 credits)

Physiology is the study of the function of the organ systems and how they relate to the human body. The course will begin with cellular physiology and use this as the basis for an integrated approach to organ system physiology. The relationship among the organ systems will be emphasized in order to demonstrate homeostasis. Prerequisites: BIOL 3330 or BIOL 3312 and CHEM 2400.

BIOL 4900 Special Topics in Biology (1–3 credits)

Topics in advanced biology that are not included in a regular course offering. Prerequisites may be required. Specific content and prerequisites are announced in the course schedule for the given term. Students may re-enroll for Special Topics covering different content. Prerequisite: BIOL 1500.

BIOL 4901 APS Capstone Course in Biological and Physical Sciences (3 credits)

This course is reserved for students who are enrolled in the Applied Professional Studies Program. Through a series of written assignments, this course provides students with an opportunity to integrate previous learning and experience with a concentration in biological or physical sciences to form a unique course of academic study. Given that the APS major is individualized to a large extent based on a student's interests and past experiences, this course ordinarily will be conducted as an independent study and will be taken during the student's last semester prior to receipt of their degree. Prerequisite: to be determined by supervising faculty and the division director.

BIOL 4950 Internship in Biology (1–12 credits)

A work experience for 16 weeks in the student's major area of study or area of career interest. Consult academic division for specific details and requirements. Prerequisites: cumulative GPA of 2.5 or higher, major GPA of 3.0 or higher, completion of 60 or more credit hours, supervision of instructor, and permission of academic director.

BIOL 4950A Internship in Biology (A) (1–12 credits)

A work experience for 16 weeks in the student's major area of study or area of career interest. Consult academic division for specific details and requirements. Prerequisites: cumulative GPA of 2.5 or higher, major GPA of 3.0 or higher, completion of 60 or more credit hours, supervision of instructor, and permission of academic director.

BIOL 4950B Internship in Biology (B) (1–12 credits)**BIOL 4950C Internship in Biology (C) (1–12 credits)**

A work experience for 16 weeks in the student's major area of study or area of career interest. Consult academic division for specific details and requirements. Prerequisites: cumulative GPA of 2.5 or higher, major GPA of 3.0 or higher, completion of 60 or more credit hours, supervision of instructor, and permission of academic director.

BIOL 4950D Internship in Biology (D) (1–12 credits)

A work experience for 16 weeks in the student's major area of study or area of career interest. Consult academic division for specific details and requirements.

Prerequisites: cumulative GPA of 2.5 or higher, major GPA of 3.0 or higher, completion of 60 or more credit hours, supervision of instructor, and permission of academic director.

BIOL 4990 Independent Study in Biology (1–3 credits)

The student selects and independently carries out library and/or empirical research. Faculty supervision is provided on an individual basis. Prerequisite: to be determined by the faculty and the division director.

BIOL 4990A Independent Study in Biology (A) (1–3 credits)

The student selects and independently carries out library and/or empirical research. Faculty supervision is provided on an individual basis. Prerequisite: To be determined by the faculty and the division director.

BIOL 4990B Independent Study in Biology (B) (1–3 credits)

The student selects and independently carries out library and/or empirical research. Faculty supervision is provided on an individual basis. Prerequisite: To be determined by the faculty and the division director.

BIOL 4990C Independent Study in Biology (C) (1–3 credits)

The student selects and independently carries out library and/or empirical research. Faculty supervision is provided on an individual basis. Prerequisite: To be determined by the faculty and the division director.

BIOL 4990D Independent Study in Biology (D) (1–3 credits)

The student selects and independently carries out library and/or empirical research. Faculty supervision is provided on an individual basis. Prerequisite: To be determined by the faculty and the division director.

BIOL 4990E Independent Study in Biology (E) (1–12 credits)

The student selects and independently carries out library and/or empirical research. Faculty supervision is provided on an individual basis. Prerequisite: To be determined by the faculty and the division director.

BSMP—Oceanography**BSMP 2000 Marine Ecology (3 credits)**

A general introduction to the interaction of abiotic and biotic factors in the marine environment.

BSMP 2010 Statistical Analysis (3 credits)

This is a course in general statistics, which deals with

probability, and both inferential and descriptive statistics. The intent is to provide the student with the ability to interpret common statistical tests and recognize common errors in their usage.

BSMP 2020 Marine Biota I (3 credits)

An introduction to, and overview of, the diverse non-vertebrate organisms and their natural history of marine and coastal life.

BSMP 2025 Marine Biota II (3 credits)

An introduction to, and overview of, the diverse vertebrate organisms and their natural history of marine and coastal life.

BSMP 2030 Introduction to Marine Chemistry and Oceanography (3 credits)

What are the major important elements in the world's oceans? How does the global movement of water occur and how can we measure it. Some key concepts of marine chemistry.

BSMP 2040 Humans and the Sea, the Past (3 credits)

Humankind has always tended to settle around the coastal zone, and the world's oceans have long been a source of transport and natural resources, from fisheries to minerals. This course will focus upon the historical patterns and influences associated with anthropogenic activities in the marine and coastal environment. There will be a particular focus on diverse maritime histories, including indigenous maritime cultures and perspectives.

BSMP 2045 Humans and the Sea, Today and the Future (3 credits)

What are the interactions between human societies and the marine environment and how will we continue to use marine and coastal ecosystems without impacting upon the needs of future generations?

BSMP 2060 Global Studies of Maritime Affairs 1—Policy Issues (3 credits)

This course provides students with an understanding of the relationship between society and the marine environment and the varied and contested nature of these connections. Students will learn about environmental theory, world environmental movements, and the various approaches societies have taken to manage marine systems.

BSMP 2065 Global Studies of Maritime Affairs 2—Policy Issues (3 credits)

This course continues on from Global Studies of Marine Affairs 1, and will include consideration of the impacts of policy and management decisions affecting marine

communities, and the impact of increasing population, consumption, growth and major issues such as climate change on marine and coastal environments and societies.

BSMP 2090 Organizational Behavior and Leadership (3 credits)

This course focuses on the study of individual and group processes in formal organizations. The student is introduced to the nature of work, the systematic approach to the study of behavior, organizational roles and socialization, organizational culture, motivation, leadership, communication, group dynamics, and organizational change.

BSMP 3100 Acoustic Marine Ecology (3 credits)

This course will provide an overview of the increasing importance of acoustics in management of marine ecosystems, and of the scientific and management drivers behind recent development and implementation of acoustic technologies. The course will focus on (1) passive listening systems to measure and monitor marine ecosystems; (2) active acoustic technologies to explore habitat use and predator's prey behavior; and (3) effects of anthropogenic sound on the marine environment.

BSMP 3110 Aquaculture: An Introductory Overview (3 credits)

This course will introduce the basic principles and practices of aquaculture. Theoretical aspects encompass consideration of lifecycles, production systems, water quality requirements and health management of key aquaculture species.

BSMP 3120 Coastal Policy (3 credits)

This course explores the issues, problems, and potential political and public policy solutions to the challenges of achieving smart, sustainable stewardship of the seashores. Primary emphasis is on the United States experience. Students read two outstanding books and participate in on-line activities including original case studies, on-line tests, and selected interactive discussion with each other, the professor, and guests.

BSMP 3130 Environmental Economics (3 credits)

This course explains and provides an overview of relevant economic concepts, such as markets, environmental valuation, risk, and trade. The second part of the course uses these concepts in understanding and developing policy responses to some of the major environmental issues of our time, such as climate change, marine pollution, and the loss of biodiversity.

BSMP 3140 Globalization and Marine Trade (3 credits)

Part one of the course provides an introduction to current issues and trends at sea, focusing on the implications

of global trade on the marine environment. The syllabus includes understanding the concepts of globalism and globalization, trade networks and market access, the development of regional and global economic markets, social and cultural consequences of globalization, political effects of globalization, and the environmental impacts of globalization. The latter part of the course focuses particularly on international shipping and marine transfer of goods, with a particular focus on the oil and gas industry. Topics for discussion may include Piracy, Port State Control, Flags of Convenience, the International Convention for the Prevention of Pollution from Ships (MARPOL), the International Convention for the Safety of Life at Sea (SOLAS), and the Ship Inspection Report (SIRE) program, and others. There will be an introduction to classification with regards to notation, certificates and surveys.

BSMP 3150 Archaeological Oceanography (3 credits)

Archaeological Oceanography: Reefs and Wrecks will examine human interest in the tension of natural and cultural treasures. Students explore the dynamics of ocean systems, human systems, natural and artificial reefs. Legal, ethical and preservation considerations will be examined.

BSMP 3160 Ocean Literacy (3 credits)

This course will examine and discuss essential principles and fundamental concepts of ocean literacy, with particular attention to recent related work by the US ocean sciences and science education communities. The course will include examination of key ocean concepts to be included in K-12 curricula and the alignment of these to National Science Ocean Standards.

BSMP 3170 The Deep Ocean (3 credits)

The whole of the ocean environment, down to the very greatest depths at more than 11 kilometers, is populated by living organisms. The oceans provide about 170 times as much living space as all of the Earth's other environments--soil, air and fresh water--put together. This course will focus on the geology, evolution and ecology of life on the deep sea floor.

BSMP 3180 Fundamental Concepts of Climate Change I: Scientific Perspectives (3 credits)

Understanding the physical basis of the climate system is necessary in order to make sound predictions about future climate variability and its potential impacts on society. Students will learn how the climate system works, how climate has changed throughout Earth's history, and how this information is used to predict the response of climate to both natural and anthropogenic forcing in the future.

BSMP 3185 Fundamental Concepts of Climate Change II: Societal Perspectives (3 credits)

In this course, students will explore climate change from

a social perspective with a particular emphasis on the marine and coastal environment. Students will also gain a better understanding of the policy side of climate change through this course.

BSMP 3190 Water World Revisited: Exploring Coastal Futurology (3 credits)

This short course will feature readings, discussions, short digital video interviews and video case studies, and short lectures by the instructors. We will examine the context of futurology of coastal zones and oceans. Students will be assessed for participation in on-line discussions, short student video contributions to the class, and weekly written brainstorming notes on the weekly topics.

BSMP 3200 Biology of Sharks and Rays (3 credits)

Although the study of sharks generally lags behind studies on bony fishes and many other animals, our understanding of the biology of sharks and rays has improved tremendously over the past several decades. Despite much of the interest in sharks stemming from the fact that they occasionally bite humans, sharks are fascinating animals in many respects and they are highly specialized inhabitants of the sea and possess a variety of unique characteristics that are integral to their having been around for the past 400 million years.. In this course we will examine an overview of the general biology of sharks and rays with the goal of understanding how exquisitely adapted these animals are to their environment. We will also review the life history characteristics of sharks and rays in relation to their occurrence and sustainability to understand the diversity of sharks and rays, their role in marine ecosystems and their interactions with humans (other than in terms of shark attack).

BSMP 3210 International Integrated Coastal Zone Management (3 credits)

The focus is on the international dimensions of integrated coastal zone management. Students will first examine the major "big picture" issues affecting the world's coastal areas and oceans, and will examine seven case studies that will help to bring alive the grave problems of mismanaging coastal and economic resources.

BSMP 3220 Marine Biosecurity (3 credits)

This course provides an overview of marine biosecurity through the investigation of concepts, regulatory approaches, assessment and management of marine invasions. The syllabus includes a conceptual and historical introduction to marine invasion biology, global perspectives on biological invasions, pathways of invasion, exclusion methods and assessment and management.

BSMP 3230 Maritime and Port Security (3 credits)

Port and Maritime operations and associated facilities and infrastructure collectively challenge the security of nations and the global economy. Technology alone cannot secure

ports and shipping, nor can adding additional security procedures, physical barriers, or additional manpower fully mitigate the risk. What will work is an integrated, carefully planned approach that incorporates the best elements of technical, physical, procedural and information security disciplines into a comprehensive strategy.

BSMP 3240 Ocean and Coastal Law (3 credits)

A hodgepodge of laws and approaches apply to the oceans and coasts. Today a great period of legal adjustment is in motion as many living systems collapse, bearing social and economic consequences. This course is about how law copes with emerging science and policy.

BSMP 3250 Food Web Dynamics (3 credits)

This course provides opportunities to study the basic components and processes of trophic dynamics, how these comprise different marine ecosystems and how these systems can be altered.

BSMP 3260 Resolving Environmental and Public Disputes (3 credits)

(Offered through the School of Humanities and Social Sciences) This course focuses on the theoretical bases, practical applications, process orientations, and actual intervention into complex multiparty, multi-issue public disputes regarding management of the coastal zone. The emphasis is on social/environmental interactions and sources of political and economic conflict over human health environmental protection and natural resource scarcity.

BSMP 3300 Marine and Coastal Ecosystem Restoration (3 credits)

The course will introduce and explore key elements of current restoration philosophy, views and concepts. It will provide an overview of synthetic ecology, developing viable restoration frameworks, physical parameters, biological parameters, restoring assemblages, and assessing and monitoring and sustaining restored ecosystems.

BSMP 3320 Pollution in the Marine Environment (3 credits)

Pollution within the marine environment is a major concern, both to the marine industry and from an ecological perspective. The course will identify common marine pollutants, their sources (land and marine-based), impact on the environment, and appropriate mitigation and monitoring.

BSMP 3340 Sustainable Fisheries (3 credits)

This course provides an introductory overview to ecological impacts of fishing on the marine environment (such as bycatch, seabed interactions and ghost fishing), including mitigation measures to minimize impacts,

selectivity of fishing gears, the drivers for responsible fishing, and strategic assessment of fishing activities within selected fisheries.

BSMP 3350 Marine Ecotourism (3 credits)

Students gain insight into the organization and delivery of ecotourism as a product. The course focuses on the social, economic and environmental benefits and costs associated with tourism. An independent research project will allow students to explore a tourism research topic of their choice in more detail (subject to instructor approval).

BSMP 3360 Marine Protected Areas (3 credits)

Lectures will address the logic of Marine Protected Areas (MPA) and their advantages and disadvantage. The science of MPA will be presented as well an overview of traditional approaches to fisheries management.

BSMP 3370 Natural and Environmental Risks in Marine and Coastal Areas (3 credits)

An examination of extreme natural events and their causes in the marine and coastal zone, including hurricanes, storm surges, earthquakes, tsunamis, flooding and other phenomena. Offshore industrial operations are tempered by the physical environment. Particular knowledge is needed of the effects of meteorology and oceanography, both with regard to industrial design and operation. The economic, environmental and social consequences of such events will be discussed, together with our abilities to forecast global estimates of risk.

BSMP 3500 Internship in Marine Professional Studies (3 credits)

Students invest the equivalent of 3 hours per week for 12 weeks (i.e. at least 36 hours) in their internship. This can be done at a research organization, private company or consulting firm; local, county, state or federal agency; or other approved venue that is related to marine professional studies. In addition to hands-on work, each intern will also keep an academic journal of internship activities. The journal will be submitted for review to the course instructor for grading. In cases where the student's supervisor at the internship venue is not a NSUOC adjunct, the supervisor will also evaluate the student, and provide this to the course instructor. The final course grade will be awarded by the course instructor.

BSV—BSV-BSHS Vascular Sonography

BSV 3100 Ultrasound Physics I (3 credits)

This course is designed to introduce the students to the fundamental principals of sound and ultrasound. Students will learn how sound is generated, transmitted, and reflected in soft tissue.

BSV 3110 Advanced Anatomy for Health Professions (4 credits)

This course is a survey of human physiology and includes functional anatomy. It will be presented in an organ system approach and will cover cellular physiology and cardiovascular, renal, respiratory, gastrointestinal, endocrine, reproductive, and nervous systems. The course emphasizes the correlation between anatomy and function, clinical application and uses of anatomical terminology. Students apply these concepts in the anatomy laboratory setting, using resources such as cadaver dissection, radiographs, MRI, CT, and scans.

BSV 3210 Physiology (3 credits)

This course is designed to develop general understanding of human physiology and pathology for the vascular sonographer. Students will learn the function of the human system and the overall relationship to the structure of the human body. More specific vascular physiology and pathology will be provided in the system courses.

BSV 3211 Pharmacology (1 credits)

This is a brief introduction into the general field of pharmacology with an emphasis on medications used for the treatment of vascular disorders. Students will learn basic understanding of calculation, dosage and administration as well as common medications generally taken by patients with chronic illnesses.

BSV 3820 Introduction to Cardiac Pathologies (1 credits)

This course will provide an introduction to common pathologies that can be evaluated by ultrasound in the adult heart. The case studies, basic techniques, measurements, and functions learned in BSV 3810 will be reinforced as well as discussed in the context of pathologies.

BSV 5105 Basic Life Support (1 credits)

This course is a basic adult CPR course. Students will be instructed in recognizing the signs and symptoms of both respiratory and cardiac arrest and the techniques used to implement cardiac and pulmonary resuscitation. Completion of the course will result in American Heart Association (AHA) certification.

CENG—Computer Engineering

CENG 1600 Digital Logic/Lab (4 credits)

This course introduces how different type of numbers are represented and operated upon in binary systems. It provides fundamentals of Boolean, switching algebra, basic logic gates and how the expressions and circuits

are minimized. Students will learn how to design and applications of various types of combinational logic circuits including multiplexers, demultiplexers, decoders, encoders, comparators, adders, carry look ahead multipliers, and arithmetic and logic units (ALUs). They will also understand the operation of basic types of flips flops, how they are stacked together to create registers. They will design finite state machines (FSMs) using Mealy vs. Moore models and analyze them using state diagrams, state tables, timing diagrams, and algorithmic state machine charts. Prerequisite: MATH 1200.

CENG 3720 Computer Systems Engineering (3 credits)

This course covers an array of topics such as system level modeling and evaluation of computer systems, life cycle cost analysis, requirements analysis and elicitation, specifications, architectural design, reliability and performance evaluation, testing, maintenance, project management, concurrent hardware and software design, implementation, and specialized systems. Prerequisite: CSIS 3750.

CENG 4710 Embedded Systems (4 credits)

This course introduces a variety of topics such as embedded microcontrollers and microprocessors, embedded programming, real-time operating systems, low power computing, reliable system design, networked embedded systems, design methodologies, interfacing and mixed-signal systems, and tool support. Laboratory projects are oriented so that students have to successfully design, implement, debug and document computer solutions involving hardware and software. Each student is required to design various projects. Prerequisites: CSIS 3810 and EENG 3310.

CENG 4750 VLSI Design (4 credits)

This course introduces how to design chips using high-level programming languages, and stresses the underlying circuits principles necessary to build high performance and low power systems. The course focuses on VLSI circuit design for modern CMOS technologies. The topics covered in this course include: logic design, high level design languages, basic transistor operation, circuit families (static CMOS, dynamic circuits, and domino), clocking, circuit simulation, physical design, and computer-aided design tools. Prerequisites: EENG 3710 and CSIS 4050.

CENG 4900 Senior Capstone Design (4 credits)

This course covers a general design methodology and consideration of alternative solutions in project planning and design. Teams of students will be assigned a major design problem that will be the focus of the capstone design project throughout the course. Oral presentation and report writing are required. Prerequisite: Consent of division director.

CENG 4910 Engineering Ethics Seminar (1 credits)

This course aims at teach computer engineering students how to avoid, and if possible resolve, any harmful situation in the workplace or profession, while being fully aware of the legal constraints, implications, and the organizational structure. This seminar course will briefly review the current frameworks of ethics and discuss examples of ethical dilemmas in computer engineering practice, present an established systematic method for resolving ethical situations, and discuss issues prevalent in professional ethics caused by cultural differences. Prerequisite: Consent of division director.

CENG 4950 Internship in Computer Engineering (1–12 credits)

A work experience for 16 weeks in the student's major area of study or area of career interest. Consult academic division for specific details and requirements. Prerequisites: cumulative GPA of 2.0 or higher, major GPA of 2.25 or higher, completion of 60 or more credit hours, supervision of instructor, and permission of academic director.

CENG 4990 Independent Study in Computer Engineering (1–3 credits)

The student selects and independently carries out library and/or empirical research. Faculty supervision is provided on an individual basis. Prerequisite: to be determined by the faculty and the division director.

CHEM—Chemistry

CHEM 1100 Fundamentals of Chemistry (3 credits)

The fundamental laws, principles and theories of atomic structure, molecular structure and bonding, stoichiometry, states of matter/solutions, energy changes, and oxidation-reduction reactions are presented along with an introduction to organic chemistry and biochemistry. Prerequisite: MATH 1040 or higher.

CHEM 1150 Essentials of Chemistry (3 credits)

A one-semester study of the essentials in chemistry with a foundation of energy and the nature of matter. Upon this foundation students will investigate chemical compounds, chemical reactions, chemical nomenclature, and reaction stoichiometry. It continues with chemical periodicity, chemical bonding, and gases. The course concludes with an introduction to kinetics, equilibrium, acid/base theory, and redox reactions. Prerequisite: MATH 1040 or higher.

CHEM 1200 Survey of Forensic Science/Lab (4 credits)

This course is structured to introduce the basic disciplines of forensic science such as fingerprints, drug analysis, arson investigations and DNA analysis. This course is appropriate for non-science major students and students who are looking to pursue the field of forensic science.

CHEM 1300 General Chemistry I/Lab (4 credits)

This course and the related lab is the first part of a two-semester sequence that studies the laws, principles and theories of atomic structure, molecular structure and bonding, stoichiometry, states of matter/solutions, energetics, oxidation reduction, and laboratory chemistry, including their applications. Prerequisite: MATH 1200.

CHEM 1300H General Chemistry I/Lab Honors (4 credits)

This course and the related lab is the first part of a two-semester sequence that studies the laws, principles and theories of atomic structure, molecular structure and bonding, stoichiometry, states of matter/solutions, energetics, oxidation reduction, and laboratory chemistry, including their applications. Prerequisites: MATH 1200; Honors students only.

CHEM 1310 General Chemistry II/Lab (4 credits)

This course and the related lab is the second part of a two-semester sequence that studies atomic structure, molecular structure and bonding, states of matter/solutions, dynamics (kinetics and thermodynamics), equilibrium, electrochemistry, and laboratory chemistry including their applications. Prerequisite: CHEM 1300 OR CHEM 1300H.

CHEM 1310H General Chemistry II/Lab Honor (4 credits)

This course and the related lab is the second part of a two-semester sequence that studies atomic structure, molecular structure and bonding, states of matter/solutions, dynamics (kinetics and thermodynamics), equilibrium, electrochemistry, and laboratory chemistry including their applications. Prerequisite: CHEM 1300 or CHEM 1300H. Honors students only.

CHEM 1500 Introduction to Environmental Chemistry (3 credits)

This course teaches the basic principles of chemistry using examples from the environment. Through a brief introduction to areas of inorganic, organic, and biochemistry, the diversity of chemical pollutants in the environment will be explored. Emphasis will be placed on environmental issues such as the sources of chemical pollutants, the reactions that produce them, and their toxicity. A basic level of algebra is essential. Prerequisite: MATH 1030 or higher.

CHEM 2200 Essentials of Organic Chemistry (4 credits)

A one-semester study of the structure, nomenclature, preparation, properties, and reactions of organic compounds, organized by functional groups and reaction mechanisms. Includes laboratory sessions. Prerequisite: CHEM 1310 or CHEM 2310 or CHEM 1310H.

CHEM 2400 Organic Chemistry I/Lab (4 credits)

This course and the related lab is the first part of a two-semester sequence that studies the chemistry of carbon compounds, including their structure, nomenclature, preparation, reactions, analysis, spectroscopy, and properties. Reaction mechanisms are stressed within a functional group framework. The laboratory session introduces basic laboratory techniques frequently utilized in organic syntheses. Prerequisite: CHEM 1310 or CHEM 1310H.

CHEM 2400H Organic Chemistry I/Lab (4 credits)

This course and the related lab is the first part of a two-semester sequence that studies the chemistry of carbon compounds, including their structure, nomenclature, preparation, reactions, analysis, spectroscopy, and properties. Reaction mechanisms are stressed within a functional group framework. The laboratory session introduces basic laboratory techniques frequently utilized in organic syntheses. Prerequisite: CHEM 1310 OR CHEM 1310H. Honors students only.

CHEM 2410 Organic Chemistry II/Lab (4 credits)

This course and the related lab is the second part of a two-semester sequence that studies the chemistry of heteroatom-containing carbon compounds, including their structure, nomenclature, preparation, reactions, analysis, and properties. Reaction mechanisms within a functional group framework are stressed. Stability, nucleophilicity and electrophilicity, and structure-reactivity relationships will also be examined. The laboratory session practices basic organic syntheses. Prerequisite: CHEM 2400 OR CHEM 2400H.

CHEM 2410H Organic Chemistry II/Lab (4 credits)

This course and related labs, the second part of a two-part sequence, study the chemistry of carbon compounds, including their structure, nomenclature, preparation, reactions, analysis, and properties. Reaction mechanisms within a functional group framework are stressed. Stability and reactivity, nucleophilicity and electrophilicity, spectroscopy, and structure-activity relationships will also be examined. Prerequisite: CHEM 2400 or CHEM 2400H. Honors students only.

CHEM 3000 Chemical Literature (1 credits)

The history and structure of chemical literature will be covered. The history, structures and use of literature search tools will also be covered. The use of chemical literature searches and the literature itself in the preparation of scientific proposals and papers will be emphasized. Prerequisite: CHEM 2410 or CHEM 2410H.

CHEM 3101 Chemistry Seminar (3 credits)

This chemistry seminar course is designed to familiarize students with the availability and expectations of different chemistry professions, the basic nature of science and

chemistry, ethical issues in chemistry, and the preparation and critical analysis of research seminars. This will be one through lectures by departmental faculty, as well as, seminars by guest speakers and literature research projects. Prerequisite: CHEM 3000.

CHEM 3150 Environmental Chemistry (3 credits)

In this course, fundamental principles of chemistry, such as kinetics, equilibrium and bonding, are used to understand the sources, fates and transformations of chemical components in the natural and polluted environments. The topics to be discussed include energy utilization, stratospheric ozone depletion, climate change, air pollution and control, water pollution and treatment, toxic chemicals. Some focus will be placed on environmental implications of energy utilization, chemistry of the atmosphere, hydrosphere, lithosphere, and biosphere. Prerequisite: CHEM 2200 or CHEM 2400 or CHEM 2400H.

CHEM 3215 Survey of Rational Drug Design (3 credits)

This course aims to provide students with an understanding of the process of drug discovery and development from the identification of novel drug targets to their introduction into clinical practice. It covers the basic principles of how drugs are discovered with emphasis on lead identification, lead optimization, classification and kinetics of molecules targeting enzymes and receptors, prodrug design and applications, as well as structure-based drug design methods. Recent advances in the use of computational and combinatorial chemistry in drug design will also be presented. Prerequisite: CHEM 2410.

CHEM 3400 Biophysical Chemistry (3 credits)

Biophysical Chemistry covers thermodynamics concepts, electrochemistry, and introduction to statistical mechanics and their relation to thermodynamics functions. This course will explore a range of topics at the intersection between chemistry and biology. Prerequisites: Completion of MATH 2100 OR MATH 2100H, AND PHYS 2360 OR PHYS 2500, AND BIOL 1510 OR BIOL 1510H, AND CHEM 2410 OR CHEM 2410H.

CHEM 3410 Biophysical Chemistry II/Lab (4 credits)

Biophysical Chemistry II is an introduction to the principles of Statistical Mechanics, and Quantum Mechanics. This course will explore a range of topics at the intersection between chemistry and biology. Prerequisite: CHEM 3400.

CHEM 3460 Quantitative Analysis/Lab (4 credits)

The quantitation of chemical substances in complex mixture is the focus of this lab intensive course. Methods of sample preparation and analysis will be examined. The mathematical treatment of data to produce quantitative information for chemical substances will also be

emphasized. Prerequisites: CHEM 2400 OR CHEM 2400H OR CHEM 2200.

CHEM 3650 Biochemistry/Lab (4 credits)

The chemical properties of amino acids, monosaccharides, lipids and nucleotides are discussed. The structure of proteins, carbohydrates and biological membranes are studied. Mechanisms of enzymatic catalysis are outlined in detail with an emphasis on the structure/function of cofactors. Glycolysis and citric acid cycle are described. Electron transport and ATP synthesis are discussed in both mitochondria and chloroplasts. Metabolism of lipids, amino acids and nucleotides are presented. In addition to mechanistic studies of biochemical pathways and cycles, regulation of these processes is also covered. Prerequisites: BIOL 1500 and CHEM 2200 or CHEM 2410 or CHEM 2410H.

CHEM 3700 Physical Chemistry I/Lab (4 credits)

Physical Chemistry I covers thermodynamics, chemical equilibrium, phase equilibrium, chemistry of solutions, kinetic theory, and reaction kinetics. Prerequisites: MATH 3200 OR MATH 3400 AND PHYS 2500 AND CHEM 2410.

CHEM 3710 Physical Chemistry II/Lab (4 credits)

Physical Chemistry II is a continuation of the study of physical chemistry and covers chemical statistics, quantum mechanics, atomic and molecular spectroscopy, and molecular structure. This course also includes a lab which explores lab techniques used in physical chemistry. Prerequisite: CHEM 3700.

CHEM 4005 Inorganic Chemistry I (3 credits)

In this course modern inorganic chemistry topics including the principles of molecular structure, bonding periodicity, band theory, and chemical reactivity with application to compounds of the main group and transition elements are studied. Prerequisite: CHEM 2410 or CHEM 2410H.

CHEM 4010 Inorganic Chemistry II/Lab (4 credits)

In this course will cover advanced modern inorganic chemistry topics including ligand field, reactions mechanisms, and the 18 electron rule for inorganic and organometallic compounds are studied. The lab component covers modern techniques of inorganic and organometallic chemistry including experience with glovebox, Schlenk line, and vacuum line methods. Prerequisites: CHEM 3460 and CHEM 4005.

CHEM 4101 Senior Chemistry Seminar (1 credits)

This senior seminar course is designed for chemistry major students in their senior year. It prepares students to give a seminar on their undergraduate research or a literature investigation of a related area. Prerequisite: CHEM 3101.

CHEM 4150 Chemical Instrumentation (4 credits)

This is an applied chemistry course designed to emphasize the typical instrumentation methods used in chemistry. The course will focus on chemical analysis and chemical instrumentation. Classical methods such as gas chromatography, liquid chromatography, potentiometry, and electrochemistry will be supplemented with more modern and analytical instrumental methods such as UV-visible spectrophotometry, FT-IR, GC, fluorimetry, NMR, and atomic spectroscopy (absorption and emission). Prerequisites: CHEM 2410 or CHEM 2410H.

CHEM 4200 Plant Drug Analysis (3 credits)

This course introduces the chemical techniques used to extract, separate, and identify medicinal drugs derived from plants. Eleven major drug classes—essential oils, alkaloids, anthracene derivatives, argutin, bitter principle, coumarin, flavinoids, cardiac glycoside, saponin, pungent principle, and mustard oil—will be covered. The course also examines the botanicals they are derived from. By the end of the course, the student is expected to execute a qualitative screening of an unknown drug and identify its class and the major pharmaceutical components present. Prerequisites: CHEM 2200 or CHEM 2410 or CHEM 2410H.

CHEM 4300 Clinical Chemistry (3 credits)

This course examines the application of chemistry and biochemistry to the diagnosis of human disease. Clinical laboratory scientists (also known as medical technologists) perform chemical, microbiological, and immunological tests on body fluids in a medical laboratory. The results of these tests are used by physicians and clinicians in preventing, diagnosing, and treating disease. This course will review these techniques as they apply to diagnosis and treatment of disease, organ transplants, therapeutic drug monitoring, crime investigation, genetic studies, and home testing kits. The impact of technology on the application of clinical chemistry will also be examined. Prerequisites: CHEM 2200 or CHEM 2410 or CHEM 2410H.

CHEM 4900 Special Topics in Chemistry: Principles of Medicinal Chemistry (3 credits)

The organic chemistry of medicinal agents: understanding the relationships between chemical structure and their individual mode of action. Including the principles involved in drug discovery and development, and in enzyme-inhibition. The first half will focus on the chemical and biochemical background needed to understand modern medicinal chemistry, whereas the second half will concentrate on the medicinal chemistry of select receptor-agent interactions. Prerequisite: CHEM 2410.

CHEM 4900A Special Topics in Chemistry: Principles of Medicinal Chemistry (3 credits)

The organic chemistry of medicinal agents: understanding the relationships between chemical structure and their

individual mode of action. Including the principles involved in drug discovery and development, and in enzyme-inhibition. The first half will focus on the chemical and biochemical background needed to understand modern medicinal chemistry, whereas the second half will concentrate on the medicinal chemistry of select receptor-agent interactions. Prerequisite: CHEM 2410.

CHEM 4900B Special Topics in Chemistry: Nutritional Biochemistry and Metabolism (3 credits)

This course will provide a firm foundation of the biochemical functions of the macronutrients, micronutrients and trace nutrients in humans. Starting with the processes of digestion and absorption of the nutrients, and proceeding through their participation in the various metabolic pathways that occur inside cells, the focus will be on the precise enzymatic steps that require each vitamin and mineral, and the biochemical consequences of a lack of each nutrient in humans. These will then be related to the physiological and pathological features of deficiency for each nutrient in humans. The nutritional requirements for each nutrient will be related to guidelines promulgated by the U.S. Government (e.g. Dietary Reference Intakes) and other bodies that are used to assess human nutritional sufficiency. Prerequisite: CHEM 3650.

CHEM 4950 Internship in Chemistry (1–12 credits)

A work experience for 16 weeks in the student's major area of study or area of career interest. Consult academic division for specific details and requirements. Prerequisites: cumulative GPA of 2.5 or higher, major GPA of 3.0 or higher, completion of 60 or more credit hours, supervision of instructor, and permission of academic director.

CHEM 4950A Internship in Chemistry (A) (1–12 credits)

A work experience for 16 weeks in the student's major area of study or area of career interest. Consult academic division for specific details and requirements. Prerequisites: cumulative GPA of 2.5 or higher, major GPA of 3.0 or higher, completion of 60 or more credit hours, supervision of instructor, and permission of academic director.

CHEM 4950B Internship in Chemistry (B) (1–12 credits)

A work experience for 16 weeks in the student's major area of study or area of career interest. Consult academic division for specific details and requirements. Prerequisites: cumulative GPA of 2.5 or higher, major GPA of 3.0 or higher, completion of 60 or more credit hours, supervision of instructor, and permission of academic director.

CHEM 4950C Internship in Chemistry (C) (1–12 credits)

A work experience for 16 weeks in the student's major area of study or area of career interest. Consult academic division for specific details and requirements. Prerequisites: cumulative GPA of 2.5 or higher, major GPA of 3.0 or higher, completion of 60 or more credit hours, supervision of instructor, and permission of academic director.

CHEM 4990 Independent Study in Chemistry (1–12 credits)

The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. Prerequisite: to be determined by the faculty and division director.

CHEM 4990A Independent Study in Chemistry (A) (1–12 credits)

The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. Prerequisite: To be determined by the faculty and division director.

CHEM 4990B Independent Study in Chemistry (B) (1–12 credits)

The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. Prerequisite: To be determined by the faculty and division director.

CHEM 4990C Independent Study in Chemistry (C) (1–12 credits)

The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. Prerequisite: To be determined by the faculty and division director.

CHEM 4990D Independent Study in Chemistry (D) (1–12 credits)

The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. Prerequisite: To be determined by the faculty and division director.

CHEM 4990E Independent Study in Chemistry (E) (1–12 credits)

The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. Prerequisite: To be determined by the faculty and division director.

CHEM 4990F Independent Study in Chemistry (F) (1–3 credits)

The student selects and independently carries out library and/or empirical research. Faculty supervision is provided

on an individual basis. Prerequisite: To be determined by the faculty and the division director.

CHEM 4990G Independent Study in Chemistry (G) (1–12 credits)

The student selects and independently carries out library and/or empirical research. Faculty supervision is provided on an individual basis. Prerequisite: To be determined by the faculty and the division director.

CHIN—Chinese

CHIN 1210 Elementary Mandarin Chinese I (3 credits)

Essentials of Modern Standard Mandarin Chinese language with emphasis on reading and oral skills and a limited amount of writing. Introduction to Chinese cultures. Not open to native speakers.

CHIN 1220 Elementary Mandarin Chinese II (3 credits)

Continuation of essentials of Modern Standard Mandarin Chinese language with emphasis on reading and oral skills and a limited amount of writing. Introduction to Chinese culture. Not open to native speakers. Prerequisite: CHIN 1210.

COMM—Communication

COMM 2010 Introduction to Print Journalism (3 credits)

This course centers on instruction in the forms, methods, and styles of news and information writing for print publications. Emphasis will be placed on journalistic research methods, style conventions, and journalistic ethics. Prerequisite: COMP 2000 or 2020 or COMP 2000H.

COMM 2040 Public Relations Writing (3 credits)

This course focuses on the process of writing in the practice of public relations, including research and composition of the following types of documents/publications: annual reports, news releases, brochures, communication audits, direct mail campaigns, newsletters, PSAs, and organization profiles. Prerequisite: COMP 2000 or COMP 2000H or COMP 2020.

COMM 2100 Mass Media (3 credits)

An examination of the impact of technology on the way we receive and process information and images, the basic legal and economic structure of the mass media, historical precedents and events of mass media, the new cultural forms that have emerged from mass media, and the nature and implications of developing media technologies. Prerequisite: COMP 1500 or COMP 1500H.

COMM 2200 Introduction to Broadcast Journalism (3 credits)

Training in the elements of broadcast reporting with emphasis on the modern electronic news story. Students will learn the elements of broadcast news, the style and structure of broadcast news writing, and the technology of radio production. Prerequisite: COMP 1500 or COMP 1500H.

COMM 2300 Intercultural Communication (3 credits)

The purpose of this course is to develop an understanding of communication across cultural boundaries and the role of diversity in interpersonal, public, and mass communication. Students will study communication differences across cultures and the importance of being rhetorically sensitive when communicating with diverse audiences. Prerequisite: COMP 1500 or COMP 1500H.

COMM 2800 Introduction to Field Video Production (3 credits)

This course offers an introduction to electronic field production equipment and techniques for various types of microphones, cameras, and editing equipment, including portable field camera set-up, operation, transportation, and maintenance video editing, lighting, scripting, media aesthetics, and logistics. Students will learn how to produce top-quality audio and video footage using shoot preparation, direction, and production techniques. Students will develop both their creative and technical skills by engaging in a combination of production exercises, projects, readings, and critiques.

COMM 2900 Research Methods in Communication (3 credits)

This course teaches the student to understand and interpret research applications, methods and results, and practice basic research writing skills. Students will become familiar with qualitative and quantitative research methods commonly required in communication studies. Prerequisites: One COMM or SPCH course and COMP 2000 or COMP 2020 or COMP 2000H.

COMM 3100 Gendered Images in Popular Culture (3 credits)

This course examines gendered images in popular media other than literature, including film, music videos, television, and comic books, and their impact on mainstream America. Prerequisites: one GEST or COMM course; and COMP 2000 or COMP 2010 or COMP 2020 or COMP 2000H.

COMM 3110 Communication Theory (3 credits)

This course focuses on different theories of communication at the levels of interpersonal, public, and mass communication. Students will learn numerous perspectives on the role and value of human interaction from fundamental communication theories and models to

contemporary theoretical approaches for understanding the connection between human communication and human behavior. Prerequisites: one COMM course; and COMP 2000 or COMP 2010 or COMP 2020 or COMP 2000H.

COMM 3200 Principles of Public Relations (3 credits)

This course focuses on the nature, role, and scope of public relations on national and international levels. Topics introduced are organizational behavior and the ways in which it is shaped, public relations ethics, public relations practice in private and public arenas, emphasizing management and public relations strategy. Prerequisites: COMM 2040 and COMP 2000 or COMP 2010 or COMP 2020 or COMP 2000H.

COMM 3500 Media Regulation (3 credits)

Media Regulation: Survey of media policy and regulation emphasizing issues of libel, free speech, privacy, confidentiality of information and sources, as they pertain to mass media, advertising, and public relations. Prerequisites: one COMM course and COMP 2000 or 2010 or 2020 or COMP 2000H.

COMM 3600 Persuasion (3 credits)

Students will learn theories and strategies relevant to the study of public persuasion and social influence. Topics will focus on the role of persuasion in public address, advertising, business, politics, government, and social movements. Students will study the tools and techniques used to understand audiences for the purposes of marketing communication messages. Prerequisites: One COMM course and COMP 2000 or COMP 2020 or COMP 2000H.

COMM 3800 Advanced Field Video Production (3 credits)

This course offers instruction in advanced electronic field production techniques, including scripting, lighting, portable field audio and video recording equipment operation, directing, and video editing. Students will master advanced creative, production, and aesthetic skills through a combination of readings, production exercises, individual and ensemble projects, and portfolio development. As television is a labor-intensive medium, students should expect to spend considerable time outside of class to complete the assignments. Prerequisite: COMM 2800.

COMM 4200 Public Relations Campaigns (3 credits)

This course is designed to familiarize students with public relations agencies, their structures and how they function as counseling and consulting services for many types of organizations. The preparation of problem-solving campaigns, programs and projects will be emphasized. Students will implement the four-step public relations

process in the form of group and individual proposals. Students will utilize skills in critical thinking, writing, reading, research and new technologies. Prerequisite: COMM 3200.

COMM 4500 Media and Cultural Studies (3 credits)

This course will provide students with a comprehensive examination of social theories and their relationship to the critical understanding of mass communication. The course will address issues raised by the contemporary communication environment in relation to people's complex interactions with popular media. Students will explore the relationship between the media and modernity and will analyze the impact of media on modern societies. The course will explore some key issues of social theories as applied to media phenomena, including the concepts of ideology, hegemony, culture and the public sphere through the work of key theorists and case study analysis. Prerequisites: COMM 2900 and COMP 2000 or COMP 2020 or COMP 2000H.

COMM 4900 Special Topics in Communication (3 credits)

This course offers a cross-sectional view of the media through a focus on a particular medium, theme, or genre. Specific focus to be announced. May be repeated once for credit, if content changes and with written consent of division director. Prerequisites: one COMM course or one SPCH course; and COMP 2000 or COMP 2010 or COMP 2020 or COMP 2000H.

COMM 4950 Internship in Communication (1–12 credits)

A 10-20 hour per week field or work experience for 16 weeks (or more) in the student's major area of study. Consult academic division for specific details and requirements. Prerequisite: cumulative GPA of 2.5 or higher, completion of 60 or more credit hours, and permission of division director.

COMM 4990 Independent Study (3 credits)

The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. Written consent of instructor and division director required. Prerequisite: one COMM course; and COMP 2000 or 2010 or 2020 or COMP 2000H.

COMP—Composition

COMP 1000 Basic Writing (3 credits)

A writing workshop emphasizing the writing process, reflection, and the production of proficient writing at the sentence, paragraph, and document level. This course prepares students for COMP 1500 through hands-on experience with college-level writing conventions.

COMP 1500 College Writing (3 credits)

A writing workshop emphasizing recursive writing and reflection within a variety of contexts. This course provides instruction in writing rhetorically, researching and documenting sources, and composing in multiple media. Prerequisites: SAT Verbal score of 520, ACT English score of 22, a TOEFL score of 650 (paper) or 280 (computer), a passing Writing Challenge Exam, or COMP 1000.

COMP 1500H College Writing Honors (3 credits)

A writing workshop with instruction in the principles and skills of argumentation and critical reading. Students will receive instruction in methods of research and documentation of sources and in computer use. Prerequisite: SAT verbal score of 520, ACT English score of 22, a TOEFL score of 650 (paper) or 280 (computer), a passing score on the Writing Challenge Exam, or COMP 1000. Honors students only.

COMP 2000 Advanced College Writing (3 credits)

A writing workshop emphasizing inquiry-based research in academic and professional settings. This course challenges students to engage in substantive projects drawing on multiple methods of research and asks students to document, present, and reflect on their findings. Prerequisite: COMP 1500 or COMP 1500H.

COMP 2000H Advanced College Writing Honors (3 credits)

A writing workshop with advanced instruction in argumentation as it applies in various professional settings. The course also includes additional instruction in critical reading, research, and writing. Prerequisite: COMP 1500 or COMP 1500H. Honors students only.

COMP 2020 Writing About Literature (3 credits)

A writing workshop emphasizing inquiry-based research in one or more of the following literary genres: fiction, poetry, drama, and essays. Prerequisite: COMP 1500 or COMP 1500H.

CRJU—Criminal Justice

CRJU 1100 Introduction to Criminal Justice (3 credits)

This course includes an overview of the agencies and individuals that comprise the American criminal justice system. Students will examine the theories that seek to explain the “causes” and “cures” of crime. The major focus is on the development and operation of law enforcement, courts, and corrections. Topics include history, structure, functions, and philosophy of the criminal justice system and its relationship to life in our society.

CRJU 1200 Criminal Law (3 credits)

This course covers the study of substantive criminal law. Students learn the elements of major crimes and defenses. Students also examine the distinctions between various state statutes, the common law, the Bill of Rights, and the Model Penal Code. Topics include sources of substantive law, classification of crimes, parties to crime, elements of crimes, and matters of criminal responsibility.

CRJU 2000 Constitutional Issues (3 credits)

This course will provide a general review of the U.S. Constitution and Bill of Rights, especially the constitutional basis for criminal law and the impact of the Constitution and its amendments on the criminal justice system. Students also examine the constitutional aspects of criminal procedure, including searches, seizures, arrests, interrogation, the pretrial process, trial, sentencing and appeal. Prerequisite: CRJU 1100.

CRJU 2220 Criminology (3 credits)

This course is designed to familiarize students with theories of criminal behavior and basic research methodology in criminal justice and criminology. Specifically, students will examine the scientific study of crime and criminals. Throughout the course various topics will be covered, including criminological theory, defining and measuring crime, contemporary crime patterns and types of crime. Prerequisites: CRJU 1100.

CRJU 2400 Court Systems and Procedures (3 credits)

The court process is complex and affects both policing and corrections, this course will delve into the authority, power, and limitations of the court systems of America. While focusing on the dynamics of American court systems, each class will accentuate crucial aspects of law and procedure on-the-books contrasted with law-in-practice. The key personnel of court system will be highlighted, with an emphasis placed on authentic real-life situations, not just participant’s ideal behaviors and actions. Further, controversial issues and technological changes will be addressed, including their impact on the contemporary American court systems and procedures. Prerequisite: CRJU 1100.

CRJU 2500 Ethical Dilemmas and Decisions in Criminal Justice (3 credits)

This course is designed to acquaint students with an understanding of the importance of ethics within the United States Criminal Justice System through applying basic ethical principles to the three components of the criminal justice system: the police, the courts and corrections. Prerequisite: CRJU 1100.

CRJU 2600 Multiculturalism and Crime (3 credits)

This course examines the interplay between race, ethnicity, gender, sexual orientation, social class, and

crime by exploring the contemporary and historical experience of marginal groups in the criminal justice system. Widely held beliefs regarding the treatment of minority groups by the criminal justice system will be critically evaluated to understand the relationship between crime and marginality in theory and practice. The political influence of minority groups on criminal justice practice and policy formulation is also examined. Substantive areas explored include racial profiling, hate crimes, disparate arrest rates and sentencing, (including the death penalty) of marginal groups, and the experience of minority practitioners in the criminal justice system. Prerequisite: CRJU 1100.

CRJU 3100 Juvenile Delinquency (3 credits)

An orientation to the issues, policies and procedures that make up the juvenile justice system. This course will cover the historical and theoretical principals of juvenile justice, including the functions and legal responsibilities of the police, probation, juvenile court, and the juvenile corrections system in the United States. Emphasis will be placed on the social forces that cause children to become involved in the juvenile justice system. Prerequisite: CRJU 1100.

CRJU 3220 Policing (3 credits)

This course covers the historical development of policing, current trends, education, training, models of policing and ethical implications. Students will explore the role that police play in society as well as their relationship with the communities that they serve. Additionally, state and federal levels of law enforcement will be reviewed. Prerequisites: CRJU 1100.

CRJU 3250 Interviewing, Interrogation, and Report Writing (3 credits)

This course will cover the gathering of information by law enforcement officials from individuals in both an interview and interrogation environment. Emphasis will be placed upon preparation for questioning, discussion setting, general questioning techniques, specific offender type strategies, recognition of deception, obtaining admissions, documentation of confessions, ethical aspects of investigations and legal rights of those interviewed/interrogated. Further, the composition and writing of reports will be covered with an emphasis on clarity, precision and brevity. Prerequisites: CRJU 1100.

CRJU 3300 Corrections in America (3 credits)

An analysis of corrections with an in-depth view of the major components of the field. Emphasis is placed on the various systems of corrections, the practice of corrections, institutional custody, community-based corrections, probation and parole, the correctional client and the death penalty. Special attention will be given to trends in incarceration rates, including race, ethnicity, sex, special offenders and enhanced sentencing. Prerequisite: CRJU 1100.

CRJU 3400 Criminal Investigations (3 credits)

This course will cover the fundamentals of investigation, crime scene search and recording, the collection, documenting and submission of evidence, scientific aids to criminal investigation, interviews and interrogation, follow-up investigation and case preparation. Emphasis is placed on the investigation of specific crimes, identification of information sources and procedures required for the handling of evidence. Also discussed are the legal elements of the crimes and field techniques for the gathering of data and presentation of cases to the courts. Prerequisites: CRJU 1100.

CRJU 3500 Probation, Parole, and Community Corrections (3 credits)

This course explores the historical development and current administration of probation, parole, and other community corrections strategies in the United States. Topics covered include sentencing structures, supervision strategies, the pre-sentence investigation report, and the role and function of probation and parole officers. Students are exposed to current research and evaluate factors that may contribute to success or failure of community corrections programs. Prerequisite: CRJU 3300.

CRJU 3600 Comparative Criminal Justice: Spain (3 credits)

This course examines the legal and criminal justice systems of select nations with a special focus on the criminal justice system of Spain. It highlights the differing approaches used by various countries to “the crime problem”, as they compare to the U.S. justice model. This course also addresses the influence of different historical, political, economic, social and cultural factors on the structures of legal institutions and systems of justice. Given the course’s special focus on Spain’s criminal justice system, required Spring Break travel to Spain will include visits to criminal justice agencies and facilities, along with interactions with criminal justice professionals and students. Students will identify and analyze points of convergence and divergence between the United States and Spain on perceived causes of crimes and approaches to crime prevention and control. Prerequisites: CRJU 1100 or LGST 2500 or LEGS 1150 or INST 1500 or POLS 1200 or INB 3550.

CRJU 3700 The CSI Effect: Media and Criminal Justice (3 credits)

This course illustrates how media coverage and television programs influence the public’s perception of criminal justice. Fiction is often mistaken for reality, and this phenomenon, known as the “CSI Effect,” adds to the assumption that all criminal cases can be easily solved by the employment of high-tech forensic science, as depicted on television crime shows. This course explores the common misperceptions and their consequences, through

real-world examples, providing students with the ability to critically analyze and assess information promoted by the media and entertainment television. Prerequisite: CRJU 1100.

CRJU 4000 Victimology (3 credits)

This course will examine both the institutional and social factors and the issues and developments within the legal process that are relevant to the study of victims of crime. This includes an examination of the definition of a victim, crime, and a historical review of the role of the victim in the criminal justice system. Topics in this course may include psychological impacts of crime, the impact of victimization, legal approaches to victims, services provided to victims, restorative justice and emerging trends in the field of victimology. Prerequisite: CRJU 2220.

CRJU 4200 Terrorism and Homeland Security (3 credits)

This course will provide students with a comprehensive introduction to terrorism and homeland security. The first section of the course will provide students with a basic understanding of terrorism as a definitional, theoretical and criminological issue. The second section of the course presents a detailed historical discussion of the birth and evolution of terrorism movements. The third section focuses on contemporary international and domestic terrorism. The final section concentrates on issues surrounding the prevention of terrorism through homeland security. Critical thinking will be encouraged through class discussions of controversial issues where students will be asked to consider various positions, choose their own approach, and cite evidence to support their positions. Students will also have the opportunity to study a specific terrorist group of interest through the writing of an in-depth research paper. Prerequisites: CRJU 1100.

CRJU 4400 Police Organizational Behavior and Management (3 credits)

This course is an introduction to management principles as applied to law enforcement agencies. The student will explore how the organizational structure and occupational values of policing affect management actions and organizational outcomes. Case studies will be used to illustrate and analyze management issues and decision-making in a police environment. Topics include police organizational structure, police personality and occupational values, motivation, police discipline, police unionization, decision-making, leadership, and organizational change. Prerequisite: CRJU 3220.

CRJU 4500 Research Methods in Criminal Justice (3 credits)

This is an introductory course in research methodology in criminal justice. It is designed to introduce the student to basic concepts and problems encountered in quantitative and qualitative investigation, including types of data and measurement, sampling, probability, and research design.

This course will emphasize examples of methodology in the field and utilize actual data. Prerequisite: CRJU 2220.

CRJU 4600 Gangs in America (3 credits)

This course will cover various aspects of the gang problem that involve the criminal justice system, including gang enforcement by law enforcement, gang laws and pending legislation, gang prosecution, and the effect of the gang culture on the streets of America. Also discussed are issues dealing with gang theory, including concepts of street gangs, graffiti, violence, and gang structure and organization. Students will explore the reasons why gangs exist, how they are formed, and the impact of gang crime and victimization on society. Prerequisite: CRJU 1100

CRJU 4880 Senior Seminar in Criminal Justice (3 credits)

This course provides an in-depth analysis of historical and contemporary literature in the field of criminal justice. Students will read classic and contemporary literature and apply this literature to real life dilemmas in the criminal justice system. This course challenges students to integrate and critically examine theories and concepts from criminal justice literature, appreciate the relationship between theory and policy, and challenges students to build on skills and knowledge acquired through earlier academic experience. Prerequisite: CRJU 4500.

CRJU 4900 Special Topics in Criminal Justice (3 credits)

Topics in criminal justice that are not included in regular course offerings. Specific content is announced in the course schedule for a given term. Students may re-enroll for special topics covering different content. Prerequisites: CRJU 1100 and any other prerequisite deemed appropriate by the instructor depending on the course topic.

CRJU 4950 Internship in Criminal Justice (3 credits)

This course is designed to provide students with an opportunity to integrate academic and experiential knowledge. Students will be placed in an agency or organization, of their choice, related to the practice of criminal justice. Additionally, students are required to complete a minimum of 140 hours at the internship placement site during the 16 weeks of enrollment. Prerequisites: (1) a minimum grade point average of 2.5 as calculated by NSU; (2) completion of 60 credit hours and CRJU 4500; (3) an approved placement site prior to enrolling in the course; and (4) permission from the academic director.

CRJU 4950A Internship A in Criminal Justice (3 credits)

This course is designed to provide students with an opportunity to integrate academic and experiential knowledge. Students will be placed in an agency or organization, of their choice, related to the practice of

criminal justice. Additionally, students are required to complete a minimum of 140 hours at the internship placement site during the 16 weeks of enrollment. Prerequisites: (1) a minimum grade point average of 2.5 as calculated by NSU; (2) completion of 60 credit hours and CRJU 4500; (3) an approved placement site prior to enrolling in the course; and (4) permission from the academic director.

CRJU 4950B Internship B in Criminal Justice (3 credits)

This course is designed to provide students with an opportunity to integrate academic and experiential knowledge. Students will be placed in an agency or organization, of their choice, related to the practice of criminal justice. Additionally, students are required to complete a minimum of 140 hours at the internship placement site during the 16 weeks of enrollment. Prerequisites: (1) a minimum grade point average of 2.5 as calculated by NSU; (2) completion of 60 credit hours and CRJU 4500; (3) an approved placement site prior to enrolling in the course; and (4) permission from the academic director.

CRJU 4990 Independent Study in Criminal Justice (3 credits)

The student selects and carries out independently library and/or empirical research. Faculty supervision is provided on an individual basis. Prerequisite: CRJU 1100 or CRJU 1200 and written consent of instructor and division director.

CRJU 4990A Independent Study A in Criminal Justice (1–3 credits)

The student selects and carries out independently library and/or empirical research. Faculty supervision is provided on an individual basis. Prerequisite: CRJU 1100 or CRJU 1200 and written consent of instructor and division director.

CRJU 4990B Independent Study B in Criminal Justice (1–3 credits)

The student selects and carries out independently library and/or empirical research. Faculty supervision is provided on an individual basis. Prerequisite: CRJU 1100 or CRJU 1200 and written consent of instructor and division director.

CRJU 4990C Independent Study C in Criminal Justice (1–3 credits)

The student selects and carries out independently library and/or empirical research. Faculty supervision is provided on an individual basis. Prerequisite: CRJU 1100 or CRJU 1200 and written consent of instructor and division director.

CRJU 4990D Independent Study D in Criminal Justice (1–3 credits)

The student selects and carries out independently library and/or empirical research. Faculty supervision is provided on an individual basis. Prerequisite: CRJU 1100 or CRJU 1200 and written consent of instructor and division director.

CSAD—Comm Sci and Disorders

CSAD 2000 Introduction to Hearing, Speech and Language (3 credits)

Understanding of speech, language, and hearing disorders and their classifications, manifestations, and etiologies.

CSAD 2010 Communication Disorders Through Film and Media (3 credits)

Overview of communication disorders through a representation in films, literature, and media. This course provides an overview of speech, language, and hearing disorders from a clinical perspective. Communication disorders will be examined through the perception of society. Prerequisite/s: COMP 1500.

CSAD 3010 Phonetics (3 credits)

This class will cover the study of the history, theory and application of phonetics. Students review sampling and transcription techniques and applications to clinical practice. Prerequisite/s: CSAD 2010.

CSAD 3020 Anatomy & Physiology of the Speech and Hearing Mechanism (3 credits)

This course is an introduction to the anatomy and physiology of the auditory and vocal mechanisms. The Structure and function of the skeletal, neurological, and muscular systems involved in respiration, phonation, resonance, articulation, and audition are reviewed. The normal anatomy and functioning of these systems is contrasted with disordered or damaged systems.

CSAD 3025 Language Science (3 credits)

This course will provide the foundation for understanding the morphological and syntactic processes in typical language development. Students will learn to apply this knowledge to the clinical analysis of language. The study of syntactic and morphological processes as it relates to clinical analysis of language. Prerequisite/s: CSAD 2010

CSAD 3030 Speech & Language Development (3 credits)

Study of prelinguistic and psycholinguistic variables related to normal development from infancy through adolescence. Prerequisite/s: CSAD 3025, and PSYC 1020.

CSAD 3035 Foundations of Language and Literacy (3 credits)

This course will explore the foundations of language and literacy development as content background for effective language and literacy instruction, birth to age 5. Topics include theories of language and literacy development, history of reading and writing instruction, literacy and technology, cultural and linguistic aspects of literacy, and various perspectives and models of literacy learning. Prerequisite/s: CSAD 3030

CSAD 3040 Neuroanatomy (3 credits)

This course provides an introduction to the gross structure of the brain and spinal cord and functional relationship of their parts with emphasis on the auditory and vestibular peripheral and central nervous systems. Prerequisite/s: None

CSAD 3050 Hearing and Speech Science (3 credits)

This course covers the nature of sound, sound transmission, and units of measurement necessary to understand the physiologic, acoustic, and perceptual parameters of hearing and speech production. A basic review of instrumentation and technology available and utilized in speech, hearing, and language research, intervention and assessment is provided. Prerequisite/s: None.

CSAD 3060 Directed Observation (1 credits)

Students must observe twenty-five clinical clock hours of evaluation and treatment by an ASHA certified and state licensed SLP as an orientation to the clinical aspect of speech-language pathology. Observation hours must be completed at university-affiliated sites and must precede clinical assignments. Prerequisite/s: CSAD 4010, and CSAD 4030.

CSAD 4010 Evaluation of Speech and Language Disorders (3 credits)

Principles of screening and evaluation of clients typically seen in a clinic, school, hospital or nursing home settings, including administration of specific evaluation instruments. Prerequisite/s: CSAD 3010, and CSAD 3030.

CSAD 4020 Evaluation Practicum (1 credits)

Participation in speech-language screenings, and observation and participation in full diagnostic evaluations with clients. A minimum number of contact hours required.

CSAD 4030 Treatment of Speech and Language Disorders (3 credits)

Overview of communication disorders, professional terminology, and intervention strategies. Prerequisite/s: CSAD 3010, and CSAD 3030.

CSAD 4040 Treatment Practicum (1 credits)

Participation in clinical management of clients having communication disorders. A minimum number of contact hours required.

CSAD 4050 Audiology (3 credits)

Instruction in test administration and interpretation of standard and specialized tests of auditory function. Prerequisite/s: CSAD 3050.

CSAD 4070 Rehabilitation for the Hearing Impaired (3 credits)

Prevention and remediation of communication problems resulting from hearing impairment, in populations from birth to geriatrics. Prerequisite/s: CSAD 3030, CSAD 4010, CSAD 4030, and CSAD 4050.

CSIS—Computer and Info Systems**CSIS 1800 Introduction to Computer and Information Sciences (3 credits)**

An introductory course to study computer systems layer by layer. The material covers Information Layer, Hardware Layer, Programming Layer, Operating Systems Layer, Application Layer, and Communication Layer. Each layer is covered in great detail and the concepts are supplemented by real examples.

CSIS 2000 Introduction to Database Systems (3 credits)

This course will give students an introduction to the structured query language (SQL). The course introduces relational, object-oriented, distributed, and multimedia database systems. This course covers concepts and tools necessary to analyze a business scenario, then design and implement a database system that is in 3rd Normal Form. Students will build, populate, query, and write transactions for a relational database. The students also learn how to interface Web based data access via database connection using modern languages and tools. Prerequisite: CSIS 1800 or TECH 1800.

CSIS 2050 Discrete Mathematics (3 credits)

An introduction to the concepts and techniques of discrete mathematical structures that are used in the theory and application of computer science and computer information systems. Topics covered include set theory, relations, functions, proof techniques, predicate logic, combinational and sequential logic and circuitry, recurrence relations, boolean algebra, graph theory, trees, and discrete probability. Prerequisite: MATH 1200.

CSIS 2100 Computer Programming I (4 credits)

This course provides an introduction to the principles of computer science by program development in the context of C/C++ environments. Major topics to be covered in this

class are: tokens, syntax, semantics, function definitions, function applications, conditional selection statements, iteration statements, arrays, files, classes, methods, and pointers, all through program development. Pre-Requisites: MATH 1040.

CSIS 2101 Fundamentals of Computer Programming (4 credits)

This course provides an introduction to computer programming using a modern programming language. Major topics to be covered are: syntax, expressions, variables and data types, blocks and scope, input/output and file handling, conditional selection statements, loops and iteration statements, functions, pointers and arrays, classes, inheritance, and aggregation, all through program development. Prerequisite: MATH 1040.

CSIS 2200 Business Oriented Language (COBOL) (4 credits)

A study of the COBOL programming language with emphasis on business applications. Students apply a structured, multiphase development process that features a series of steps involving understanding of problems, formal problem definition, design methodologies, program specification, breakdown, and files using COBOL. Prerequisites: CSIS 1400 or CSIS 2050 and CSIS 1900 or CSIS 2100.

CSIS 2310 Advanced COBOL (3 credits)

A study of advanced COBOL programming using structured techniques. Topics to be covered include table handling, sequential and indexed file processing, database access, editing, sorting, and the Report Writer. Prerequisite: CSIS 2200.

CSIS 3020 Web Programming and Design (3 credits)

This course will introduce the essentials of Internet programming. Students will design and write WWW pages in HTML, JavaScript, and shell scripting languages. Programs will manipulate many forms of data, including hypertext, graphics, audio, and video. Students will develop interactive/executable Web pages. Other topics covered will include clickable image maps, cgi-bin scripting, and security. Prerequisite: CSIS 2100 or CSIS 2101.

CSIS 3023 Legal and Ethical Aspects of Computers (3 credits)

This course focuses on issues that involve computer impact and related societal concerns. Topics covered include computer ethics, computer crime, software ownership, privacy risk management, professional codes, transborder data flow, Telecommunications Act of 1996, the national computer policies of other nations, and the status of regulation and emerging standards.

CSIS 3050 Assemblers and Assembly Language Programming (4 credits)

A detailed analysis of the operations of assemblers. Assembler features, assembly language programming, and macro facilities. Assembly language programs will be written as part of this course. Prerequisites: CSIS 2050 and CSIS 2101 or CSIS 2100.

CSIS 3060 Digital Design (3 credits)

Register transfer-level design of digital computers, data transfer hardware, organization of the central processing unit, design of the controller, and a complete design example. Prerequisite: CSIS 3050.

CSIS 3100 Computer Programming II (4 credits)

Computer Programming II continues to focus on the main topics of computer science including the design and implementation of object-oriented programs. Intermediate and advanced concepts of computer programming using an object-oriented programming language are covered. Prerequisite: CSIS 2100.

CSIS 3101 Advanced Computer Programming (0–4 credits)

The course addresses advanced programming concepts that are specific to generic programming languages that require understanding of how data and objects are represented in memory. Pointers, overriding of data types and operators, dynamic memory allocation and management, reliable and secure programming issues and templates are discussed. Illustration of difference between structured programming and object oriented programming are discussed by examples. Prerequisites: CSIS 2101 or CSIS 2100.

CSIS 3110 Foundations of Computer Science (4 credits)

Included are the mechanization of abstraction in computer science, propositional logic and predicate logic, induction versus recursion, countable and non-countable sets, finite state automata and regular expressions, pushdown automata and context-free languages, Turing machines, decidability and computability, and computational complexity. Prerequisites: CSIS 2950 or CSIS 3100 and CSIS 1400 or CSIS 2050.

CSIS 3200 Organization of Programming Language (3 credits)

Development of an understanding of the organization of programming languages, introduction to formal study of programming language specification and analysis, comparison of two or more high-level modern programming languages. Prerequisite: CSIS 3100.

CSIS 3400 Data Structures (4 credits)

A course in fundamental data structures and their application. Advanced data structure concepts are developed including linked data representation, pointers, binary trees, B trees, AVL trees, queues, stacks, hashing, searching, directed and undirected graphs, and priority queues. Recursive algorithms are investigated. Quantitative analysis of algorithms is employed. Advanced sorts are studied and analyzed for order of magnitude. Abstract data types are introduced. Prerequisites: CSIS 2950 or CSIS 3100 and CSIS 1400 or CSIS 2050.

CSIS 3460 Object Oriented Design (3 credits)

This course provides an introduction to object oriented design using a modern OO friendly programming language. Objects, class implementations, types, aggregation, inheritance, and polymorphism will be covered. Complete OO software development paradigm, that includes preparing functional specifications using use cases, design and implementation will be introduced. Prerequisites: CSIS 2101 or CSIS 2100.

CSIS 3500 Networks and Data Communication (3 credits)

This course provides an introduction to basic data communications and how the Internet and World Wide Web work. It develops the fundamentals essential to understand wired and wireless network topologies, connection-oriented and connection-less protocols, and routing. Students develop an understanding of how protocols are layered and the concepts of services available at each layer, as well as, how errors affect communication and various mechanisms to mitigate the errors. They will also learn how to appropriately apply various reliable and unreliable protocol based services to various high-level applications including text, data, images, speech, and video streams for both real-time and non-real-time communications. The course will introduce security related issues. It places specific emphasis on the TCP/IP protocol stack and the protocols that are currently critical. Prerequisites: CSIS 1800 or TECH 1800 and MATH 1040.

CSIS 3530 Artificial Intelligence (3 credits)

Introduction to the basic concepts and techniques of AI and expert systems. Topics include logic, problem solving, knowledge and representation methods, reasoning techniques, search strategies, and heuristic methods applied in AI and expert systems. Techniques for natural language processing, modeling, and pattern matching are developed. Symbolic languages like Scheme and Prolog are used. Prerequisite: CSIS 3400.

CSIS 3600 Computational Algorithms in Bioinformatics (3 credits)

Students will be introduced to the basic concepts of bioinformatics, a study of sequence and genome analysis. Students will learn computational methods for analyzing

DNA, RNA, and protein data, with explanations of the underlying algorithms, the advantages and limitations of each method, and strategies for their application to biological problems. Prerequisites: CSIS 2100 and MATH 3020 or MATH 3020H or MATH 2020 or MATH 2020H.

CSIS 3610 Numerical Analysis (3 credits)

A numerical analysis course that introduces students to computing issues regarding the implementation of algorithms and high performance computing. The algorithms are used extensively in all computing and engineering fields. Topics include matrix computations, interpolation and zero finding, linear least squares problems, quadrature analysis, Fourier analysis, and eigenvalue and singular value decompositions. Prerequisites: CSIS 3400, MATH 2200, and MATH 3300.

CSIS 3750 Software Engineering (4 credits)

An introduction to the process of developing software systems. Topics include software life-cycle models, quality factors, requirements analysis and specification, software design (functional design and object-oriented design), implementation, testing, and management of large software projects. Prerequisite: CSIS 3460.

CSIS 3810 Operating Systems Concepts (3 credits)

Operating Systems Concepts: History of operating systems, operating system concepts including fundamental topics such as computer organization, operating system structure, resource allocation and scheduling, processes and threads, synchronization principles, system calls, input/output, memory management, file systems, protection mechanism, and security are discussed. Prerequisites: CSIS 3400.

CSIS 4010 Computer Security (3 credits)

Overview of technical and theoretical aspects of computer and data security with emphasis on attacks and defenses on host machines, access control mechanism, viruses and anti-viruses, cryptography, intrusion detection algorithms, and application security. Students will learn how to configure secure databases, applications and machines. Prerequisites: CSIS 2050 and CSIS 2101 or CSIS 2100 or TECH 2100.

CSIS 4020 Mobile Computing (3 credits)

This hands-on course is designed for individuals who wish to design and build mobile applications using an advanced mobile Application Development Framework. The following features will be covered: development environment and tools; the setup of the IDE-based development environment; the mobile SDK; all the essential features to create basic and advanced applications using services, accelerometers, graphics, internet access, multimedia, mapping, and GPS; as well as what you need to know to publish your application on the mobile market. Prerequisite: CSIS 3101 or CSIS 3100.

CSIS 4030 Information Security Technologies (3 credits)

This course presents a comprehensive overview of the issues surrounding information assurance and computer security. Risk assessment, designing and implementing security policies and maintaining a secure technological organization are the primary foci. A solid grounding in the most important encryption standards, including private, symmetric encryption technology, will be discussed. It will be seen why AES (Advanced Encryption Standard) is important and will review the issues leading to its development. Prerequisite: CSIS 4010.

CSIS 4050 Computer Architecture (3 credits)

A structured approach to the architecture of computers is covered as the interrelation of software and hardware design: logic level, machine level, operating system level, and assembly language level. CISC/RISC and parallel architectures are introduced. Prerequisites: CSIS 3050 and CSIS 3810.

CSIS 4100 Design Patterns (3 credits)

Design patterns help designers utilize the past experience of designers in the field, thus providing solutions to common software design problems. It provides a methodical approach by describing abstract systems of interaction between classes, objects, and communication flow. Students will review principles of object-oriented design and learn reusable patterns that solve recurring problems. Key software design patterns will be reviewed. Some patterns will be applied through examples and case studies. Prerequisite: CSIS 3460.

CSIS 4310 Distributed Data Processing (4 credits)

Concepts and mechanisms in the design of distributed systems; process synchronization, reliability, distributed resource management, deadlock, and performance evaluation. Case studies of selected distributed systems are covered. Prerequisites: CSIS 2000 and CSIS 3020 and CSIS 3460 and CSIS 3500.

CSIS 4320 Web User Interface Programming (3 credits)

Modern web user interface programming is done most efficiently by using frameworks that employ automatic code generators, and multiple dynamic connections with the server. In this course students will learn how to use one such framework to create highly dynamic and interactive web applications that are also capable of dynamically updating data without user interaction. They will build and optimize complex browser-based applications with focus on those main principles, heuristics and approaches for effective web design. Prerequisites: CSIS 3101 or CSIS 3100 and CSIS 3020.

CSIS 4350 Robotics (3 credits)

Principles and concepts of modern robots and automated systems are developed: robot's intelligence, drive methods, motion control, and software and hardware support. Prerequisite: CSIS 3530.

CSIS 4500 Network Security (3 credits)

This course provides an overview of technical and theoretical aspects of network security with emphasis on the Internet. It discusses topics such as design of secure networks, concerns at all architectural levels, modern security protocols and their applications, public key infrastructure (PKI) infrastructure and digital certificates. The course teaches students how to secure open source web servers, secure shell (SSH) servers, virtual private networks (VPN), and to setup subnets with firewalls. It prepares student for providing protection against internal and external attacks in an enterprise. Prerequisite: CSIS 3500.

CSIS 4530 Database Management (3 credits)

Concept and structures necessary to design and implement a database system, including logical and physical file organization and data organization techniques, data models, networks, data integrity, and file security. Topics covered include transition of legacy systems, modern database frameworks based on modern higher languages, Web access, logical and user's viewpoint, theoretical foundations, decision support systems, data warehousing, data mining and physical system implementation. Prerequisite: CSIS 2000.

CSIS 4600 Systems Programming (4 credits)

A study of various system-programming techniques, hardware-software interface, and software-controlled hardware. A comparison of several existing computer systems will be made. Prerequisites: CSIS 2410 or CSIS 3050 and CSIS 3810.

CSIS 4610 Design and Analysis Algorithms (3 credits)

Topics include algorithmic paradigms such as divide-and-conquer, greedy methods, and concepts relating to analysis such as asymptotic notation and NP-completeness. Sorting and searching algorithms are designed and analyzed, as are algorithms for manipulating trees, graphs, and sets. Prerequisites: CSIS 3400 and MATH 2200.

CSIS 4650 Computer Graphics (3 credits)

An introduction to the principles of interactive computer graphics. Topics include fundamentals of raster graphics (scale-conversion, clipping, fill methods, and anti-aliasing), 2D and 3D transformations, projections, 3D modeling, hidden surface removal methods, ray tracing, and graphical user interfaces. The hardware of graphic

environments is defined and new development platforms for graphics in windows are investigated. Prerequisite: CSIS 3400.

CSIS 4800 Introduction to Compilers and Interpreters (3 credits)

An introduction to compiler/interpreter design. Topics include lexical analysis, parsing, intermediate code, final code generation, optimization, and error recovery. Prerequisites: CSIS 3110 and CSIS 3400.

CSIS 4840 Unix Operating System Environment (3 credits)

The concepts of the UNIX operating system are presented. Topics include system commands, system editors, awk, set, text formatting tools, and shell programming. The use of modem and terminal software and system maintenance utilities are covered as well as system calls in C, LEX, YACC, AR, and make. Prerequisite: CSIS 3101 or CSIS 3100.

CSIS 4880 Special Topics in Computer Science (3 credits)

Topics in computer science that are not included in regular course offerings. Specific contents are announced in the course schedule for a given term. Prerequisites: requires senior standing and consent of instructor.

CSIS 4880A Special Topics in Computer Science- Abstract Algebra and Its Applications (3 credits)

This course is an introduction to the concepts of modern abstract algebra. Topics will include divisibility, congruence classes, symmetric groups, permutation groups, groups of matrices, applications of group theory, and an introduction to rings and fields. Prerequisites: MATH 3300 and CSIS 1400 or CSIS 2050.

CSIS 4890 Special Topics in Computer Information Systems (3 credits)

Topics in computer information systems that are not included in regular course offerings. Specific contents are announced in the course schedule for a given term. Prerequisite: requires senior standing or consent of instructor.

CSIS 4900 Directed Project (3–8 credits)

A major project will be completed by the student under the direction of a faculty member.

CSIS 4900A Directed Project (A) (3–8 credits)

A major project will be completed by the student under the direction of a faculty member.

CSIS 4900B Directed Project (B) (3 credits)

A major project will be completed by the student under the direction of a faculty member.

CSIS 4900C Directed Project (C) (3–8 credits)

A major project will be completed by the student under the direction of a faculty member.

CSIS 4900D Directed Project (D) (3–8 credits)

A major project will be completed by the student under the direction of a faculty member.

CSIS 4901 APS Capstone Directed Independent Study (3 credits)

This course is reserved for students who are enrolled in the Applied Professional Studies Program. Through a series of written assignments, this course provides students with an opportunity to integrate previous learning and experience with a concentration in computing field to form a unique course of academic study. Given that the APS major is individualized to a large extent based on a student's interests and past experiences, this course ordinarily will be conducted as an independent study and will be taken during the student's last semester prior to receipt of their degree. Prerequisite: to be determined by supervising faculty and the division director.

CSIS 4902 Capstone Project for Computer Information Systems (3 credits)

This course is one way to satisfy the capstone requirement for Computer Information Systems major and must be taken in her senior year, preferably in the last semester of their graduation. In the semester before, the student should work with a faculty member to first develop a proposal for the project and obtain a written agreement from a faculty member to serve as your project instructor during the semester to report on progress. This proposal is approved by the faculty member and approved by the chair. The student will be required to report routinely to the project instructor during the semester to report on progress. During the project the student will write the functional specifications, design instructions, and implementation plans as considered appropriate by your project instructor. The student will also be required to present the project orally and write a project report at the conclusion of the semester. Prerequisites: Completion of 60 or more credit hours, supervision of instructor, and permission of academic director.

CSIS 4903 Capstone Project for Computer Science (0–3 credits)

This course must be taken by students in the senior year, preferably in the last semester of their study. Prior to taking this course, the student should develop a project proposal that covers concepts and skills learned in more than one upper division Computer Science courses. The proposal should be approved by a faculty member supervising the project and the chair. The student will be required to routinely report progress to the project instructor during the semester, write a final project

report and to present the project orally at the end of the semester. Prerequisites: Senior standing, supervision of instructor, and permission of academic chair and division director.

CSIS 4950 Internship in Computer Science and Information Systems (1–12 credits)

A work experience for 16 weeks in the student's major area of study or area of career interest. Consult academic division for specific details and requirements. Prerequisites: cumulative GPA of 2.5 or higher, major GPA of 3.0 or higher, completion of 60 or more credit hours, supervision of instructor, and permission of academic director.

CSIS 4950A Internship in Computer Science and Information Systems (A) (1–12 credits)

A work experience for 16 weeks in the student's major area of study or area of career interest. Consult academic division for specific details and requirements. Prerequisites: cumulative GPA of 2.5 or higher, major GPA of 3.0 or higher, completion of 60 or more credit hours, supervision of instructor, and permission of academic director.

CSIS 4950B Internship in computer Science and Information Systems (B) (1–12 credits)

A work experience for 16 weeks in the student's major area of study or area of career interest. Consult academic division for specific details and requirements. Prerequisites: cumulative GPA of 2.5 or higher, major GPA of 3.0 or higher, completion of 60 or more credit hours, supervision of instructor, and permission of academic director.

CSIS 4952 Capstone Internship in Computer Information Systems (3 credits)

This course is one way to satisfy the capstone requirement for Computer Information Systems major for students who are not already employed. It can be taken in the last semester of their graduation. It constitutes a work experience for 16 weeks in the area of Computer Information Systems. Consult academic division for specific details and requirements. Prerequisites: Senior standing, cumulative GPA of 2.5 or higher, major GPA of 3.0, written internship offer, approval of the job description by the internship instructor, and permission of academic director.

CSIS 4953 Internship in Computer Science (3 credits)

Computer Science majors who are not already employed can use this course to satisfy capstone requirement. It can be taken senior year of their graduation preferably in the last semester of their graduation. An Internship constitutes a relevant work experience for 16 weeks based on a project with specific goals agreed on by the work

supervisor, student and the instructor before enrolling in this course. The project should cover concepts and skills learned in more than one upper division Computer Science course and should be approved by Computer Science chair. Prerequisites: Senior standing, cumulative GPA of 2.5 or higher, major GPA of 3.0, written internship offer, approval of the job description by the internship instructor, and permission of academic director.

CVS—CVS-Cardiovascular Sonography

CVS 3000 Introduction to Cardiovascular Sonography Instruments (3 credits)

This course is designed to introduce the students to the equipment used in cardiovascular ultrasound. The course will, therefore, be primarily taught in the ultrasound training laboratory in small groups, with supplemental online content and challenge-based learning assignments. The focus of the course will be to lead the students toward proficiency and competency in using all the tools available on the ultrasound equipment for the production of quality images, as well as proper ergonomics, patient handling, and care of the equipment. This course is the foundation for all the following core courses.

CVS 3001 Correlative Imaging & Anatomy (4 credits)

This course will meet twice a week for a nominal 16-week semester. The course will consist of dynamic guided exercises in the classroom and computer lab, combined with instructor-led case study and image analysis. The course will teach the student detailed normal anatomy in various planes used during all of the common imaging examinations of ultrasound and other medical imaging modalities. Information will be weighted towards normal structures which are sonographically visible. Structures will be described according to relative location, proportionality, sonographic characteristics, and appearance under other imaging modalities. Anatomy will be identified in both gross-anatomy and cross-sectional imaging modes. Anatomic correlation subject areas will include; intracranial, cervical, thoracic, cardiac, abdomen, pelvis, and extremities. Imaging modalities will include; Sonography, MRI, CT, Nuclear Medicine, PET scanning, Plain film Radiography and Angiography. Emphasis will be placed on teaching the students to identify normal cross sectional anatomy based on the characteristics of each imaging modality, the position of other relative anatomy (anatomical landmarks), proportionality of size and correlation with other imaging modalities.

CVS 3010 Adult Echocardiography I (3 credits)

This course will provide an introduction to techniques, measurements, and normal function of the adult heart as evaluated with ultrasound. It will have a strong hands-on

component and students will spend several hours per week in the ultrasound training laboratory acquiring skills in basic imaging, patient positioning, and ergonomics to form a solid foundation for later, more-advanced courses. Lectures will include, but not be limited to, a review of the normal anatomy and physiological function of the heart, commonly encountered pathology, pathophysiology, basic treatment options, and beginning analysis of data obtained by ultrasound, as well as introduction to other cardio-focused techniques.

CVS 3015 Introduction to Problem Based Learning (3 credits)

In the problem-based learning (PBL) course students will be guided to identify what they already know, analyze what they need to know, and identify the resources available to them. They will work in small teams where the leadership roles are rotated among the members. The teams will be small enough that all team members will have to remain engaged in order for the team to progress. Problem-based learning is an approach that challenges students to learn through engagement in a real problem. It is a format that simultaneously develops both problem solving strategies and disciplinary knowledge bases and skills by placing students in the active role of problem-solvers confronted with an ill-structured situation that simulates the kind of problems they are likely to face in complex and rapidly changing world. Problem-based learning is student-centered. PBL makes a fundamental shift from a focus on teaching to a focus on learning. The process is aimed at using the power of authentic problem solving to engage students and enhance their learning and motivation. Early in the course the problems revolve around the concepts of PBL. As the course progresses, the problems will shift to ones that cardiovascular students are likely to face as future professionals. Expertise is developed by engaging in progressive problem solving. Thus, problems drive the organization and dynamics of the course. Cardiovascular students, individually and collectively, assume major responsibility for their own learning and instruction. Most of the learning occurs in small groups rather than in lectures. Periodically there will be instructor-lead meetings which are required of all students. Various groups may invite lecturers to present mini lectures which may be of value to all students and will require attendance. The majority of the class meetings will be student scheduled meetings of the small groups. The instructor's role is not "Keeper and dispenser of all knowledge." The instructor is a facilitator of student learning, sometimes suggesting resources. Each of the students must become more active and engaged as they take on a role of problem-solver, leader, organizer, and researcher rather than being a passive listener who hopes to distill which items will be on the test.

CVS 3020 Adult Echocardiography II (3 credits)

This is an intermediate course on the use of ultrasound for the evaluation of the adult heart and heart function. It will have a strong hands-on component and students will spend several hours per week in the ultrasound training laboratory acquiring advanced imaging skills to begin mastery of the adult echocardiography examination. Lectures will continue with advanced subjects including, but not limited to, acquired and congenital pathologies, pathophysiology, and treatment options. In-depth analysis of echocardiographic findings and presentation of same in preliminary reporting will also be covered in detail.

CVS 3030 Echocardiography III (4 credits)

This is an advanced course on the use of specialized ultrasound techniques for the evaluation of the adult heart, with additional content for pediatric echocardiography and other advanced imaging techniques and considerations. It will have a strong hands-on component and students will spend several hours per week in the ultrasound training laboratory acquiring advanced imaging skills. Lectures will cover special considerations for advanced imaging, specific pathologies and anatomical considerations for pediatric imaging, pediatric congenital pathologies, pathophysiology, treatment options, and analysis of data obtained by ultrasound, as well as other cardio-focused techniques. Additional topics will cover procedures and other considerations surrounding the performance of the echocardiography exam that will be encountered in a clinical setting, preparing the student for clinical externships in year two of the program.

CVS 3040 Ultrasound Physics (4 credits)

This course is designed to help the student acquire knowledge of all the fundamental principles and concepts necessary to understand the properties of sound and ultrasound as used in diagnostic imaging. These principles and concepts will span from basic properties of sound in soft tissue to advanced techniques such as Doppler, spectral analysis, M-mode, etc. as they pertain to evaluation for vascular and cardiac ultrasound imaging. The students will also learn about artifacts, safety, and the concepts of bio-effects. Key physics principles will be illustrated with hands-on exercises and activities in the classroom and lab, utilizing both the imaging equipment and more everyday materials to facilitate understanding. Challenge-based learning physics assignments will also be given to further the learning process.

CVS 3050 Ultrasound Physics Review (2 credits)

This course reviews the principles and concepts learned in CVS 3040 through quizzes and exams to help the student prepare for the Sonography Principles and Instrumentation (SPI) exam administered by the ARDMS. The students will take the exam after completion of the course.

CVS 3060 Cerebrovascular Testing (3 credits)

This course will focus on the use of ultrasound for the evaluation of the extracranial and intracranial cerebrovascular circulation. It will have a strong hands-on component with students spending several hours per week in the ultrasound training laboratory. Lectures will focus on anatomy, pathologies, treatment options, and analysis of data obtained by ultrasound and other diagnostic techniques.

CVS 3070 Peripheral Arterial Testing (3 credits)

This course will focus on the use of ultrasound for the evaluation of the arterial circulation of the upper and lower extremities. It will have a strong hands-on component with students spending several hours per week in the ultrasound training laboratory. Lectures will focus on anatomy, pathologies, treatment options, and analysis of data obtained by ultrasound and other technologies specific to vascular laboratories.

CVS 3080 Peripheral Venous Testing (3 credits)

This course will focus on the use of ultrasound for the evaluation of the venous circulation of the upper and lower extremities. It will have a strong hands-on component with students spending several hours per week in the ultrasound training laboratory. Lectures will focus on anatomy, pathologies, treatment options, and analysis of data obtained by ultrasound and other techniques.

CVS 3090 Abdominal Vascular Testing (3 credits)

This course will focus on the use of ultrasound for the evaluation of the arterial and venous circulation of organs of the abdomen. It will have a strong hands-on component with students spending several hours per week in the ultrasound training laboratory. Lectures will focus on anatomy, pathologies, treatment options, and analysis of data obtained by ultrasound and other diagnostic imaging techniques.

CVS 4000 Clinical Preparation (3 credits)

This course will provide for and reinforce the nontechnical aspects of the profession of diagnostic medical sonographers. This will include, but is not limited to, professionalism, billing, quality assurance, image storage, and reporting. The course will prepare students for the clinical experience that follows in the second year. Embedded in this course will also be a certification training seminar for Basic Life Saving (BLS) for Health Care Providers, and required HIPAA training.

CVS 4500 Clinical Externship I (12 credits)

In the second year of the program, students may have the option of performing their clinical externships in a vascular, adult echo, or combined vascular/echo clinical experience, depending on their interests and demonstrated competencies. This course will be mainly provided in a clinical setting assigned at the

end of the first year. Students will be an integral part of the daily operations of the vascular laboratory and/or echocardiography imaging department they have been assigned to. They will report to the clinical coordinator or an assigned professor of the program.

CVS 4600 Clinical Externship II (12 credits)

This course provides the student with initial clinical opportunities to observe and participate in the noninvasive vascular and/or echocardiography departments. Clinical activities are performed under the direct supervision of an appropriately credentialed sonographer. All clinical activities will be documented by the student on a daily basis utilizing the Trajecsyst online system. The student will also clock-in and clock-out every day utilizing the Trajecsyst system. Evaluation of the student's progress will be also recorded by the clinical mentor(s) via the Trajecsyst system. Monthly case studies will be due starting in October, by the end of the second week of the month. Submission of cases studies will be via the Blackboard course shell. Prerequisite: CVS 4500.

CVS 4700 Clinical Externship III (12 credits)

This course is a continuation of CVS 4600 clinical externship 2 and provides the final opportunities to observe and participate in the diagnostic procedures performed in the noninvasive vascular laboratory and/or Echocardiography departments where the student has been assigned. Procedures are performed under the direct supervision of an appropriately credentialed sonographer. Topics include: equipment utilization; patient history, identifying risk factors, and contributing disease; procedural skills and patient care, vascular procedures and echocardiography procedures. Students will be required to submit case studies.

DANC—Dance**DANC 1200 Ballet I (3 credits)**

A beginning performance-based course designed to develop an understanding of ballet as a technique and an art form. This class will also focus on basic anatomy and movement principles related to ballet. Students will be introduced to a ballet vocabulary and will build a strong technical foundation as preparation for more advanced ballet work.

DANC 1400 Jazz Dance I (3 credits)

A beginning performance-based course designed to develop an understanding of jazz dance as a technique and an art form. This class will also focus on basic anatomy and movement principles related to jazz dance. Students will be introduced to a jazz dance vocabulary and will build a strong technical foundation as preparation for more advanced jazz dance work.

DANC 1500 Contemporary Dance Techniques (3 credits)

A performance-oriented course designed to introduce students to contemporary techniques in modern, jazz, hip-hop, and folk styles.

DANC 1600 Modern Dance I (3 credits)

A beginning performance-based course designed to develop an understanding of modern dance as a technique and an art form. This class will also focus on basic anatomy and movement principles related to modern dance. Students will be introduced to a modern dance vocabulary and will build a strong technical foundation as preparation for more advanced modern dance work.

DANC 2101 Dance Laboratory I (1 credits)

Participation in one or more of NSU's dance productions. Pass/fail only.

DANC 2102 Dance Laboratory II (1 credits)

Participation in one more of NSU's dance productions. Pass/fail only. Prerequisite: DANC 2101

DANC 2103 Dance Laboratory III (1 credits)

Participation in one or more of NSU's dance productions. Pass/fail only. Prerequisite: DANC 2102

DANC 2104 Dance Laboratory IV (1 credits)

Participation in one or more of NSU's dance productions. Pass/fail only. Prerequisite: DANC 2103

DANC 2400 Jazz Dance II (3 credits)

An intermediate performance-based course designed to expand upon Jazz Dance I and the understanding of jazz dance as a technique and an art form. Prerequisite: DANC 1400.

DANC 2600 Modern Dance II (3 credits)

An intermediate performance-based course designed to expand upon Modern Dance I and the understanding of modern dance as a technique and an art form. Prerequisite: DANC 1600.

DANC 3100 Dance Improvisation (3 credits)

A performance-based course that provides a variety of methods and resources for generating improvised movement material. Class will culminate in the creation of an improvised score for performance. Prerequisite: Any DANC, MUSC or THEA course.

DANC 3200 Dance History (3 credits)

A theory-based course designed to introduce students to the development of Western concert dance with particular focus on ballet and modern. The course examines the historical origins and social context of ballet and modern

dance, by highlighting significant choreographers, performers, artistic periods and aesthetics for each genre from the 15th century to the present. Prerequisite: COMP 2000, COMP 2010 or COMP 2020 or COMP 2000H.

DANC 3500 Global Dance Perspectives (3 credits)

A theory-based course designed to introduce students to various dance forms from around the world. This course will focus on social, ritual, folk and concert dance forms and will examine the social context, cultural/aesthetic values and significant historical events that helped shape them. In addition, the course will explore the power of dance to build community, promote change and preserve tradition. Prerequisite: One DANC course and COMP 2000 or COMP 2000H or COMP 2010 or COMP 2020.

DANC 3550 World Dance (3 credits)

A performance-based course aimed at developing the understanding of a specific World Dance style as a technique and an art form. Prerequisite: ANY DANC course.

DANC 3600 Modern Dance III (3 credits)

An advanced performance-based course designed to further develop an understanding of modern dance as a technique and an art form. Prerequisite: DANC 2600.

DANC 3900 Advanced Studio Technique (3 credits)

An advanced level course designed to further develop technical and performance skills in a particular dance genre. Pre-requisites: DANC 2200, DANC 2400 or DANC 3600.

DANC 4000 Dance Composition (3 credits)

A performance-based course that provides a variety of methods and resources for generating movement ideas. Students will work on basic dance compositional elements such as time, space and energy and will discover new ways to communicate ideas through movement. Prerequisite: DANC 2200 OR DANC 2400 OR DANC 2600 OR DANC 3100.

DANC 4300 Dance Choreography (3 credits)

A performance-based course designed to develop choreographic ability. In this course, students create and direct an original dance that is performed at the end of the semester. Students participate in regular workshops where they exchange feedback on their choreographed dances. Prerequisite: DANC 4000.

DANC 4900 Special Topics in Dance: (3 credits)

An advanced course in a particular dance genre or related area of interest. Specific focus to be announced. May be repeated for credit if content changes and with written consent of the division director. Prerequisites: One DANC course and COMP 2000, COMP 2010 or COMP 2020.

DANC 4950 Internship in Dance (3 credits)

Focused dance or dance related study with a professional dance company, nationally recognized dance festival, choreographer or dance-presenting organization. Prerequisites: Cumulative GPA of 2.5 or higher, completion of 60 or more credit hours, and written consent from the division director.

DANC 4990 Independent Study in Dance (3 credits)

The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. Written consent of instructor and division director required. Prerequisites: One DANC course and COMP 2000, COMP 2010 or COMP 2020.

DANC 4990A Independent Study in Dance A (3 credits)

The student selects, and carries out independently, library and/or empirical research as it relates to dance practices. Faculty supervision is provided on an individual basis. Written consent of instructor and division director required. Prerequisites: One DANC course and COMP 2000 or 2010 or 2020.

ECA—Early Childhood

ECA 0101 Introduction to Early Childhood Education: Professionalis, Safety, Health, and Learning Environment (3 credits)

In this course students learn about the development needs of children from birth to age five. Students learn to ensure safety and health of children in early childhood programs, and to establish developmentally appropriate learning environments for young children. Students examine avenues of ongoing professional development for teachers and caregivers of young children. This course covers the CDA-Child Development Associate Functional Areas of Professionalism, Safety, Health, and Learning Environment.

ECA 0112 Introduction Early Childhood Education: Physical, Cognitive, Communication, and Creative Development (3 credits)

In this course students learn about the developmental needs of children from birth to age five. Students learn to support children's physical development, encourage cognitive learning and the development of communication skills and enhance creative expression. This course covers the Child Development Associate-CDA Functional Areas of Physical, Cognitive, Communication, and Creativity. Prerequisite/s: ECA 101.

ECA 0114 Introduction to Early Childhood Education: Families, Schools and Communities (CDA III) (3 credits)

In this course students learn about the developmental

needs of children from birth to age five. Students learn to support the social and emotional development of young children and to provide positive guidance. Students explore ways to work effectively with families, and develop program management skills related to observing children and delivering appropriate curriculum. This course covers the Child Development Associate-CDA Functional Areas of Self, Social, Guidance, Families, and Program Management. Prerequisite/s: ECA 0101 and ECA 0112.

ECA 0203 Foundations of Early Care and Education (3 credits)

This course introduces the students to the historical, philosophical, and sociological foundations of programs for young children. Professional and ethical behavior in early childhood education will be discussed. Students will be engaged in the analysis of different program models and instructional strategies. Appropriate field experiences are integrated and required.

ECA 0205 Children with Special Needs(Birth through age 8) (3 credits)

This course will guide students in determining a child's developmental readiness, learning styles and social-emotional needs. Students will learn ways of adopting the classroom to meet the needs of children who have special requirements. The history of exceptional education will be explored in conjunction with the educational and social issues relative to the field. Appropriate field experiences are integrated and required.

ECA 0215 Creative Activities for Young Children (3 credits)

In this course students will explore creative activities in several curriculum areas and adapt plans to meet the needs of all children. The classroom environment will be discussed as a means of children's learning. Prerequisite/s: None.

ECA 0218 Child Observation, Record Keeping, and Assessment (3 credits)

In this course students will have the opportunity to observe children in structured and unstructured situations, record their observations, and use their records as a way of assessing strengths and needs of individual children. Guidelines will provide for properly conducting observations, keeping records and using assessment data for curriculum planning. Appropriate field experiences are integrated and required.

ECA 0227 Developmental Curriculum: Language, Literacy, and Social Studies (3 credits)

This course will focus on the elements of developmentally appropriate curriculum for children. Students explore ways in which children, beginning in infancy, acquire language, develop the basis of literacy, and come to understand their social world. Students learn ways of creating appropriate

activities that foster concept and increase and promote social and scientific awareness. Appropriate field experiences are integrated and required.

ECA 0228 Developmental Curriculum: Math and Science (3 credits)

This course focuses on the ways in which children construct knowledge through play and exploration. Students learn ways of helping children develop early math concepts. Engage in scientific explorations, and engage in creative problem solving. Appropriate field experiences are integrated and required.

ECA 0241 Child Guidance (3 credits)

Students will develop appropriate ways to guide children's behavior through effective organization of the environment (emphasizing schedule, activities, and materials) and guidance techniques that minimize conflict and encourage children to play and learn cooperatively. Appropriate field experiences are integrated and required.

ECA 0242 Foundations of Literacy Development (3 credits)

This course provides students with the opportunity to explore the emergent literacy process during the early childhood years. Exploration of classroom teaching practices that encourage expressive and receptive language will engage students in a variety of field activities.

ECA 0252 Managing Early Literacy (3 credits)

In this course students will examine appropriate ways to create and organize the classroom for effective language and literacy development. Use of classroom centers, selection of materials, and resources for planning and teaching literacy experiences are discussed. Field experiences are integrated.

ECA 0267 Literacy Development in Multilingual Communities (3 credits)

Through this course students will have opportunities to discuss how to support children's native languages as they transition into the acquisition of a second language. Students explore the role of culture, home and classroom context in the acquisition and development of language. Appropriate ESOL activities, resources, and teacher's role in literacy development are explored. Home, school and community connections to language development are discussed.

ECA 0270 Administration of Child Care and Education Program (3 credits)

In this course students develop skills required in the operation and management of an early care and education program. Students learn about organizational management, financial, legal and ethical issues, establishing operational systems, and programming for

children and families. (This course meets the training requirements for the Florida Child Care and Education Program Director Credential.)

ECA 0275 Early Childhood Administration: Financial and Legal Issues (3 credits)

This 3-credit course presents an examination of the skills and knowledge required to manage and direct an early care and education program with a focus on the major responsibilities of the director/manager to ensure sound fiscal and legal policies and procedures.

ECA 0278 Curricular Programming in Early Childhood Centers (3 credits)

This course explores the essential elements to maintain and support developmentally appropriate curricular practices in early childhood centers. The course provides center directors with the required skills and competencies to promote quality learning practices for young children and establish ways to assess progress on an ongoing basis. This course meets the early childhood curricular programming competencies for the Advanced level credential for Directors (Florida). Prerequisite/s: None.

ECA 0285 Professional Behavior in Early Childhood (3 credits)

This course examines competencies and demonstration of skills necessary for professional performance in early childhood education. Students examine standards for professional behavior and teaching of young children as defined by professional associations (National Association for the Education of Young Children, Division of Early Childhood Education, OMEP-World Early Childhood Organization). Students are engaged in self-reflection of individual skills and knowledge leading to the development of a professional portfolio.

ECA 1101 Introducción a la Educación Temprana I- Áreas de Seguridad, Salud, Ambiente y Profesionalismo (CDA I) (3 credits)

English: In this course students learn about the development needs of children from birth to age five. Students learn to ensure safety and health of children in early childhood programs, and to establish developmentally appropriate learning environments for young children. Students examine avenues of ongoing professional development for teachers and caregivers of young children. This course covers the CDA-Child Development Associate Functional Areas of Professionalism, Safety, Health, and Learning Environment. Spanish: En este curso los estudiantes examinan aspectos sobre las necesidades de crecimiento y desarrollo típico y atípico en los niños de cero a cinco. Los estudiantes discuten como establecer pautas de seguridad y salud en los programas de educación temprana y cómo crear un ambiente de aprendizaje mediante el uso de las prácticas apropiadas según el

desarrollo. También se examinan las formas para el desarrollo profesional continuo para las maestras del nivel infantil. Este curso satisface las áreas de profesionalismo, salud, seguridad y ambiente de aprendizaje de la Credencial Child Development Associate (CDA). Además del tiempo de clases, se requiere completar un mínimo de 10 horas de experiencia práctica en un aula de educación infantil. Prerequisitos: Ninguno.

ECA 1112 Introducción a la educación temprana: Desarrollo cognitivo, físico, comunicación, creatividad-CDA II (3 credits)

English: In this course students learn about the developmental needs of children from birth to age five. Students learn to support children's physical development, encourage cognitive learning and the development of communication skills and enhance creative expression. This course covers the Child Development Associate-CDA Functional Areas of Physical, Cognitive, Communication, and Creativity. Spanish: En este curso los estudiantes examinan aspectos sobre las necesidades de crecimiento y desarrollo típico y atípico en los niños desde el nacimiento hasta los 5 años con atención al desarrollo físico, cognitivo, las destrezas de lenguaje y comunicación así como el apoyo a la expresión creativa. Este curso satisface las áreas de desarrollo físico, cognitivo, comunicación y creatividad de la Credencial Child Development Associate (CDA). Además del tiempo de clases, se requiere completar un mínimo de 10 horas de experiencia práctica en un aula de educación infantil. Prerequisitos: Ninguno.

ECA 1114 Introduction to Early Childhood: families, Schools and Communities (CDA III) (3 credits)

In this course students learn about the developmental needs of children from birth to age five. Students learn to support the social and emotional development of young children and to provide positive guidance. Students explore ways to work effectively with families, and develop program management skills related to observing children and delivering appropriate curriculum. This course covers the Child Development Associate-CDA Functional Areas of Self, Social, Guidance, Families, and Program Management. (This course is offered in a bilingual format).

ECA 2203 Foundations of Early Care and Education (3 credits)

This course introduces the students to the historical, philosophical, and sociological foundations of programs for young children. Professional and ethical behavior in early childhood education will be discussed. Students will be engaged in the analysis of different program models and instructional strategies. Appropriate field experiences are integrated and required. (This course is offered in a bilingual format).

ECA 2205 Children with Special Needs (Birth through Age 8) (3 credits)

This course introduces the students to the potential impact of risk factors and disabilities on the physical, cognitive, communicative, and social/emotional development of infants and young children. Students will learn about services that are available for these children and their families and how they can accommodate them in their own classrooms. Current federal legislation that mandates and supports services for this age group will be discussed. (This course is offered in a bilingual format).

ECA 2215 Creative Activities for Young Children (3 credits)

Students will explore creative activities in several curriculum areas and adapt plans to meet the needs of all children. The classroom environment will be discussed as a means of children's learning. Appropriate field experience are integrated and required. (This course is offered in a bilingual format). Prerequisite/s: none.

ECA 2218 Principios sobre la observación y evaluación del desarrollo y progreso en educación infantil (0–8) (3 credits)

English: In this course students will have the opportunity to observe children in structured and unstructured situations, record their observations, and use their records as a way of assessing strengths and needs of individual children. Guidelines will provide for properly conducting observations, keeping records and using assessment data for curriculum planning. Appropriate field experiences are integrated and required. Spanish: En este curso los estudiantes exploran los principios esenciales para la evaluación del progreso y desarrollo en el aula infantil. Se explora el uso de la observación, instrumentos de evaluación, y formas de recopilar y mantener datos en el aula. Incluye experiencias prácticas.

ECA 2241 Child Guidance--Desarrollo social y organización del aula en el nivel preescolar e infantil (3 credits)

English: Students will develop appropriate ways to guide children's behavior through effective organization of the environment (emphasizing schedule, activities, and materials) and guidance techniques that minimize conflict and encourage children to play and learn cooperatively. Appropriate field experiences are integrated and required. Spanish: En este curso los estudiantes exploran como apoyar el desarrollo social y de conducta en el nivel preescolar e infantil a través de la organización efectiva del ambiente del aula (con atención al desarrollo del programa diario, actividades y materiales). También se discuten las técnicas que permiten guiar la conducta para minimizar conflictos y estimular el juego y aprendizaje de forma cooperativo. El curso incluye experiencias de campo.

ECA 2242 Foundations of Literacy Development (3 credits)

This course provides students with the opportunity to explore the emergent literacy process during the early childhood years. Exploration of classroom teaching practices that encourage expressive and receptive language will engage students in a variety of field activities. (This course is offered in a bilingual format). Prerequisites: NONE.

ECA 2252 Desarrollo de la lectoescritura: Manejo del ambiente en el aula preescolar (3 credits)

English: In this course students will examine appropriate ways to create and organize the classroom for effective language and literacy development. Use of classroom centers, selection of materials, and resources for planning and teaching literacy experiences are discussed. Field experiences are integrated. Spanish: En este curso se examinan estrategias y maneras para organizar el aula infantil con el fin de fomentar el desarrollo de la lectoescritura. Se explora el rol de los centros de aprendizaje, la selección de materiales y recursos apropiados para el nivel infantil así como la planificación y enseñanza de actividades de lectoescritura. Se incluyen experiencias de campo.

ECA 2267 Desarrollo de la lectoescritura en comunidades multilingües (Edades de cero a ocho) (3 credits)

English: Through this course students will have opportunities to discuss how to support children's native languages as they transition into the acquisition of a second language. Students explore the role of culture, home and classroom context in the acquisition and development of language. Appropriate ESOL activities, resources, and teacher's role in literacy development are explored. Home, school and community connections to language development are discussed. Spanish: En este curso los estudiantes exploran estrategias apropiadas que permiten preservar el primer idioma mientras se apoya el aprendizaje de un segundo idioma durante el nivel infantil. Se discute el rol de la cultura, la familia, comunidad y la escuela en el desarrollo del lenguaje. También se explora el uso de actividades apropiadas (ESL) así como el rol del maestro en el desarrollo de las destrezas de lenguaje.

ECA 2270 ECA 2270 Administración de Programas de Cuidado y Educación Temprana (3 credits)

English: In this course students develop skills required in the operation and management of an early care and education program. Students learn about organizational management, financial, legal and ethical issues, establishing operational systems, and programming for children and families. (This course meets the training requirements for the Florida Child Care and Education Program Director Credential.) Spanish: Este curso ofrece

a los participantes las destrezas requeridas para la operación y manejo de programas de cuidado y educación en nivel infantil. Los estudiantes exploran temas sobre el manejo organizacional, asuntos financieros y legales y sobre la programación educativa para los niños y las familias. Este curso reúne los requisitos sobre el Manejo del Cuidado y Atención en el Nivel Infantil según establecidos por el Departamento de Niños y Familias del Estado de la Florida para la Credencial de Administración de Programas de Cuidado y Educación Infantil de la Florida. Además del trabajo en clase se requiere un mínimo de 10 horas de trabajo práctico a completarse en el lugar de trabajo del estudiante. Prerrequisitos: Ninguno.

ECA 2273 Child Care Administration: Organizational Leadership and Management (3 credits)

This course presents an examination of the skills and knowledge required to manage and direct an early care and education program with a focus on the major responsibilities of the director/manager to ensure an ethically responsive organization. Students will be able to articulate the importance of a clear, well-communicated vision, policies and procedures that reflect that vision, and employment practices that support a positive work climate. This course meets the requirements for the Advanced Level Florida Director's Credential in the area of Child Care and Education Organizational Leadership and Management as defined by the Florida Department of Children and Families.

ECA 2275 Administración de Programas de Cuidado y Educación Temprana: Aspectos Financieros y Legales (3 credits)

English: This 3-credit course presents an examination of the skills and knowledge required to manage and direct an early care and education program with a focus on the major responsibilities of the director/manager to ensure sound fiscal and legal policies and procedures Spanish: Este curso examina las destrezas y conocimientos necesarios para manejar y dirigir un programa de cuidado y educación temprana desde la perspectiva principal de las responsabilidades del director/administrador para asegurar el desarrollo efectivo de procedimientos y prácticas fiscales y legales. Prerrequisitos: Ninguno.

ECA 2285 Conducta, Práctica y Ética Profesional en Educación Infantil (3 credits)

English: This course examines competencies and demonstration of skills necessary for professional performance in early childhood education. Students examine standards for professional behavior and teaching of young children as defined by professional associations (National Association for the Education of Young Children, Division of Early Childhood Education, OMEP-World Early Childhood Organization). Students are engaged in self-reflection of individual skills and knowledge leading to

the development of a professional portfolio. Spanish: Este curso examina las competencias y destrezas necesarias para la práctica profesional en la educación infantil. Los estudiantes examinan los estándares para la práctica profesional en el nivel infantil de acuerdo a las pautas establecidas por las organizaciones profesionales para la educación temprana (National Association for the Education of Young Children [NAEYC], Division of Early Childhood Education, OMEP-World Early Childhood Organization). Los estudiantes participan en actividades de auto-reflexión sobre sus destrezas y conocimientos utilizando como guía los estándares de NAEYC y OMEP culminando con la preparación de un portafolio profesional.

ECDP—Early Child Development

ECDP 3321 Child Development: Prenatal, Infancy and Toddler years (Birth–Age 3) (3 credits)

In this course, students examine the process of development during the prenatal, infancy and toddler years. Findings from current developmental research are discussed. Field experience are integrated.

ECDP 3334 Child Development during the Preschool and Primary Age Years (Ages 4–8) (3 credits)

This course explores the development of children ages four through eight across the physical, socio-emotional, cognitive, and language domains. Field experiences are integrated into the course. Prerequisite: ECDP 3321.

ECDP 3338 Diversity and Multiculturalism in Child Development (3 credits)

Students explore the role of culture and diversity in the process of child development. Attention is placed on the study of the cognitive, social and emotional domains. Field experiences are integrated. Prerequisite/s: ECDP 3321.

ECDP 3340 Psychosocial Development during the Preschool Years (3 credits)

Students examine developmental theories related to the psychosocial development of children during the preschool years (birth - age five). Field experiences are integrated into the course. Prerequisite/s: ECDP 3321 or ECDP 3334.

ECDP 3345 Parent-Child Relationships during the Early Childhood Years (3 credits)

This course presents an analysis of current parenting principles and strategies that foster positive relationships between children and their parents.

ECDP 3349 Fatherhood: Cross-Cultural Perspectives (3 credits)

In this course, students analyze the role of fathers in the process of child development. Students engage in the discussion of fatherhood roles across selected cultural groups. Field experiences are integrated into this course.

ECDP 3500 Field-Based Experience in Child Development: Assessment I (0 credits)

Students participate in field-based activities in a variety of settings where services and programs for young children and their families are offered. Students maintain a journal of experiences. The first section of the journal is discussed and reviewed during this course. All courses in Block II and Block III.

ECDP 3678 Assessment of Young Children with Special Needs (3 credits)

Students will gain knowledge of the process and recommended practices in the assessment of young children with special needs ages birth to five. In addition, special concerns in the assessment of young children with special needs will be addressed. The assessment of cognitive, motor, communication, social interaction, and play skills with this population will be examined. Finally, the use of assessment information to plan instructional programs for young children and the use of assessment in progress monitoring will be discussed.

ECDP 3701 Working with Families of Children with Exceptionalities (3 credits)

This course is intended to provide students with an understanding of early childhood intervention and rehabilitation services and programs, while focusing primarily on working with families of children with exceptionalities. The role of the family will be explored, as well as the educator's role in working with families to provide support and advocacy services. Students will learn how to work as part of an interdisciplinary team to assist in intervention efforts and serve as liaison between families and other service providers. Students will also be exposed to rehabilitative and early childhood education programs which provide services to children with exceptionalities.

ECDP 3703 Essentials of culturally sensitive services in early childhood education (3 credits)

Students will develop an understanding of how a child's ethnicity and culture contribute to development and learning (i.e., students will start by developing an understanding of cultural differences in the classroom and then apply knowledge of those differences to teach within a multicultural framework). Instruction regarding the importance of culturally sensitive and culturally competent practices within the realm of Early Childhood Education, as well as guidance regarding practical applications will be provided. Not only will students learn about cultural

differences and how they impact development and learning, but they will gain the skills necessary to best accommodate culturally and linguistically diverse children. Students will also learn how to work with culturally and linguistically diverse parents and families effectively, to ensure school success. The functions and relevance of culture in shaping effective instructional delivery will also be examined.

ECDP 4100 Field-Based Experience in Child Development: Assessment II (0 credits)

Students participate in field-based activities in a variety of settings where services and programs for young children and their families are offered. Students maintain a journal of experiences. The second section of the journal is discussed and reviewed during this course. Courses in Block IV.

ECDP 4367 Play and Children Curricular Applications (3 credits)

This course examines the role of play as a developmentally appropriate teaching and curricular strategy for children ages birth to eight. Students explore ways to use and apply play as a curricular strategy. Field experiences are integrated.

ECDP 4423 Issues in Child Abuse and Neglect (3 credits)

This course discusses the nature, causes and effects of child abuse and neglect. Reporting responsibilities, child protection legislation and services are analyzed. Field experiences are integrated. Prerequisite: ECDP 3321 and ECDP 3334.

ECDP 4500 Field-Based Experience in Child Development: Assessment III (0 credits)

Students participate in field-based activities in a variety of settings where services and programs for young children and their families are offered. Students maintain a journal of experiences. The third and final section of the journal is discussed and reviewed during this course. Prerequisites: Block II, Block III, Block IV, and Block V courses except ECDP 4990.

ECDP 4990 Advanced Senior Year Seminar (3 credits)

This is a senior year capstone course where students analyze advocacy and policy issues in the field of child development (birth to age eight). Students examine and identify issues related to children and their families and propose actions. Prerequisites: ECDP 3321, ECDP 3334, ECDP 3338, ECDP 3340, ECDP 3500, ECDP 3345, ECDP 3349, EDEC 4320, EDCP 4423, ECDP 4100.

ECN—Economics

ECN 2020 Principles of Microeconomics (3 credits)

Microeconomics focuses on how market systems function as opposed to alternative economic systems. This course will investigate the factors which influence consumer choice and how consumers react to changes in the factors, the costs of production for the firm and production decisions for firms operating in various types of market structures, the impact of market structure on society, regulation and de-regulation of business, environmental issues and labor markets. Prerequisite: MATH 1040 or higher except MATH 2020 and/or other statistics classes. See advisor for specific prerequisites.

ECN 2020H Principles of Microeconomics Honors (3 credits)

Microeconomics focuses on how market systems function as opposed to alternative economic systems. This course will investigate the factors which influence consumer choice and how consumers react to changes in the factors, the costs of production for the firm and production decisions for firms operating in various types of market structures, the impact of market structure on society, regulation and de-regulation of business, environmental issues and labor markets. This course is open to HONOR students only.

ECN 2025 Principles of Macroeconomics (3 credits)

This course is designed to acquaint the student with the tools and methodology utilized by economists to analyze how the macro economy functions in both the short and long terms. The course will begin with a study of how market systems and nonmarket systems address the problem of scarcity and unlimited wants. Theories of consumption, investment, the public sector and foreign trade will be developed to illustrate their role in determining the levels of output, employment and prices in both a closed and open economy. The role of Fiscal and Monetary Policies and their short and long run impacts as well as supply side economic theories will be followed by the study of investment in Human and Physical Capital and how these investments influence economic growth and development. The course will conclude with the study of international trade and finance and their impact on the domestic economy. Prerequisite: MATH 1040 or higher.

ECN 2025H Principles of Macroeconomics Honors (3 credits)

This course is designed to acquaint the student with the tools and methodology utilized by economists to analyze how the macro economy functions in both the short and long terms. The course will begin with a study of how market systems and nonmarket systems address the problem of scarcity and unlimited wants. Theories of consumption, investment, the public sector and

foreign trade will be developed to illustrate their role in determining the levels of output, employment and prices in both a closed and open economy. The role of Fiscal and Monetary Policies and their short and long run impacts as well as supply side economic theories will be followed by the study of investment in Human and Physical Capital and how these investments influence economic growth and development. The course will conclude with the study of international trade and finance and their impact on the domestic economy. This course is open to HONOR students only.

ECN 3020 Intermediate Microeconomics (3 credits)

This course expands upon the tools of economic analysis covered in ECON 2020 Principles of Microeconomics. Mathematical tools will be employed to further analyze the theory of consumer choice, elasticity, costs and production industry structure, regulation and deregulation.

ECN 3025 Intermediate Macroeconomics (3 credits)

This course expands upon the tools of economic analysis covered in Principles of Macroeconomics. An overview of current macroeconomics events is followed by an in-depth study of the methodologies used to predict economic activity. Prerequisites: ECN 2020 and ECN 2025.

ECN 3040 Law and Economics (3 credits)

This course introduces students to the economic approach to the analysis of law. The approach confronts challenges by seeking to identify how best to design legal rules in order to maximize social welfare. To do so, the course will ask (i) how do legal rules affect the behavior of individuals and of organizations? and (ii) how do legal rules compare to each other, in terms of promoting overall social welfare? Prerequisite: ECN 2025.

ECN 3210 Monetary Theory & Policy (3 credits)

Examines the structure and function of the American banking system, the Federal Reserve System, and the function of monetary policy in the regulation of the national economy. Prerequisite: ECN 2025.

ECN 4210 Econometrics I (3 credits)

The purpose of this course is to introduce students to the theory and application of econometric methods to test economic relationships. It will familiarize students with the various sources of economic data and with the difficulties encountered in empirical testing of economic models. It covers the basic tools of estimation and inference in the context of the single-equation linear regression model, and deals primarily with least squares methods of estimation. The course emphasizes the intuitive understanding and practical application of these basic tools of regression analysis, as distinct from their formal development.

ECN 4215 Econometrics II (3 credits)

Advanced topics in econometrics. Topics include estimation of linear regression models with endogeneity, economic methods designed for panel data sets, estimation of discrete choice models, time series analysis, and estimation in the presence of auto correlated and heteroskedastic errors. Prerequisite ECN 4210 .

ECN 4300 International Economics (3 credits)

Reviews theories and practices of trade, comparative advantage, trade barriers, balance of payments, economic development, and regional economic integration.

ECN 4310 Economic Development 1 (3 credits)

Economic Development 1 (3 Credits): This course is designed to provide a working familiarity with the theoretical and empirical investigations used for understanding economic development. It will examine the economic structural shift that usually accompanies economic growth when human development occurs. It will also survey the statistical resources used to measure and analyze performance among developing countries. Topics include: income distribution and human resources, investment and capital flows, production and international trade. Prerequisite ECN 2025.

ECN 4320 Latin American and Caribbean Economics (3 credits)

This course examines the dynamics of economic development in Latin America and the Caribbean. Topics include primary product export dependence, industrialization, macroeconomic stabilization and trade liberalization. The focus then shifts to the economic integration of the Western Hemisphere. The course will finish with a survey of the economic relations between Latin America and other emerging markets.

ECN 4500 Principles of Health Economics (3 credits)

This course is designed to acquaint the student with applying the economic tools and methodology utilized by economists to analyze how a specific industry, health care, functions in both the short and long terms. Theories of consumption, investment, the public sector and comparative systems will be developed to illustrate their role in determining the critical contributions and dependency of the national economy on levels of output, employment and prices of the health care sector. This elective course will study the economics of health care and the impact on national and international policy issues. Students will be required to write a 30 page paper on the economics of one sector of the health economy. The paper will be prepared over the term and students will be prepared to lead presentations and panel discussions.

ECN 4600 Law and Economics (3 credits)

This course introduces students to the fundamentals of economic approach to law, focusing on the common law areas of torts, contracts, and property, as well as legal procedure, criminal law, and antitrust law. Among the important issues we will study throughout this course are: (i) how does the legal system shape economic incentives in ways that lead to socially optimal behavior? (ii) how does one measure the benefits and costs of changes in legal rules? (iii) what is the nature of private property in a market economy?, and (iv) what is the appropriate role of a legal system in settling private disputes? Upon completing this course, students should be able to understand the effects of the legal system on economic behavior and understand discussions involving law and economics.

ECN 4910 Advanced Special Topics I (3 credits)

Examines advanced topics in economics that are not included in regular course offerings. Specific content and prerequisites may vary. Students may re-enroll for special topics covering different content.

ECN 4920 Advanced Special Topics II (3 credits)

Examines advanced topics in economics that are not included in regular course offerings. Specific content and prerequisites may vary. Students may re-enroll for special topics covering different content.

EDEC—Education

EDEC 2405 Children with Special Needs (3 credits)

This course provides an overview of disabilities and their impact on young children. Students examine the nature of disabilities and how they impact development during the early years. Legislation, history of programs and services available for children with special needs and their families are discussed. Prerequisite: None.

EDEC 3320 Sociological Foundations of Early Childhood Education (3 credits)

Students in this course will study sociological influences and issues-past, present, and future-that will enable early childhood professionals to assist young children and their families to meet the challenges of a pluralistic society in transition. This knowledge will assist students in the analysis of societal issues for making appropriate choices, adaptations, and modifications in their programs in order to provide developmentally appropriate programs and practices. This class is specifically designed to meet the sociological foundations requirement for students seeking certification in Prekindergarten/Primary Education, birth to age four or age three to grade three. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting is required. Prerequisites: COMP 1500, COMP 2000 or COMP 2020, MATH 1040, MATH 1050, MATH 1060 and PSYC 2370.

EDEC 3350 Meeting the Special Needs of All Children (3 credits)

This course combines classes with on site visits to exemplary community programs that concentrate on meeting the special needs of children from birth to eight years old. Student will visit five sites for structured observations of model programs and then they will participate in four-hour classes focusing on the curricular and administrative aspects of the site visited. Readings and information provided will be analyzed, and the students will consider the successes, challenges, and barriers of each model. They will explore how collaboration of services can work toward the goal of meeting the special needs of all children and their families. In addition, to class meetings, a minimum of 10 hours of observation and participation in a clinical setting is required. Prerequisites: COMP 1500, COMP 2000 or COMP 2020, MATH 1040, MATH 1050, MATH 1060 and PSYC 2370.

EDEC 3420 Families of Children with Special Needs: Challenges and Opportunitie (3 credits)

This course examines practices to support and engage families of young children with special needs. Students explore the diversity of issues and needs experienced by families of young children with disabilities and examine programs and services available in the community. Field experiences are integrated (10 hours). Prerequisite/s: ECA 203.

EDEC 3520 Families in Early Childhood Programs: Challenges and Opportunities (3 credits)

This course examines from the perspective of family systems and their role in the development of young children. Students explore the challenges faced by today's families and identify collaboration and involvement practices to meet their needs. In addition to class attendance, a minimum of 10 hours of observation and participation in a clinical setting are required. Prerequisites: EDEC 3320, EECF 3330, EDEC 3350, and passing scores on the General Knowledge Test.

EDEC 3530 Diagnosis, Assessment, and Evaluation of Young Children (3 credits)

Students in this course will be introduced to a philosophic overview of the assessment process, including transdisciplinary assessment teams and provisions for appropriate information gathering techniques- formal and informal-which include the construction, selection, interpretation, and evaluation of diagnostic instruments. The role of technology in testing, record maintenance, and composition of IEP/IFPS will be discussed/modeled. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting is required. Prerequisite/s: EDEC 3320 or ECA 203.

EDEC 3599 Special Topics in School Age Child Care (3 credits)

This course provides education and technical assistance to managers and staff members of child care programs to enable them to understand the national accreditation standards for school-age child care and to make steps towards implementing the standards in their programs.

EDEC 4320 Cultural Diversity and Family-Community Development (3 credits)

Students in this course will learn how to work with families and practice how to use materials in the home and community environment to foster development and the acquisition of skills. Students will examine information that can create a vital link among school, community, and home in our multiethnic society. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting is required. Prerequisites: EDEC 3520, EDEC 3530, EDUC 3350 and EECF 3550.

EDMS—EDMS-Mid-Grd Sci Ed Internship

EDMS 4570 Middle Grades Science Education Internship (12 credits)

This course for Middle Grades Science Education majors offers a comprehensive review and practical application of educational philosophy, methods, and strategies through a 12-week clinical experience (internship) consisting of 450 hours in a middle grades science classroom that includes coursework and seminars. The central coursework is composed of a 12-week clinical experience, with the concurrent seminar serving as a supportive and reinforcing component. During the seminar sessions, the teacher candidate will explore, in depth, such topics as school board rules, regulations and policies; professional ethics; best practices; national and state standards; teaching strategies; current trends in education; teaching competencies; student assessment; NSTA safety guidelines for the science lab, and reflective practices. This course requires candidates to demonstrate professional, pedagogical, and content standards, including ESOL competencies and skills. Prerequisite/s: General Education Requirements (30 credits), and Open Electives (21 credits), and SPCH 1010, EDUC 1100, EDUC 2500, ESOL 2903, TECH or Educational Technology, EDUC 3330, ESOL 3340, EDUC 3350, EDUC 3360, EDUC 3501, EDUC 3520, EMDS 3530, SECE 4320, EMDS 4550, EDUC 4001, EDUC 4200, SECE 4560, ESOL 4565, CHEM 1100, BIOL 1080, PHYS 2160, BIOL 1450 and BIOL 1451 or BIOL 1500, BIOL 1460 and BIOL 1461 or BIOL 1510, and EDUC 4501.

EDU—Education

EDU 5000 Orientation to the M.S. and Ed.S. Programs (0 credits)

This seminar provides an orientation to the program and technology skills necessary for successful participation in the M.S. and Ed.S. programs of the Fischler School of Education and Human Services. Students will be introduced to university systems designed to provide support and services during the formal program of studies, i.e., academic advising, course materials and schedules, the portfolio process, Educator Accomplished Practices, etc. Students will also practice technology skills, i.e., using email, sending attachments, navigating the Internet to locate university Web sources, accessing library materials through the NSU Electronic Resources, using APA form and style, locating and using program Web sites, and using the online course management system. The seminar also provides students an opportunity to meet with an Academic Advisor/Enrollment Services Representative. Attendance in this noncredit seminar is required for all entering M.S. and Ed.S. students. Students need to complete EDU 5000 during the same session of the first graduate course in the program of study. Prerequisite/s: None.

EDUC—Education

EDUC 1000 General Knowledge Preparation Mathematics (0 credits)

This course is designed to review the mathematics skills necessary to be successful on the General Knowledge Test (GKT). These skills are included in the four broad areas; Arithmetic; Geometry; and Measurement; Algebra; and Statistics and Probability. Logical Reasoning, test-taking strategies and problem-solving techniques will also be addressed in this course. Prerequisite/s: None.

EDUC 1010 Writing Skills for General Knowledge Test (0 credits)

Students will learn and practice writing and English usage strategies to prepare for the General Knowledge Test.

EDUC 1100 Exploration of the Education Profession (3 credits)

Exploration of the Education Profession is designed to provide teacher candidates with an orientation to the education profession, including the examination of the institution of schooling in its social, legal, historical, and philosophical contexts. Teacher candidates engage in self-reflection and analysis of their perceptions of education and develop a general understanding of the realities of American education. Prerequisite/s: none.

EDUC 2260 Administration of Child Care and Education Program (0–3 credits)

This course provides participants with an overview of the skills required in the operation and management of an early care and education programs. Students learn about organizational management, financial and legal issues, and programming for children and families. The course meets the content requirements of the Overview of Child Care Management as defined by the Florida Department of Children and Families for the Florida Child Care and Education Program Administrator Credential. In addition to class meetings, a minimum of 10 hours of practical application experiences is to be completed at the participant's worksite. This course is offered by the Mailman Segal Institute for Early Childhood Studies.

EDUC 2270 Child Care Administration: Organizational Leadership and Management (3 credits)

This 3-credit course presents an examination of the skills and knowledge required to manage and direct an early care and education program with a focus on the major responsibilities of the director/manager to ensure an ethically responsive organization. Examining the leadership role, students will be able to articulate the importance of a clear, well-communicated vision, policies and procedures that reflect that vision, and employment practices that create a positive work climate. This course meets the requirements for the Advanced Level Florida Director's Credential in the area of Child Care and Education Organizational Leadership and Management as defined by the Florida Department of Children and Families. The course credits may also be accepted in the other states as meeting child care director training requirements. Offered by the Mailman Segal Institute for Early Childhood Studies. This is designed as an online course.

EDUC 2500 Education Pre-enrollment Seminar (0 credits)

This seminar provides an orientation to technology and program skills necessary for successful participation in the undergraduate programs. Students will be introduced to university systems designed to provide support and services to the undergraduate student during the formal program of study. An overview of all facets of the undergraduate programs will be provided, including how to locate course schedules online, how to contact academic advising, and how to access resources. Students will learn interactive technology skills, such as using e-mail and sending attachments, navigating the Internet, accessing the electronic library, using APA format, locating and using the undergraduate website and using Blackboard for online classes.

EDUC 3000 Clinical Experiences (0 credits)

Clinical experience required. This may require fingerprinting and security clearance depending on county requirements. This placement will be the setting for all clinical experience required with courses taken throughout this 16-week period. Please refer to the Clinical Experience Handbook at www.fischlerschool.nova.edu/Resources/uploads/app/44/files/ClinicalHandbook.pdf for a full explanation.

EDUC 3001 Benchmark I (0 credits)

To register for Benchmark I courses, all parts of the CLAST or the equivalent components of PRAXIS as approved by the Florida Department of Education must be passed. In the case of a Nevada student, the Praxis Level I or the C-Best are to be used to meet this entry testing requirement. Passing scores are determined by the Nevada Department of Education. However, if there are no scores, or the student has not passed all sections of the CLAST or PRAXIS, then the student will only be permitted to register for Benchmark I courses until passing scores on the CLAST or PRAXIS are submitted to the Division of Education. No exceptions will be made as passing scores must be on file in order to register for any courses in the major beyond Benchmark I courses. Benchmark I courses are: EDUC 3001 Benchmark I, EDUC 3000 Clinical Experiences, and Block #1 courses: EDUC 3330 Integrating Instructional Technology in the Classroom; EDUC 3350 Survey of Exceptional Student Education; and EDUC 3360: Educational Psychology. Benchmark I requirements include completion of the preprogram questionnaire and self-assessment and background check/security clearances for field-based clinical experiences. Benchmark I requirements also include development of the portfolio through insertion of appropriate artifacts delineated in each course outline. The passing of all parts of the CLAST, or its equivalent for Nevada students, is a component of the matriculation process (see the heading "Matriculation Requirements for Education Majors" in this catalog for further information).

EDUC 3120 Communication For Professional in Education (3 credits)

The focus of this course is applicable to educators who serve or may serve as classroom teachers, team leaders, lead instructors, coordinators, liaisons, supervisors, directors, managers, division chiefs, chair persons or other such positions of influence. Emphasis on public communication skills and strategies required of people in the business of education. Topics include: Designing Environments Conducive to Effective Communication, Identifying Cultural/Gender and Other Communication Differences, Effective Communication in Difficult Situations, Professional Vocabulary and Delivery, Interpersonal Communication, Effectively Influencing Decision Makers, Conducting Interviews/Being Interviewed, Counseling Co-Workers and Subordinates, Rules of Engagement and Other Communication Strategies to Facilitate Meetings and Discussions.

EDUC 3200 An Introduction to School Law for Educators (3 credits)

The purpose of this course is to help future educators understand the laws that govern the operation and conduct of public, parochial, and private school systems and to incorporate relevant legal principals into their professional practice. Topics of study will include but are not limited to: Legal Framework, Church and State Issues, Students and the Law, National Security, Individuals with Disabilities (ADA, IDEA, Section 504, FAPE), District and School Personnel Liability, Liability and Student Records (FERPA, NCLB & Safety), Teacher Freedoms, Discrimination and Employment, Recruitment, Tenure, Dismissal, and Due Process, Instructional Programming (NCLB), and Desegregation and Schools. Prerequisite/s: None.

EDUC 3325 Using Technology Tools and Resources (1 credits)

The purpose of this course is to provide opportunities for students to develop knowledge and skills regarding applications of computers. The student will be able to identify the parts and functions of the computer system, related advances in technology to various periods of history, perform computer activities, identify uses of the computer and become familiar with Basic technology skills for survival in the "information age". Hands-on learning activities are an integral part of this course.

EDUC 3326 Integrating Instructional Technology in the Classroom (Jamaica) (3 credits)

Presents strategies for technology integration into the classroom curriculum in elementary and secondary learning environments. Hands-on experiences will allow students to apply teaching practices and research to specific learning needs of typical and atypical learners. Prerequisites: EDUC 3325.

EDUC 3330 Integrating Instructional Technology in the Classroom (3 credits)

IPresents strategies for technological integration into the classroom curriculum in elementary/secondary learning environments. Hands-on experiences will allow students to apply teaching practices and research to specific learning needs of typical and atypical learners. In addition to class meetings, a minimum of 5 hours in school & (5) virtual observation hours are required. Prerequisite/s: COMP 1500, COMP 2000 or COMP 2020, and MATH 1040, MATH 1050, and MATH 1060.

EDUC 3350 Survey of Exceptional Student Education (3 credits)

Foundations in exceptional student education in which historical perspectives, student characteristics, prevalence, incidence, etiology and medical aspects of exceptional learners are discussed. Techniques of prevention and intervention, from infancy through adulthood, are explored through classification processes,

the continuum of services and the utilization of community services. Current trends and issues will be investigated. In addition to class meetings, a minimum of 10 hours of observation and participation in a field setting is required. PREREQUISITE/S: COMP 1500, and COMP 2000 or COMP 2020.

EDUC 3351 Survey of Exceptional Student Education (Jamaica) (3 credits)

Foundations in exceptional student education in which historical perspectives, student characteristics, prevalence, incidence, etiology and medical aspects of exceptional learners are discussed. Techniques of prevention and intervention, from infancy through adulthood, are explored through classification processes, the continuum of services and utilization of community services Current trends and issues, such as viewing learning styles of exceptional learners in relation to Gardener's multiple intelligences, the validity of inclusion and considerations for students who are limited in English proficiency (LEP) are investigated. This is an ESOL infused course. In addition to class meetings, a minimum of ten (10) hours of observation and participation in a clinical setting are required. Prerequisites: Completion of general education requirements and passage of the EDUC 3326.

EDUC 3360 Educational Psychology (3 credits)

This course combines the two fields of psychology and education. It is the scientific study of human beings and the principles by which learning can be increased and directed by education. Students will learn about principles of development, learning, assessment, and motivation, among other areas of study for prospective teachers to consider as they analyze student behavior and make decisions for instruction.

EDUC 3500 Clinical Experiences (0 credits)

Clinical experience required. This may require fingerprinting and security clearance depending on county requirements. This placement will be the setting for all clinical experiences required with courses taken throughout this 16 week period. This block of courses requires university supervision of the clinical experience. Please refer to the Clinical Experience Handbook at www.fischlerschool.nova.edu/Resources/uploads/app/44/files/ClinicalHandbook.pdf for a full explanation.

EDUC 3501 Benchmark III (0 credits)

Benchmark III requirements include passage of all sections of the CLAST, matriculation into the major, and continuation of the development of the portfolio through insertion of appropriate artifacts delineated in each course outline. Student register for EDUC 3501 Benchmark III and EDUC 3500 Clinical Experiences concurrently with Block #3 courses. The matriculation process must be completed before beginning Benchmark III. If evidence of passage of all sections of the CLAST cannot be provided,

the student will not be permitted to register for any Block 2, 3, or 4 courses in the major. Pre-requisites: Benchmark I & II courses.

EDUC 3520 Principles and Practices of Instruction and Assessment I (3 credits)

This course explores the three pedagogical models of presentation, concept teaching, and direct instruction. Teacher candidates are asked to apply their knowledge of the pedagogical models to the phases of instructional development: planning, instruction, and assessment. This course is ESOL infused and requires 10 hours of field experiences. Prerequisite(s): EDUC 3330, ESOL 3340, EDUC 3350, EDUC 3360 and passing scores on the General Knowledge Test.

EDUC 3525 Practices of Instruction (3 credits)

This course focuses on building teacher candidates' repertoire of instructional practices and lesson planning skills. Candidates learn about six pedagogical models: presentation, concept teaching, direct instruction, cooperative learning, problem-based instruction, and discussion. Candidates apply their knowledge of the instructional practices as they learn how to plan a lesson that promotes students' achievement. This course is ESOL infused. Prerequisite(s): EDUC 3360 .

EDUC 3540 Principles and Practices of Instruction and Assessment II (3 credits)

This course, the second of a two-part course, explores three teacher-centered pedagogical models usable with all students. The phases of instructional development—planning, implementation, and assessment—provide the framework for exploration of the models. Teacher candidates are required to apply their knowledge of the pedagogical models by planning, implementing, and assessing a lesson in a live classroom. Since this course is ESOL infused, teacher candidates learn about and implement ESOL strategies in their teaching. In addition to class meetings, a minimum of 10 hours of field experience are required. This course has a mandatory university supervision component of the field experiences and carries a lab fee. Prerequisites: EDUC 3360, EDUC 3520 and passing scores on the General Knowledge Test.

EDUC 4000 Clinical Experiences (0 credits)

Clinical experience required. This may require fingerprinting and security clearance depending on county requirements. This placement will be the setting for all clinical experiences required with courses taken throughout this 16-week period. This block of courses requires university supervision of the clinical experience. Please refer to the Clinical Experience Handbook at www.fischlerschool.nova.edu/Resources/uploads/app/44/files/ClinicalHandbook.pdf for a full explanation.

EDUC 4001 Benchmark IV (0 credits)

Benchmark IV (0 credits) Benchmark IV requirements include continuation of the development of the portfolio through insertion of appropriate artifacts delineated in each course outline. Students register for Benchmark IV (EDUC 4001) and Clinical Experiences (EDUC 4000) concurrently with Block #4 courses. During Benchmark IV, students make application for their teaching internship experience by the posted deadlines (see the heading "Internship" in the Department of Education section of this catalog for further information).

EDUC 4200 Simulation Experience - Diversity and Ethics (0–3 credits)

The Simulation Experience is a three credit, eight week course that all students must complete prior to internship. Students (in teams) are "placed" in simulated school settings and required to recommend interventions relating to issues that arise relating to diversity. The Simulation Experience takes place over three phases; these phases take place in a kindergarten, middle school, or high school setting. The Simulation Experience is directly related to the QEP (Quality Enhancement Plan) within the Abraham S. Fischler School of Education at Nova Southeastern University. Prerequisite/s: EECF 3550 or ELEM 4320, or ESED 4320, or SECE 4320.

EDUC 4320 Classroom Management for Typical and Atypical Learners in Multicultural Classrooms (3 credits)

This course examines classroom management as the interrelationship of appropriate curricula, methods, materials, student behavior, and teacher behavior from culturally diverse perspectives. These factors are related to the twelve accomplished practices from the Florida Education Standards Commission and the research base from the Florida Performance Measurement System (FPMS). A minimum of 10 hours of clinical experience in a community school is required. This course is cross-listed with ESED 4320. This class has a mandatory university supervision component of the clinical experiences. Prerequisites: All Block I & II courses.

EDUC 4321 Classroom Management Through Conflict Resolution (3 credits)

This course provides an introduction to conflict, conflict resolution, and various ways in which conflict resolution can be practically applied to manage behavior in the classroom. The course focuses on the basic theories of conflict escalation and de-escalation and elements of the constructivist classroom, as well as communication and problem-solving skills with practical application using a variety of techniques for use with primary and secondary children, parents, colleagues, and administrators and other stakeholders.

EDUC 4500 Clinical Experiences (0 credits)

Clinical experience required. This may require fingerprinting and security clearance depending on county requirements. This placement will be the setting for all clinical experience required with course taken throughout this 16-week period. This block of course requires university supervision of the clinical experience. Please refer to the Clinical Experience Handbook at www.fischlerschool.nova.edu/Resources/uploads/app/44/files/ClinicalHandbook.pdf for a full explanation.

EDUC 4501 Benchmark 5—Final Portfolio Review (0 credits)

Benchmark IV requirement include completion of the Florida Teacher Certification Exam at the professional level, subject-area level, and the General Knowledge Test. Benchmark IV requirements also include continuation of the development of the portfolio through insertion of appropriate artifacts delineated in each course outline. Students register concurrently for EDUC 4501 Benchmark IV and EDUC 4500 Clinical Experiences, and Block #4 courses. Students must complete Benchmark IV before graduating. The final course for all education majors is EDUC 4570 Internship/Seminar. Participation in the internship is dependent on the results of the senior audit conducted by advisers to verify that all coursework and testing requirements have been satisfactorily completed. Pre-requisites: EDUC 3501 and EDUC 4001.

EDUC 4502 Benchmark 5 Final Portfolio Review (0 credits)

Benchmark 5 requirements include the completion of the Florida Teacher Certification Exam at the professional level, subject-area level, and the General Knowledge Test. Benchmark 5 requirements also include continuation of the development of the portfolio through insertion of appropriate artifacts delineated in each course outline. Students register concurrently for EDUC 4501 Benchmark IV and EDUC 4500 Clinical Experiences, and Block #4 courses. Students must complete Benchmark IV before graduating. The final course for all education majors is EDUC 4570 Internship/Seminar. Participation in the internship is dependent on the results of the senior audit conducted by advisers to verify that all coursework and testing requirements have been satisfactorily completed. Students enrolled in the Secondary Mathematics program must complete Benchmark V before graduating. Pre-requisites: EDUC 3501 and EDUC 4001.

EDUC 4580 Internship/Seminar (9 credits)

This course offers a comprehensive review and practical application of educational philosophy, methods, and strategies through a 12-week internship that consists of two components: coursework and seminars. The central coursework is composed of a 12-week field experience, with a concurrent seminar serving as a supportive and reinforcing component. This is an ESOL infused course.

During the seminar sessions, the intern will explore, in depth, such topics as school board rules, regulations, and policies; professional ethics; best practices; Professional Generic Competencies, Preprofessional Educator Accomplished Practices; teaching strategies; current trends in education' review and discussion of essential teaching competencies; Bloom's taxonomy as it relates to comprehensive assessment; self-assessment; and assessment of the student teaching experience.

EDUC 4600 MAP Internship Seminar I (0 credits)

This course is designed to provide an overview for students wishing to pursue a master's degree and obtain an additional area of expertise.

EDUC 4900 Undergraduate International Arts & Culture Infusion (3–6 credits)

This course introduces a unique interdisciplinary arts education methodology and demonstrates how its techniques and activities can be infused into an international setting. The Lovewell Method is an applied arts-education philosophy and pedagogy. This methodology not only trains students in creative, conceptual academic and performing arts skills, it develops higher levels of social, organizational and motivational skills. Interfacing with the culture and artists of the host country, participants will explore arts education built on authentic experience, cognitive thinking, and problem solving. Students will have the opportunity to observe three primary components of the Lovewell Process: the educational, the artistic, and the social/therapeutic as they interweave various arts disciplines such as drama, music, design, dance, video, stage management and technology. This course provides an opportunity to experience the arts as a vehicle for learning in all subject areas. Prerequisite/s: None.

EDUC 4910 Introduction to Drivers' Education (3 credits)

This course will be a study of basic content, methodology, and appropriate activities for the purpose of teaching high school students basic drivers' education. Participants will review basic driving rules and procedures associated with driving as well as how to implement these procedures using engaging instructional strategies. Participants will be introduced to the highway transportation system and be provided with an in-depth study of the scope and nature of accident problems and their solutions. Teaching strategies to assist the participant with classroom implementation will be used throughout the course. Sample teaching strategies and curriculum connections are included in this syllabus. The course objectives will be taken from the Florida Department of Education Drivers' Education outlined expectations. Prerequisite/s: None.

EDUC 4911 Instructional Strategies and Methods for Teaching Advanced Driver Education (3 credits)

This course will be a study of basic content, methodology, and appropriate activities for the purpose of teaching high school students basic drivers' education. Participants will review basic driving rules and procedures associated with driving as well as how to implement these procedures using engaging instructional strategies. Participants will be introduced to the highway transportation system and be provided with an in-depth study of the scope and nature of accident problems and their solutions. Teaching strategies to assist the participant with classroom implementation will be used throughout the course. Sample teaching strategies and curriculum connections are included in this syllabus. The course objectives will be taken from the Florida Department of Education Drivers' Education outlined expectations. Prerequisite/s: None.

EDUC 4912 Administration and Supervision of Driver Traffic Safety Education (3 credits)

This course will be a study of basic content, methodology, and appropriate activities for the purpose of teaching high school students basic drivers' education. Participants will review basic driving rules and procedures associated with driving as well as how to implement these procedures using engaging instructional strategies. Participants will be introduced to the highway transportation system and be provided with an in-depth study of the scope and nature of accident problems and their solutions. Teaching strategies to assist the participant with classroom implementation will be used throughout the course. Sample teaching strategies and curriculum connections are included in this syllabus. The course objectives will be taken from the Florida Department of Education Drivers' Education outlined expectations. Prerequisite/s: None.

EDUC 4970 Advanced Special Topics: Assessment Interpretation/Prescription Based on Current Practices (3 credits)

Advanced topics in education that are not included in regular offerings. Specific content and prerequisites are announced in the course schedule for a given term. Students may re-enroll for special topics different content.

EDUC 5100 MAP Internship Seminar II (6 credits)

This course is designed to provide an overview for students wishing to pursue a master's degree and obtain an additional area of expertise.

EECP—Early Chldhd Ed Primary

EECP 3330 Integrating Instructional Technology in the Classroom (3 credits)

Presents strategies for technological integration into the classroom curriculum in elementary/secondary

learning environments. Hands-on experiences will allow students to apply teaching practices and research to specific learning needs of typical and atypical learners. In addition to class meetings, a minimum of ten hours of observation and participation in a clinical setting are required. Prerequisite/s: COMP 1500 AND COMP 2000, OR COMP 2020, AND MATH 1040 AND MATH 1050, or its equivalent, or a computer literacy test-out.

EECP 3540 Services and Delivery Systems (3 credits)

Students will be involved in appropriate and varied service delivery systems, including home-based, center-based, and hospital-based environments. Curriculum methods, materials, and practices will provide for inclusion of children with special needs and their families, including the gifted and talented and, also, provide for the needs of children and families who are linguistically and culturally diverse. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting are required.

EECP 3550 Child Guidance and Classroom Management (3 credits)

Students in this course will examine appropriate and developmentally sensitive strategies for managing behavior in typically and atypically developing children ages three through eight years. Performance of functional analysis of behavior and collaboration with support specialties will be discussed. The importance of consistency and proactive strategies and understanding the affective domain of the child will be stressed. Prerequisite/s: EDEC 3320 or ECA 203.

EECP 4330 Health, Nutrition, Safety, and Physical Development in Early Childhood (3 credits)

Students in this course will study how to promote maximum growth and psychological safety of young children. Emphasis is placed on the indicators and procedures to ameliorate child abuse and neglect. Sources of community support and resources to support prevention and family strength will be highlighted. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting is required. Prerequisite/s: None.

EECP 4340 Developmentally-Appropriate Practices For Teaching Literacy And Language Arts In Early Childhood (3 credits)

Students will plan, implement and evaluate developmentally appropriate and integrated content and methodology in the area of emergent and developing language and literacy, including: pre-reading and reading, pre-writing and writing, and receptive, expressive, and interpretative communication. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting are required. Prerequisite/s: ECA 203.

EECP 4345 Principles & Practices Of Reading & Language Arts Assessment In Prekindergarten/ Primary Education (3 credits)

Students will investigate a range of literacy and reading techniques and materials that assess reading progress in the early childhood classroom. Students will apply, implement, and evaluate developmentally appropriate methods for evaluating, improving and remediating individual prereading skills to ensure future success of all students within a diverse early childhood setting. In addition to class meetings, a minimum of 10 hours of clinical observation and participation within an early childhood setting (prekindergarten-grade three) is required. Prerequisite/s: EECP 4340 OR EECP 4520 OR ECA 242.

EECP 4520 Developmentally Appropriate Practices for the Teaching of Reading in Early Childhood (3 credits)

This course examines concepts in reading, including sequential development, skills in word recognition, and comprehension methods and materials. The rationale for each method is discussed and practical application with young children is stressed. This course is designed to focus on prereading and reading skills of students from age three to grade three. The relationship of writing, listening, and language to reading development is included. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting is required. Prerequisite/s: EECP 4340.

EECP 4530 Developmentally-Appropriate Practices For The Integration Of Creative Arts Across The Early Childhood (3 credits)

Students will plan, implement, and evaluate developmentally appropriate and integrated content and methodology in the area of emergent and developing understanding of art, drama, movement, and music. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting are required. Prerequisite/s: None.

EECP 4545 Developmentally Appropriate Practices for Integrating Math and Science in Early Childhood Education (3 credits)

Students will focus on instruction and integration of mathematics and science content and methodology in the areas of emergent and developing mathematical and scientific principles. Theories of child development and learning will be reviewed as they apply to hands on instruction as well as assessment in both content areas for children in the age range 3 through 3rd grade. Students will plan, implement, and evaluate developmentally appropriate lessons while demonstrating best practices. Integration of both mathematics and science content area throughout the curriculum in developmentally appropriate ways will be stressed. Additionally, strategies for involvement of family and community will be stressed.

In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting is required. Prerequisites: ECA 203 OR EDEC 3320.

EECP 4550 Developmentally Appropriate Practices for Teaching Social Studies in Early Childhood Education (3 credits)

Students will plan, implement, and evaluate developmentally appropriate and integrated content and methodology in the area of emergent and developing understanding of social science. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting are required. Prerequisite/s: EDEC 3320 or ECA 203.

EECP 4560 Integrating Literacy Throughout the Early Childhood Curriculum (3 credits)

Students will be made aware of the vital role of early exposure to literature in developing voluntary, avid, and competent readers. The course will focus on components and types of literature, a review of varied literary samples and application of literature to the total curriculum. Elements of cultural, family involvement, and special needs students will be addressed. The course will further examine the teacher's role in evaluating and selecting appropriate and valuable literature to be used in the classroom. Techniques for fostering students' ability to understand, recall, integrate information and improve comprehension as independent learners will be presented through the world of literature. In addition to class meetings, a minimum of 10 hours of clinical interaction, observation and instructional participation in a early childhood setting (Pre-K - Gr. 3) is required. Prerequisite/s: EECP 4340 or ECA 242.

EECP 4570 PreK-Primary Internship (12 credits)

This course for PreK-Primary Education majors offers a comprehensive review and practical application of educational philosophy, methods, and strategies through a 12-week clinical experience (internship) consisting of 450 hours that includes coursework and seminars. The central coursework is composed of a 12-week clinical experience, with the concurrent seminar serving as a supportive and reinforcing component. During the seminar sessions, the teacher candidate will explore, in depth, such topics as school board rules, regulations and policies; professional ethics; best practices; national and state standards; teaching strategies; current trends in education; teaching competencies; student assessment; and reflective practices. This course requires candidates to demonstrate professional, pedagogical, and content standards, including ESOL competencies and skills. Prerequisite/s: General Education Requirements (30 credits), and Open Electives (9 credits), and EDUC 2500, SPCH 1010, ESOL 2903, TECH or Educational Technology, EDEC 3320, EECP 3330, EDEC 3350, EDEC 3520, EDEC 3530, EDUC 3350, EECP 3550, EDUC 3501, EDEC 4320, EECP 4330, EECP 4340, EECP 4345, EDUC 4001,

EDUC 4200, EECF 4520, EECF 4530, EECF 4545, EECF 4550, EECF 4560, ESOL 4901, ESOL 4902, ESOL 4904, ESOL 4905, and EDUC 4501.

EENG—Electrical Engineering

EENG 2710 Electrical Circuits/Lab (4 credits)

This course covers the fundamentals of electrical circuit theory, through the application of Ohm's law and Kirchoff's current and voltage laws to solve basic resistive circuit problems. It also covers mesh and nodal analysis, Thévenin and Norton equivalent circuits, the analysis of resistive circuits, with inductors and capacitors in both DC and AC steady-state conditions. Reactive circuits and networks are also covered for sinusoidal currents and voltages. Transient analysis and variable frequency response concepts are also introduced. Prerequisite: MATH 2100 or MATH 2100H.

EENG 3310 Signals and Systems (3 credits)

This course covers fundamentals of linear systems techniques for the analysis of signals and systems in both the discrete and continuous time domains. It also covers signal representation in the Fourier and Laplace domains, as well as the sampling theorem. The course also emphasizes basic operations of linear systems and its system theory interpretations, such as convolution, sinusoidal analysis, frequency response, window analysis, discrete Fourier transforms and digital filters. Prerequisites: EENG 2710 and MATH 3400.

EENG 3710 Electronic Circuits/Lab (4 credits)

This course introduces the electronic properties of materials and basic electronic devices such as diodes, transistors, and amplifiers. The course also covers the operating principles of electronic devices, including the analysis of electronic circuits operating under DC bias and switching conditions. Both single and multistage analysis and designs are carried out. Computer aided design (CAD) software is used to reinforce concepts and to perform calculations specific to the application of devices in digital electronic circuits. Other topics include design parameters and storage elements, interfacing logic families and standard buses, operational amplifiers, circuit modeling and simulation, and integrated circuit building blocks. Prerequisite: EENG 2710.

EENG 4950 Internship in Electrical Engineering (1–12 credits)

A work experience for 16 weeks in the student's major area of study or area of career interest. Consult academic division for specific details and requirements. Prerequisites: cumulative GPA of 2.25 or higher, major GPA of 2.5 or higher, completion of 60 or more credit hours, supervision of instructor, and permission of academic director.

EENG 4990 Independent Study in Electrical Engineering (1–3 credits)

The student selects and independently carries out library and/or empirical research. Faculty supervision is provided on an individual basis. Prerequisite: to be determined by the faculty and the division director.

ELEM—Elementary Education

ELEM 3530 Methods of Teaching Social Studies in the Elementary School (3 credits)

This course is a study of content, methodology, program development, appropriate activities, and assessment techniques for elementary school social studies. In addition, students will implement ESOL strategies in planning and presenting lessons. Students will also become familiar with the Florida Accomplished Practices as appropriate. Students are required to teach a social studies lesson in an elementary school during the 10 hour clinical experience required for this class. This is an ESOL infused course. Prerequisites: EDUC 3330, EDUC 3350, EDUC 3360, EDUC 3525, ESOL 3340, and GKPE, GKMP, GKRP, GKSP.

ELEM 3531 Science Curriculum Lab for Elementary Education (1 credits)

This science laboratory course explores the modern school science curriculum. Attention is given to the connections among science concepts with reference to vertical scope and sequence throughout the grade levels. A particular strand of scientific knowledge is explored each week during which class activities will demonstrate how the early concepts in the particular strand from a foundation of knowledge for the more advanced concepts in the same strand at higher grade levels. This science laboratory component will explore the science concepts each week in a hands-on, material-based format using activity-based cooperative groups learning strategies. This course is only offered in Jamaica.

ELEM 3532 Online Science Curriculum For Elementary Education (3 credits)

This online course explores the preK-12 science curriculum content based upon the National Research Council Science Education Standards, INTASC Principles, and Clark County School District Curriculum Essentials Framework guidelines. Attention is given to the connections among science concepts with reference to vertical scope and sequence throughout the grade levels. The student will record the exploration of each science strand in a journal as a permanent record of the knowledge composing the preK-12 science curriculum. There will be a ten (10) hour field experience observing science standards practiced in a local community school.

ELEM 3533 Science Curriculum For Elementary Education Majors (3 credits)

This course explores the preK-12 science curriculum content based upon the Ministry of Education Primary Curriculum guidelines. Attention is given to the connections among science concepts with reference to vertical scope and sequence throughout the grade levels. A particular strand of scientific knowledge is explored each week during which class activities will demonstrate how the early concepts in the particular strand form a foundation of knowledge for the more advanced concepts in the same strand at higher grade levels. There will be a ten hour field experience observing science practiced in a local community school. All discussion and clinical/field experiences will be recorded in a journal as a permanent record of the concepts explored.

ELEM 3535 Educational Assessment of Exceptional and Elementary Students (3 credits)

Assessment of elementary level students for instructional planning purposes is stressed. Topics include Response to Instruction (RTI) formal and informal evaluation techniques, measurement terminology, as well as the interpretation, application and communication of results to colleagues parents and guardians. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting is required. Prerequisite/s: EDUC 3330, EDUC 3350, EDUC 3360, and ESOL 3340 and passing scores on the General Knowledge Test.

ELEM 3540 Principles and Practices of Instruction and Assessment II (3 credits)

Explores three pedagogical models usable with all students. The phases of instructional development-planning, implementation, and assessment-provide the framework for exploration of the models. Students are required to apply their knowledge of the pedagogical models by planning, implementing, and assessing lessons in an actual classroom. In addition to class meetings, a minimum of 10 hours of clinical experience are required. Prerequisites: All Block I courses and EDUC 3520.

ELEM 3543 Student-centered Instruction and Assessment (Jamaica) (3 credits)

Student-centered Instruction and Assessment explores three pedagogical models usable with all students. The phases of instructional development-planning, implementation, and assessment-provide the framework for exploration of the models. Students are required to apply their knowledge of the pedagogical models by planning, implementing, and assessing a lesson in an actual classroom.

ELEM 3550 Methods of Teaching Science in the Elementary School (3 credits)

The purpose of this course is to examine content and methods for teaching science in the elementary school.

You will explore a variety of techniques and reflect on approaches most applicable to teaching and learning when working with students who are typical in learning styles, who are limited in English Proficiency (LEP) or who are exceptional learners. This is an ESOL-infused course. "Hands-on" approaches, resources, materials, technology, and ideas drawn from the student's experience will be discussed. There will be a Field experience in a community school. Prerequisite/s: 3 credits in a biological science & 3 credits in a physical science.

ELEM 4320 Elementary School Classroom Management for Typical and Atypical Learners in Multicultural Classrooms (3 credits)

This course examines the knowledge base and repertoire for effective classroom management in the elementary school classroom. Teacher candidates are required to apply their knowledge and repertoire in an actual elementary classroom. This course is ESOL infused and requires ten hours of field experiences. Prerequisites: EDUC 3360, EDUC 3525, and ELEM 3535.

ELEM 4330 Mathematics Curriculum for Elementary Education Majors (3 credits)

This course examines the pre-K through grade 12 math curriculum content that is based on National Council of Teachers of Mathematics guidelines. Specific attention is given to major math concepts necessary for appropriate scope and sequence in the elementary school curriculum. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting are required. Prerequisites: All Benchmark I & II courses.

ELEM 4331 Mathematics Curriculum For Elementary Education Majors (Jamaica) (3 credits)

This course explores the modern school mathematics curriculum. Attention is given to the connections among math concepts with reference to vertical scope and sequence throughout the grade levels. A particular strand of mathematical knowledge is explored each week during which class activities will demonstrate how the early concepts in the particular strand form a foundation of knowledge for the more advanced concepts in the same strand at higher grade levels. The student will record the classroom exploration of each strand in a journal as a permanent record of the knowledge composing the mathematics curriculum.

ELEM 4340 Methods of Teaching Language Arts (3 credits)

This course examines content and teaching strategies for teaching language arts through the use of children's literature. Emphasis is on the identification of high-quality children's books and the development of teaching strategies for integrated language arts instruction. Students will implement ESOL strategies in planning and presenting language arts lessons. This is an ESOL

infused course. In addition to class meetings, a minimum of 10 hours of observation and participation in a field setting is required. Prerequisite/s: EDUC 3350; EDUC 3360; ESOL 3340; and GKEP; GKMP; GKRP; GKSP.

ELEM 4341 Methods of Teaching Language Arts Through Children's Literature in the Elementary School (3 credits)

This course examines content and teaching strategies for teaching language arts through the use of children's literature. Emphasis is on the identification of high-quality children's books and the development of teaching strategies for integrated language arts instruction. Students will implement ESOL strategies in planning and presenting language arts lessons. This is an ESOL infused course. In addition to class meetings, at least ten hours of observation and participation in a clinical setting is required. This course has a mandatory university supervised clinical component. Prerequisite/s: Completion of all general education requirements, CLAST, and all Block I, Block II, and Block III courses.

ELEM 4350 Methods of Teaching Mathematics in the Elementary School (3 credits)

This course will focus on methods of teaching mathematics to elementary children. Students will explore a variety of techniques (using various manipulatives as well as technology) and reflect on approaches most applicable to teaching and learning when working with students who are typical in learning styles, who are limited in English Proficiency (LEP) or who are exceptional learners. There will be a ten (10) hour field experience in a community school. Prerequisite/s: EDUC 3350, EDUC 3525, and ESOL 3340 AND GKEP, GKMP, GKRP, and GKSP.

ELEM 4360 Methods of Teaching Literacy in the Elementary School (3 credits)

This course examines concepts in reading, including sequential development skills in both word recognition and comprehension methods and materials. The rationale for each method is discussed and practical application with an elementary school youngster is required. The relationship of writing, listening, and speaking to reading is included. Students will implement ESOL strategies in planning and presenting lessons. This is an ESOL infused course. In addition to class meetings, at least ten hours of field experience are required. Prerequisite/s: EDUC 3350, EDUC 3360, ESOL 3340, and GKEP, GKMP, GKRP, GKSP.

ELEM 4361 Methods of Teaching Literacy in the Elementary School (3 credits)

This course examines concepts in reading, including sequential development skills in both word recognition and comprehension methods and materials. The rationale for each method is discussed and practical application with an elementary school youngster is required. The

relationship of writing, listening, and speaking to reading is included. Students will implement ESOL strategies in planning and presenting lessons. This is an ESOL infused course. In addition to class meetings, at least ten hours of clinical experience are required. Prerequisite/s: Completion of all general education requirements, CLAST, and all Block I, Block II, and Block III courses.

ELEM 4530 Integrating Art, Music, PE, and Health Education Across the Curriculum (3 credits)

This course examines the methodology for the integration of art, music and health education into the elementary school curriculum based on the theory of multiple intelligences. Age and grade appropriate methods, materials, activities and assessment will be introduced through practical applications, which are based on current research. In addition to class sessions, at least ten hours of field experience is required. Prerequisite/s: ELEM 4320 or ESED 4320.

ELEM 4540 Reading Assessment (3 credits)

This course examines recent trends in testing of word recognition and comprehension techniques. Students learn the appropriate use of methods and materials to improve reading performance. The rationale for each assessment technique is discussed and practical application with an elementary school youngster is required. Students will consider ESOL influences when administering assessments and interpreting data. This is an ESOL infused course. In addition to class meetings, at least ten hours of field experience are required. Prerequisite/s: ELEM 4340, ELEM 4360, and ESOL 3340.

ELEM 4541 Reading Assessment (3 credits)

This course examines recent trends in testing of word recognition and comprehension reading performance. The rationale for each assessment technique is discussed and practical application with an elementary school youngster is required. Students will consider ESOL influences when administering assessments and interpreting data. This is an ESOL infused course. In addition to class meetings, at least ten hours of clinical experience are required. Prerequisite/s: Completion of all general education requirements, CLAST, and all Block I, Block II, and Block III courses.

ELEM 4560 Methods of Teaching Reading Across the Elementary Curriculum (3 credits)

This course addresses the significance of reading ability and study skills throughout the elementary school curriculum. The emphasis is on identifying sources of difficulties experienced by elementary school students in reading and learning from instructional materials. General strategies for learning from textbooks are examined as well as study skills and specific strategies for dealing with text materials from particular content areas. Students will implement ESOL strategies in planning and

presenting lessons. This is an ESOL infused course. In addition to class meetings, at least 10 hours of field experience are required. Prerequisite/s: ELEM 4340; and ELEM 4360.

ELEM 4561 Methods of Teaching Reading Across the Elementary Curriculum (3 credits)

This course addresses the significance of reading ability and study skills throughout the elementary school curriculum. The emphasis is on identifying sources of difficulties experienced by elementary school students in reading and learning from instructional materials. General strategies for learning from textbooks are examined as well as study skills and specific strategies for dealing with text materials from particular content areas. Students will implement ESOL strategies in planning and presenting lessons. This is an ESOL infused course. In addition to class meetings, at least 10 hours of clinical experience are required. Prerequisite/s: Completion of all general education requirements, CLAST and all Block I, Block II, and Block III courses.

ELEM 4570 Elementary Education Internship (12 credits)

This course for Elementary Education majors offers a comprehensive review and practical application of educational philosophy, methods, and strategies through a 12-week clinical experience (internship) consisting of 450 hours in an elementary classroom setting that includes coursework and seminars. The central coursework is composed of a 12-week clinical experience, with the concurrent seminar serving as a supportive and reinforcing component. During the seminar sessions, the teacher candidate will explore, in depth, such topics as school board rules, regulations and policies; professional ethics; best practices; national and state standards; teaching strategies; current trends in education; teaching competencies; student assessment; and reflective practices. This course requires candidates to demonstrate professional, pedagogical, and content standards, including ESOL competencies and skills. Prerequisite/s: General Education Requirements (30 credits), and Open Electives (15 credits), EDUC 2500, SPCH 1010, TECH or Educational Technology, EDUC 1100, ESOL 2903, EECF 3330, EDUC 3330, ESOL 3340, EDUC 3350, EDUC 3360, EDUC 3520, ELEM 3530, EDUC 3540 ELEM 3550, ESED 3561, EDUC 3501, ELEM 4320, ELEM 4340, ELEM 4350, ELEM 4360, EDUC 4001, EDUC 4200, ELEM 4530, ELEM 4540, ELEM 4560, ESOL 4565, and EDUC 4501.

EMDS—EMDS-Elem, Middle and Secondary

EMDS 3530 Science Standards for Middle School (3 credits)

This course focuses on the grade 5-9 science curriculum content based upon the National Research Council

(NRC) and Florida Sunshine State Standards. Attention is given to the connections among science concepts with reference to vertical scope and sequence throughout the grade levels. A particular strand of scientific knowledge is explored each week during which class activities will demonstrate how the early concepts in the particular strand form a foundation of knowledge for the more advanced concepts in the same strand at higher grade levels. The student will record the classroom exploration of each strand in a journal as a permanent record of the knowledge composing the grade 5-9 science curriculum. There is a ten hour field experience required. Prerequisite/s: None.

EMDS 4550 Methods for Teaching Science in Middle School (3 credits)

Methods for teaching science in the multicultural middle school classroom including: hands-on approaches, multimedia resources and materials, and ideas drawn from the students own experiences. Development of teaching skills and analysis of materials, methods, and programs for teaching science will be based on guidelines established in the Florida Sunshine State Standards. Prerequisite/s:EMDS 3530.

ENT—Entrepreneurship

ENT 3100 Small Business Management (3 credits)

Studies management problems that relate to the small-scale entrepreneur. Examines the decisions to be made in initiating a business: implementing financial and administrative controls, operating systems, pricing and marketing strategy, and understanding the legal environment.

ENT 4400 Franchise Management (3 credits)

This course emphasizes the important aspects of starting and managing a franchise business. Specific attention is placed on the characteristics of the franchisor and franchisee; evaluation of franchising opportunities; legal concerns of franchising; the development of appropriate strategies and the successful planning, implementation and launching of a new business.

ENT 4800 Entrepreneurship Experience (3 credits)

Students will learn through the case study method, computer simulations, and from local businesses researching the issues and challenges facing entrepreneurs. The course includes finance, marketing, human resources, valuation techniques, turnaround management, exit strategies, and ethical considerations. Student teams will choose a function business for their term project. They will identify specific issues, problems, and recommend solutions through written and oral presentations.

ENVS—Environmental Science

ENVS 1100 Environmental Science I (3 credits)

Environmental Science I provides students with a broad overview of a highly interdisciplinary subject by examining how man can best live with Earth's environment. The first semester concentrates on the biological nature of environmental science: NIMBY, environmental justice, eco-feminism, biological communities, biodiversity, population, food, and hunger.

ENVS 1200 Environmental Science II (3 credits)

Environmental Science II provides students with a broad overview of a highly interdisciplinary subject. The course examines how man can best live with the Earth's environment. The second semester concentrates on the issues surrounding the physical nature of environmental science: air and water urbanization, toxic waste, natural resource management, law, and politics.

ENVS 1500 Natural History of South Florida (4 credits)

Through classroom, field trip, and practical experience, this course provides instruction on the general ecology, habitats, vegetation types, wildlife, and conservation issues of Fresh Water Wetlands, Coastal Systems and Upland Systems in South Florida. The course addresses society's role toward various ecosystems and discusses environmental ethics. The course will provide students with examples of common behaviors that negatively affect local species and present simple alternatives that can be incorporated into their daily lives. Students will also be taught naturalist interpretation skills during hikes through local natural areas.

ENVS 2000 Biodiversity of Alaskan Ecosystems (3 credits)

This course is an introduction to Alaska's diverse wildlife in a biological, ecological and evolutionary context. The course will cover biological and ecological aspects of the diverse flora and fauna located throughout Alaska's ecosystems including such topics as natural history, geography and geology, ecosystem characterization and connections, and wildlife populations and conservation. This course is designed to prepare students for a 10 day field course to explore Alaska's wilderness and observe its biodiversity first hand. Prerequisite: BIOL 1100 or higher.

ENVS 2001 Biodiversity of Alaskan Ecosystems Field Course (3 credits)

This field-based course introduces Alaska's diverse wildlife in a biological, ecological and evolutionary context. The course will provide students with an overview of the recent research and current issues related to the diverse flora and fauna of Alaska's ecosystems, including effects of climate change, overconsumption and management of populations, and pollution effects of mining and fossil

fuel extraction. Local culture and native tribes will be introduced, as well as geography and geology, ecosystem characterization and connections, and wildlife populations and conservation. Students will also meet with local scientists and participate in fieldwork and seminars. Students will be able to observe first-hand the ecological concepts and biological characteristics of Alaska's wildlife. Prerequisites: ENVS 2000.

ENVS 2100 Environmental Science Laboratory (3 credits)

Environmental science laboratory presents students with an opportunity to experience the practical work of an environmental scientist. Students will work collaboratively and use hands-on approaches to gain practical experience in many areas of this interdisciplinary science. Through laboratory, classroom, and on- and off-campus field experiences, students will learn to use equipment, make observations, collect data and test hypotheses related to environmental problems. Specific topics include population biology, biological diversity, geographic information systems, environmental quality/pollution, geology, environmental justice and environmental restoration. The course will include a collaborative capstone project investigating an ongoing, local environmental issue. Prerequisites: ENVS 1100 or ENVS 1200 or BIOL 1510.

ENVS 3000 Environmental Geology/Lab (4 credits)

Environmental geology is an applied science that uses geologic principles to identify, analyze and mitigate problems that occur where humans interact with geologic environments. This course covers basic concepts of physical geology including earth materials, plate tectonics, deformation and mountain building, and earth surface processes. Additional topics may include sustainability, environmental hazards, environmental policy, and transport and fate of environmental contamination. Students will examine environmental problems on a global and local scale. Prerequisite: CHEM 1300 or CHEM 1300H or CHEM 1500.

ENVS 3100 Environmental Issues (3 credits)

Environmental Issues is designed to teach students that most of today's issues in environmental science are highly controversial and that advocating a policy stand on an environmental concern requires the balancing of the pros and cons of an issue. Several current areas will be introduced in an unbiased manner. The students will gain experience taking sides and debating issues by presenting objective perspectives on environmental topics. Prerequisites: BIOL 1040, ENVS 1100, or ENVS 1200.

ENVS 3101 Introduction to Public Health (3 credits)

This course provides an introduction to the concepts, values, principles, and practice of public health.

ENVS 3170 Everglades Ecology and Conservation (3 credits)

An overview of the Greater Everglades Ecosystem that integrates biological, geological, ecological, conservation, social, economic and political aspects to the ecosystem and its current restoration efforts. The course will examine the main biological and physical features of South Florida, and the ecological processes that make this a unique ecosystem. The course will also examine man's relationship with the ecosystem since the times of their earliest occupation in the region to present. The course incorporates classroom time and 4 all-day Saturday fieldtrips. Prerequisites: ENVS 1100 or BIOL 1510 or BIOL 1510H.

ENVS 3201 Environment, Culture, Ethnicity and Health (3 credits)

This course introduces students to skills and insights necessary in promoting health in diverse populations. Issues discussed include the need for effective communication; understanding of cultural factors and how they impact preventive efforts; and health care status and utilization patterns on the health care system and expenditures. The course also explores traditional modalities of health maintenance among various populations.

ENVS 4002 Health Promotion and Disease Prevention (3 credits)

Students learn health educational 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. Prerequisite: ENVS 3201.

ENVS 4210 Environmental Epidemiology (3 credits)

Examines the history, principles, and uses of epidemiology for understanding and control of health and disease in relation to human environments. Emphases in this survey course include the natural history, prevention, and control of diseases, as well as monitoring and outbreak investigations. Prerequisites: BIOL 2400 or BIOL 3400.

ENVS 4300 Industrial Ecology (3 credits)

Industrial ecology is a new way of thinking about economy-environment interactions. To provide a suitable and sustainable quality of life, increased (rather than less) reliance on new technologies will be required. Industrial ecology is the means by which humanity can deliberately and rationally approach and maintain a desirable carrying capacity given continued economic, cultural, and technological evolution. The concept requires that an industrial system be viewed not in isolation from its surrounding systems, but in concert with them. It requires familiarity with industrial activities,

environmental processes, and societal interactions. This course will unite many of the concepts learned throughout the degree program. It is a subject that acknowledges the interdisciplinary nature of environmental issues and maintains that one solution (the industrial one) lies in uniting the new generation of engineers, scientists, business people, and public policy experts such that we enter a new century with an environmental ethic guiding each business decision. Topics considered will include the minimizing of energy-intensive process steps in manufacturing, the reduction of residues, and the importance of designing, building, maintaining, and recycling products in such a way that they impose minimal impact on the wider world. Prerequisite: CHEM 1500 or CHEM 3150 and ENVS 1100 or BIOL 3200.

ENVS 4310 Environmental Health (3 credits)

Environmental Health examines a multidisciplinary field. The study of environmental health sciences is concerned with the impact of environmental conditions on human health. Particular attention is given to the health effects in human populations that can arise from exposures to agents (chemical, biological, physical) through the air they breathe, the water they drink, and the food they eat. Prerequisite:

ENVS 3101 ENVS 4900 Special Topics in Environmental Science and Studies (3 credits)

Topics in advanced environmental science and studies that are not included in a regular course offering. Prerequisites may be required. Specific content and prerequisites are announced in the course schedule for the given term. Students may re-enroll for Special Topics covering different content.

ENVS 4900A Special Topics in Environmental Science and Studies Biodiversity of Alaskan Ecosystems Field Course (1 credits)

This field based course introduces Alaska's diverse wildlife in a biological, ecological and evolutionary context. The course will provide students with an overview of the recent research and current issues related to the diverse flora and fauna of Alaska's ecosystems, including effects of climate change, over consumption and management of populations, and pollution effects of mining and fossil fuel extraction. Local culture and native tribes will be introduced, as well as geography and geology, ecosystem characterization and connections, and wildlife populations and conservation. Students will also meet with local scientists and participate in field work and seminars. Students will be able to observe first-hand the ecological concepts and biological characteristics of Alaska's wildlife. Prerequisites: ENVS 2000.

ENVS 4950 Internship in Environmental Science and Study (1–12 credits)

A work experience for 16 weeks in the student's major area of study or area of career interest. Consult academic division for specific details and requirements. Prerequisites: cumulative GPA of 2.5 or higher, major GPA of 3.0 or higher, completion of 60 or more credit hours, supervision of instructor, and permission of academic director.

ENVS 4950A Internship in Environmental Science and Study (A) (1–12 credits)

A work experience for 16 weeks in the student's major area of study or area of career interest. Consult academic division for specific details and requirements. Prerequisites: cumulative GPA of 2.5 or higher, major GPA of 3.0 or higher, completion of 60 or more credit hours, supervision of instructor, and permission of academic director.

ENVS 4950B Internship in Environmental Science and Study (B) (1–12 credits)

A work experience for 16 weeks in the student's major area of study or area of career interest. Consult academic division for specific details and requirements. Prerequisites: cumulative GPA of 2.5 or higher, major GPA of 3.0 or higher, completion of 60 or more credit hours, supervision of instructor, and permission of academic director.

ENVS 4950C Internship in Environmental Science and Study (C) (1–12 credits)

A work experience for 16 weeks in the student's major area of study or area of career interest. Consult academic division for specific details and requirements. Prerequisites: cumulative GPA of 2.5 or higher, major GPA of 3.0 or higher, completion of 60 or more credit hours, supervision of instructor, and permission of academic director.

ENVS 4950D Internship in Environmental Science and Study (D) (1–12 credits)

A work experience for 16 weeks in the student's major area of study or area of career interest. Consult academic division for specific details and requirements. Prerequisites: cumulative GPA of 2.5 or higher, major GPA of 3.0 or higher, completion of 60 or more credit hours, supervision of instructor, and permission of academic director.

ENVS 4990A Independent Study in Environmental Science/Study (A) (1–12 credits)

The student selects and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. Prerequisite: To be determined by the faculty and division director.

ENVS 4990B Independent Study in Environmental Science/Study (B) (1–12 credits)

The student selects and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. Prerequisite: To be determined by the faculty and division director.

ENVS 4990C Independent Study in Environmental Science/Study (C) (1–12 credits)

The student selects and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. Prerequisite: To be determined by the faculty and division director.

ENVS 4990D Independent Study in Environmental Science/Study (D) (1–12 credits)

The student selects and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. Prerequisite: To be determined by the faculty and division director.

ESED—Exceptional Student Ed

ESED 3530 Educational Assessment of Exceptional Students (3 credits)

Assessment of exceptional students for instructional planning purposes is stressed. Topics include formal and informal evaluation techniques, as well as the interpretation, application, and communication of results. Emphasis is also placed on addressing programmatic needs from kindergarten through adulthood. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting is required. Prerequisites: EDUC 3330, ESOL 3340, EDUC 3350, EDUC 3360 and passing scores on the General Knowledge Test.

ESED 3535 Education Assessment of Exceptional and Elementary Students (3 credits)

Assessment of exceptional students for instructional planning purposes is stressed. Topics include formal and informal evaluation techniques. Emphasis will be placed on observation, screening, evaluations, interpretation and communication of evaluation results. This is an ESOL infused course. In addition to class meetings, a minimum of 10 hours of observation and participation in a field setting is required. There will also be a supervised lesson plan in the field setting. PREREQUISITES: EDUC 3330, EDUC 3350, EDUC 3360, ESOL 3340, and GKPE; GKMP; GKRP; GKSP.

ESED 3540 Introduction to Language and Speech Disabilities (3 credits)

The study of language development and disorders, which includes the impact of language on learning and augmentative forms of communication, is investigated. Individual needs and remediation concerns are addressed

from early childhood to adulthood in the area of Language development. Impact of inclusion and alternate strategies for delivery of services in the mainstream for exceptional language learners is investigated. In addition to class meetings, a minimum of ten (10) hours of field experience is required. Prerequisites EDUC 3330, EDUC 3350, EDUC 3360, and GKEP, GKMP, GKR, GKSP.

ESED 3550 Vocational/Functional Life Skills (3 credits)

Personal and social skills for exceptional learners are stressed through emphasis on employability skills, career awareness and transition planning for adult living. Teaching major competencies necessary from kindergarten through adulthood in the areas of vocational and social needs are explored and applied. In addition to class meetings, a minimum of ten (10) hours of field experience is required. PRE-REQUISITES: EDUC 3330, EDUC 3350, EDUC 3360, and GKEP, GKMP, GKR, GKSP.

ESED 3561 Families, Professionals, and Exceptionality (3 credits)

A study of theory, research, and best practices related to family-professional partnerships from both general and special education is conducted. Families are studied as interactive systems from a multicultural perspective. Concepts and techniques of developing empowerment through collaboration are discussed and applied for it is through such partnerships that reliable alliances develop. In addition to class meetings, a minimum of 10 hours of observation and participation in a field setting is required. Prerequisite/s: ESOL 3340, EDUC 3330, and EDUC 3350.

ESED 3570 Foundations of Learning Disabilities (3 credits)

A study in the fundamental knowledge in the field of specific learning disabilities. Concepts, theories, characteristics, causes of specific learning disabilities as well as assessment and teaching methods are presented to the teacher candidate. Pre-requisites: EDUC 3330, EDUC 3350, EDUC 3360, and ESOL 3340.

ESED 4320 Classroom Management for Typical and Atypical Learners in the Multicultural Classroom (3 credits)

This course examines classroom management as the interrelationship of appropriate curricula, methods, materials, student behavior, family factors, and teacher behavior from culturally diverse perspectives. Additionally, this course addressed the classroom management needs of students with Emotional/Behavioral Disorders (EBD), focusing on the history, identification, and screening/evaluation approaches. Academic and data-based ethical behavioral strategies for intervention are discussed and applied. A minimum of 10 hours of field experience in a classroom is required. This course is ESOL infused.

ESED 4360 Classroom Procedures for Emotional/Behavioral Disorders (3 credits)

This course addresses information about learners with Emotional/Behavioral Disorders (EBD). The nature, history of the problem and relevant conceptual approaches are presented along with specific identification, screening and evaluation techniques. Additionally, factors related to family, school and culture are emphasized within a social systems perspective. Finally, academic and behavioral strategies for intervention are discussed and applied. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting are required. Prerequisites: EDUC 3330, EDUC 3350, ESED 3530, ESED 3535, and ESED 3540.

ESED 4530 Classroom Procedures for the Intellectually and Developmentally Disabled (3 credits)

Emphasis is placed on instructional strategies for teaching students who are intellectually and developmentally disabled. The development, implementation and evaluation of individualized educational plans are stressed. Special approaches to teaching functional skills, developmental programming, and data based management for students ranging in age from kindergarten through high school are investigated and applied. In addition to class meetings, a minimum of ten (10) hours of clinical experience is required. PREREQUISITES: EDUC 3330, EDUC 3350, ESED 4320, and ESED 3535.

ESED 4550 Methods and Teaching Materials for Teaching SLD Learners (3 credits)

Emphasis is placed on instructional strategies for teaching students with specific learning disabilities. Specialized approaches to teaching basic skills and adaptation of curriculum and materials for students ranging in age from kindergarten through high school are investigated and applied. In addition to class meetings, a minimum of 10 hours of observation and participation in a field setting is required. This course has a mandatory university supervision component of the field experiences. This class will have a supervised lesson plan demonstration in the field placement. Prerequisites: EDUC 3330, EDUC 3350, ESED 4320, ESED 3570, and ESED 3535.

ESED 4570 Exceptional Student Education Internship (12 credits)

This course for Exceptional Student Education majors offers a comprehensive review and practical application of educational philosophy, methods, and strategies through a 12-week clinical experience (internship) consisting of 450 hours that includes coursework and seminars. The central coursework is composed of a 12-week clinical experience, with the concurrent seminar serving as a supportive and reinforcing component. During the seminar sessions, the teacher candidate will explore, in depth, such topics as school board rules, regulations and

policies; professional ethics; best practices; national and state standards; teaching strategies; current trends in education; teaching competencies; student assessment; and reflective practices. This course requires candidates to demonstrate professional, pedagogical, and content standards, including ESOL competencies and skills. Prerequisite/s: General Education Requirements (30 credits), and Open Electives (6 credits), and EDUC 2500, SPCH 1010, EDUC 1100, ESOL 2903, TECH or Educational Technology, EDUC 3330, ESOL 3340, EDUC 3350, EDUC 3360, EDUC 3520, ESED 3530, ESED 3540, ESED 3550, ESED 3561, ESED 3570, EDUC 3501, ESED 4320, ELEM 4340, ELEM 4350, ELEM 4360, ESED 4360, EDUC 4001, EDUC 4200, ESED 4530, ELEM 4540, ESED 4550, ELEM 4560, ESOL 4565, and EDUC 4501.

ESOL—ESOL-Engl Speakers/ Other Lang

ESOL 2903 Cross Cultural Studies (3 credits)

This course will enable students to expand their knowledge of a multiplicity of cultural groups nationwide. This knowledge will allow them to identify culture-specific verbal and nonverbal communications and school behaviors resulting from cultural variations and their influence on student behavior/attitudes. The use of recent research findings and cross-cultural awareness will assist participants in maximizing student learning and in designing culturally-sensitive instructional materials while exhibiting appropriate teacher behaviors in cross-cultural school settings. In addition to class meetings, a 10 hour virtual field experience is required for this course. Prerequisite/s: None.

ESOL 3340 Survey of TESOL for Teachers (3 credits)

This course will assist participants in identifying and selecting instructional strategies, approaches, and materials for the development of listening, speaking, reading and writing skills in ESOL classrooms. Knowledge of these elements will be demonstrated by development and presentation of lesson plans appropriately based on age, language proficiency, cultural background and learning styles. A 10 hour field experience is required for this course. Pre-requisite/s: ESOL 2903.

ESOL 3341 Survey of TESOL for Teachers (Jamaica) (3 credits)

ESOL 3341 is required of all undergraduate preservice teachers enrolled in ESOL infused programs. This course is a survey of TESOL for Undergraduate Education majors. It provides a broad conceptual framework for preservice teachers to understand the potentials and hurdles of the LEP student in a subject area classroom. It surveys the Office of Multicultural Student Language Education's 25 Performance Standards for Teachers of English for Speakers of Other Languages, and reviews

some of the latest research written by experts in the field.

ESOL 4565 Second Language Learning (3 credits)

This course will assist participants in identifying and selecting instructional strategies, approaches, and materials for the development of listening, speaking, reading and writing skills in ESOL classrooms. Knowledge of these elements will be demonstrated by development and presentation of lesson plans appropriately based on age, language proficiency, cultural background and learning styles. A 10 hour field experience is required for this course. Pre-requisite/s: ESOL 2903, and ESOL 3340.

ESOL 4901 Methods of Teaching ESOL (3 credits)

This course will assist participants in identifying and selecting instructional strategies, approaches, and materials for the development of listening, speaking, reading and writing skills in ESOL classrooms. Knowledge of these elements will be demonstrated by development and presentation of lesson plans appropriately based on age, language proficiency, cultural background and learning styles. A 10 hour field experience is required for this course. Prerequisite/s: ESOL 2903.

ESOL 4902 ESOL Curriculum and Materials Development (3 credits)

This course will assist participants in identifying and selecting instructional strategies, approaches, and materials for the development of listening, speaking, reading and writing skills in ESOL classrooms. Knowledge of these elements will be demonstrated by development and presentation of lesson plans appropriately based on age, language proficiency, cultural background and learning styles. A 10 hour field experience is required for this course. Prerequisite/s: ESOL 2903.

ESOL 4904 Linguistics for ESOL Educators (3 credits)

This course provides insight into dialect diversity and the structure of language, including phonology, morphology, and syntax. Causes of linguistic interference for students from diverse language backgrounds are analyzed. An emphasis is placed on students being able to apply the International Phonetic Alphabet (IPA) for purposes of spoken language analysis. Students will analyze language and determine appropriate instructional strategies, using knowledge of phonology, morphology, syntax, semantics, and discourse. A course in applied linguistics is essential to understand how first and second languages develop in students. For the teacher of LEP students significant insights can be made regarding the student's rate of progress in learning a new language and the potential difficulties that student might encounter. This course is required by all students seeking their ESOL endorsement. Students should check with their advisors as to the full sequence of ESOL course that they may be required to take to obtain their ESOL endorsement. Prerequisite/s: ESOL 2903.

ESOL 4905 Testing and Evaluation in ESOL (3 credits)

Participants will learn to identify suitable ESOL assessment instruments and placement tests for ESOL students. Identification of available tests and construction of necessary ESOL test items in the cultural and language arts areas will be learned. The design and interpretation of appropriate testing--proficiency and achievement measures--as well as the interpretation of such assessment, will be stressed. Traditional assessment procedures as well as authentic assessment will be incorporated into required activities. The bilingual/special education interface is also considered. A variety of necessary record keeping methods for different types of assessment will be discussed and used in assignments. A 10 hour field experience is required for this course.

EXSC—Exercise Science

EXSC 1200 Prevention and Care of Athletic Injuries (3 credits)

This course is designed to introduce the student to prevention, recognition, and acute care management techniques for athletic related injuries. Time will be spent addressing the art and science of appropriate taping and wrapping techniques for athletic injuries.

EXSC 3700 Kinesiology (3 credits)

A study of the anatomy, physiology, and biomechanics of the muscle system as it relates to the principles of movement. Students will learn the muscle groups involved with specific movements and the results of the action of particular muscle groups on overall movement. Both normal and impaired movements will be analyzed. Prerequisite: BIOL 3312 or BIOL 3320.

EXSC 3740 Exercise Physiology with Lab (4 credits)

Study of the integration of cardiopulmonary, neuromuscular, and musculoskeletal systems as they apply to the movement of the body through space. Studied at the chemical, cell, and organismal levels. Includes use of instrumentation and procedures commonly employed to measure and analyze cardiopulmonary, neuromuscular, and musculoskeletal systems. Prerequisite: BIOL 3312 or BIOL 3320.

EXSC 3760 Biomechanics of Human Movement with Lab (4 credits)

This course provides the application of mechanical concepts to movement problems in sport, rehabilitation, and fitness. The anatomical and mechanical principles that dictate the limits and potential of human movement will be addressed. There is an overlying theme of movement observation, interpretation, and remediation with regard to biomechanics. Includes a laboratory component. Prerequisite: EXSC 3700.

EXSC 3820 Exercise Prescription with Lab (4 credits)

This course is designed to assist the student with measurement and interpretation of health and fitness related factors necessary for prescribing preventative and rehabilitative exercise programs. Focus areas include cardiorespiratory fitness, flexibility, body composition, muscular strength and endurance, and risk stratification. Includes a laboratory component. Prerequisite: ATTR 2400.

EXSC 4100 Adapted Physical Education (3 credits)

This course allows students to study medical characteristics of common disabilities and methods for designing appropriate sport and exercise programs. Clinical experiences with athletes/physically active individuals with disabilities will be available during the semester. Prerequisites: ATTR 1400 and BIOL 3312 or equivalent.

EXSC 4220 Motor Learning with Lab (4 credits)

This course provides students with the ability to analyze the emerging interrelationships among the motor, social, emotional, and cognitive forms of behavior and development. The course will discuss topics related to, but not limited to the developmental perspectives, physical growth, maturation and aging, perceptual motor development, physiological changes and exercise, sociocultural influences on motor development, theories, experimental studies and current issues in the acquisition, performance, and retention of motor skills, includes a laboratory component. Prerequisites: PSYC 3400 and EXSC 3700.

EXSC 4300 Research Methods in Sport and Physical Education (3 credits)

This course offers a foundation for conducting research in the areas of exercise/physical activity and sport. Specific attention will be on structure and interpretation of the research structure and data analysis (qualitative and quantitative) for publication and presentation. Prerequisite: MATH 3020 or MATH 3020H or MATH 2020 or MATH 2020H.

EXSC 4400 Exercise and Sport Administration (3 credits)

This course offers an in-depth background of the standards, policies and practices of organization, supervision and administration for sport and exercise programs and facilities. Prerequisite: EXSC 3800 or EXSC 3820.

EXSC 4500 Advanced Strength and Conditioning (3 credits)

This course is designed to provide students with the scientific knowledge and practical skills to train various active populations for the primary goal of improving

athletic performance. Specifically, students will learn to conduct sport-specific testing sessions, design and implement safe and effective strength training and conditioning programs and provide guidance regarding nutrition and injury prevention relative to strength and conditioning. The course is designed to enhance students' current level of knowledge of the material required to prepare for either the Certified Strength and Conditioning Specialist (CSCS) or Certified Personal Trainer (CPT) exams sponsored by the National Strength and Conditioning Association. Prerequisites: EXSC 3800 or EXSC 3820, and EXSC 3700.

EXSC 4900 Special Topics in Exercise and Sport Science (1–3 credits)

Topics in sports medicine and athletic training that are not included in a regular course offering. Prerequisites may be required. Specific content and prerequisites are announced in the course schedule for the given term. Students may reenroll for Special Topics covering different content. Prerequisite: To be determined by the faculty and the division director.

EXSC 4900A Special Topics in Exercise and Sport Science: Advanced Strength and Conditioning (3 credits)

This course designed to provide upper level EXSC students with the knowledge and skills to apply scientific knowledge to train a variety of populations including but not limited to, athletes for the primary goal of improving athletic performance. Additionally, this course will provide much of the necessary material to take either the National Strength and Conditioning CSCS or CPT exam. Prerequisites: ATTR 2400 or EXSC 3800 and EXSC 3700 and EXSC 3710.

EXSC 4900B Special Topics in Exercise Science: Advanced Sports Supplements for Athletic Performance B (3 credits)

This course includes the study of macronutrient manipulation, nutrient timing, and the use of dietary supplements (e.g. creatine, beta-alanine, amino acids, etc) to enhance sports performance, increase skeletal muscle mass and muscle fiber cross-sectional area, decrease fat mass, and optimize recovery. Furthermore, the legal/regulatory issues surrounding the sports supplement and nutrition industry will be examined. Prerequisite: EXSC 3720 or EXSC 3740.

EXSC 4901 Practicum in Exercise Science (3 credits)

This course offers the student an opportunity to earn course credit for a practicum/internship in a sport and exercise program and/or facility. Prerequisites: EXSC 3740 AND EXSC 4400.

EXSC 4950 Internship in Exercise and Sport Science (1–12 credits)

A work experience for 16 weeks in the student's major area of study or area of career interest. Consult academic division for specific details and requirements. Prerequisites: cumulative GPA of 2.5 or higher, major GPA of 3.0 or higher, completion of 60 or more credit hours, supervision of instructor, and permission of academic director.

EXSC 4990 Independent Study in Exercise and Sport Science (1–3 credits)

The student selects and independently carries out library and/or empirical research. Faculty supervision is provided on an individual basis. Prerequisite: To be determined by the faculty and the division director.

EXSC 4990A Independent Study in Exercise and Sport Science (A) (1–3 credits)

The student selects and independently carries out library and/or empirical research. Faculty supervision is provided on an individual basis. Prerequisite: To be determined by the faculty and the division director.

EXSC 4990B Independent Study in Exercise and Sport Science (B) (1–3 credits)

The student selects and independently carries out library and/or empirical research. Faculty supervision is provided on an individual basis. Prerequisite: To be determined by the faculty and the division director.

EXSC 4990C Independent Study in Exercise and Sport Science (C) (1–3 credits)

The student selects and independently carries out library and/or empirical research. Faculty supervision is provided on an individual basis. Prerequisite: To be determined by the faculty and the division director.

FILM—Film Studies

FILM 2000 Introduction to Film (3 credits)

This course focuses on understanding film as an art form through examining its history and stylistic elements. Emphasis will be on technological, aesthetic, and social elements of film; various genres and periods in film will be studied, along with the application of techniques and criticism and evaluation to film. Prerequisite: COMP 1500 or COMP 1500H.

FILM 3040 Women and Film (3 credits)

This course focuses on the application of film to examine how gendered images construct and marginalize women in both mainstream and independent cinema. Prerequisite: one FILM course; and COMP 2000 or 2010 or 2020 or COMP 2000H.

FILM 3050 Literature and Film (3 credits)

This course focuses on the adaptation of literary texts into film texts. Emphasis will be on the process and consequences of literary adaptation into film and the similarities and differences between the reading and analysis of literary texts and film texts. Prerequisite: one FILM course; and COMP 2000 or 2010 or 2020 or COMP 2000H.

FILM 3060 Film Noir (3 credits)

This course focuses on film noir, a series of films from the 1940's and 1950's that share characteristics of complex narrative, expressionistic photography, alienated characters, and psychological themes. Emphasis will also be on the study of the way these films were influenced by social, political, and economic factors of the time. Prerequisite: one FILM course, and COMP 2000 or COMP 2010 or COMP 2020 or COMP 2000H.

FILM 3100 Black Cinema (3 credits)

This course focuses on the study of films made within or about the African Diaspora and considers the socio-political commentary made by these films. The course also examines how racially constructed images are developed in film and the connection between black and mainstream cinema. Prerequisite: one FILM course; and COMP 2000 or COMP 2010 or COMP 2020 or COMP 2000H.

FILM 4000 History of Film (3 credits)

This course focuses on the history of film, from the silent era to the modern, digital era. Emphasis will be on the technological developments of film science, and the historical and social contexts that influenced the production of film over the last century. Prerequisites: one FILM course; and COMP 2000 or COMP 2010 or COMP 2020 or COMP 2000H.

FILM 4500 Major Directors (3 credits)

This course examines the life and work of a major film director from a variety of critical perspectives and using a variety of films. Directors that may be focused on include Alfred Hitchcock, Stanley Kubrick, Martin Scorsese, and Woody Allen. Prerequisites: one FILM course; and COMP 2000 or COMP 2010 or COMP 2020 or COMP 2000H.

FILM 4900 Special Topics in Film (3 credits)

Topics, which vary from year to year, may include a study of film in relation to a specific field (politics, philosophy, history), an exploration of a particular genre of film (comedy, western, musical, crime), or period (silent film). Specific focus to be announced. May be repeated once for credit, if content changes and with written consent of division director. Prerequisites: one FILM course; and COMP 2000 or COMP 2010 or COMP 2020 or COMP 2000H.

FILM 4990 Independent Study in Film (1–3 credits)

The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. Written consent of instructor and division director required. Prerequisites: One FILM course and COMP 2000 or 2010 or 2020 or COMP 2000H.

FIN—Finance**FIN 2000 Personal Finance (3 credits)**

A course designed to help students cope with the financial aspects of life such as taxes, budgeting, insurance, savings, investing, credit and credit card financing, auto and home financing, retirement planning, and estate planning.

FIN 3000 Introduction to Finance (3 credits)

Practical and conceptual problems associated with financial management in business planning, obtaining, and utilizing of funds are the focus of this course. Prerequisite: ACT 2200.

FIN 3010 Corporation Finance (3 credits)

Applies financial management to organizations. Topics include ratio analysis, leverage, cash budgeting, and capital structure.

FIN 3110 Financial Management (3 credits)

A continuation of Corporation Finance. Topics include risk and return, cost of capital, capital structure, dividend policy, short-term financial management, and international aspects of financial management.

FIN 3120 Principles of Investments (3 credits)

This course covers modern investment theory with applications in the debt, equity and derivative markets, with an introduction to portfolio management. Topics include financial assets, risk/return, bond yields, durations, option pricing, and futures. The concepts can be applied to personal investing, but the course is geared more toward institutional investing. Prerequisite: FIN 3010 or FINC 3010.

FIN 3130 Securities Analysis (3 credits)

Securities Analysis builds on the foundation of investment management developed in FIN 3120 by focusing on efficient diversification, portfolio management, fundamental and technical analysis, equity valuation, and portfolio performance evaluation.

FIN 3150 Banking and Financial Institutions (3 credits)

Studies the operation in commercial banks, savings and loan associations, and saving banks. Topics include loans, mortgages, bonds, investments, trusts, marketing,

and auditing. Discusses the impact of federal and state regulations on financial institutions. Prerequisite: FIN 3010 or FINC 3010.

FIN 3900 Finance Internship (3 credits)

The Huizenga Business School fosters learning through the application of classroom theory in the workplace. Undergraduate students have the option of participating in a university sponsored internship for academic credit. The minimum internship work requirement is 180 hours during one semester. Registration for internship is done through the HSBE Office of Academic Advising, not online, after conferral with the NSU Office of Career Development. **ACADEMIC REQUIREMENTS:** good academic standing, GPA of 2.5 or higher, and completion of at least 36 credit hours.

FIN 4120 Advanced Financial Management (3 credits)

This course explores the role of the financial manager in finding sources of corporate funds, valuation, and capital budgeting. This course also examines financial forecasting and short and long-term financing. Prerequisites: FIN 3115 OR FINC 3115 OR FIN 3110 OR FINC 3110.

FIN 4130 Portfolio Theory (3 credits)

This course covers portfolio theory with an emphasis on capital asset pricing, arbitrage pricing, pricing of derivatives, interest rates, and bond management. Internet exercises will be used extensively. Prerequisite: FIN 3130.

FIN 4550 International Finance (3 credits)

Topics include international monetary systems, foreign exchange markets, international parity conditions and currency rates, management of currency exposures, and multinational capital budgeting and capital structure.

FIN 4910 Advanced Special Topics (3 credits)

Examines topics in finance that are not included in regular course offerings. Specific contents and prerequisites are announced in the course schedule for a given term. Students may reenroll for special topics covering different content.

FIN 4920 Advanced Special Topics (3 credits)

Examines topics in finance that are not included in regular course offerings. Specific content and prerequisites may vary. Students may re-enroll for special topics covering different content.

FREN—French

FREN 1210 Elementary French I (3 credits)

Introduction to the essentials of French language with emphasis on grammar, vocabulary, writing, and oral skills.

Introduction to the cultural practices of the Francophone world. Not open to native speakers.

FREN 1220 Elementary French II (3 credits)

Continuation of the essentials of French language with emphasis on grammar, vocabulary, writing, and oral skills. Continuation of study of the cultural practices of the Francophone world. Not open to native speakers. Prerequisites: FREN 1210 or permission of instructor.

FREN 2210 Intermediate French I (3 credits)

Readings in French literature and culture. Study of French idioms and syntax. Further development of oral and written French. Not open to native speakers. Prerequisite: FREN 1220.

FREN 2220 Intermediate French II (3 credits)

Continuation of FREN 2210. Readings in French literature and culture. Study of French idioms and syntax. Further development of oral and written French. Not open to native speakers. Prerequisite: FREN 2210.

GEOG—Geography

GEOG 2050 Survey of Geography (3 credits)

Study of geographic characteristics, area relationships, and major regional problems, and their impact on the Western world. Study of physical, human, economic, and political resources.

GEOG 2075 Geographical Information Systems (3 credits)

Geographical Information Systems is an introductory survey course that gives the student a comprehensive introduction to the basic design principles of data-based management systems for the capture, analysis, and display of spatial data.

GEOG 2260 Geography of Natural Resources (3 credits)

Study of natural resources within the framework of the man-environment system. Included are problems related to pollution, populations, technology, growth, conservation of the environment, and developmental planning as they relate to the various geographic areas of the Western world and the non-Western world.

GEOG 2900 Special Topics in Geography (1–3 credits)

Topics in geography that are not included in regular course offerings and may be taken without prerequisites. Specific content is announced in the course schedule for a given term. Students may reenroll for special topics covering different content.

GEOG 3000 Geography of Ecotourism (3 credits)

Geography of Ecotourism examines physical and cultural attributes of countries and regions in the context of tourism. A general emphasis provides a broad overview of tourism around the world, but the majority of the instruction deals with the examination of ecotourism from a thematic viewpoint so that practitioners can learn to identify geographic locations with specific attractions and apply concepts so as to construct activities in any country.

GEOG 3010 Amazonian Cloud Forest Biogeography (3 credits)

This is a course for students traveling to Ecuador as part of a program to document the land, people, and cultures of this Latin America nation. Students will have the opportunity to explore Ecuador using a variety of themes: cultural, geographical, natural, and sustainable. Prerequisite: BIOL 1040 or higher or ENV 1100.

GEOG 3050 Applied Geographic Information Systems (3 credits)

The course will explore applied topics in GIS including: GIS database development, Web-based GIS applications, spatial and 3-D analysis, and model development. This course builds on basic principles and applications developed in GEOG 2075, and will prepare students from various disciplines to use advanced GIS analytical tools in project development. Prerequisite: GEOG 2075.

GEOG 3075 Geospatial Field Methods (3 credits)

This course teaches students to geo-reference field observations, photos, and data for analysis and reports. Students are introduced to geospatial technology, including Global Positioning System (GPS), mobile Geographic Information System (GIS) tools, and basic GIS for field data gathering. The course consists of lecture, computer laboratory, student presentations, and field trips for data collection. This course is designed for students from diverse disciplines interested in using geospatial technology in their studies, research, and career. Prerequisite: GEOG 2050 or GEOG 2075.

GEOG 4050 Space-Borne and Aerial Image Processing (3 credits)

This course is designed to introduce students to the principles of satellite and aerial remote sensing and to teach methods for analysis and interpretation of digital imagery. Students will explore digital image processing of color satellite imagery used for monitoring soil, vegetation and water resources. In addition, the integration of GIS technology with remote sensing will be discussed. Students will also be exposed to the latest developments in airborne and satellite remote sensing technology and how it enhances decision making in science, engineering, emergency management and agriculture. Students who take this course will gain essential training towards a career in the natural resource, urban planning, emergency

management, or intelligence communities. Prerequisite: GEOG 2075.

GEOG 4900 Advanced Special Topics in Geography (1–3 credits)

Advanced topics in geography that are not included in regular course offerings. Specific content and prerequisites are announced in the course schedule for a given term. Students may reenroll for special topics covering different content.

GEOG 4950 Internship in Geography (1–2 credits)

A work experience for 16 weeks in the student's major area of study or area of career interest. Consult academic division for specific details and requirements. Prerequisites: cumulative GPA of 2.5 or higher, major GPA 3.0 or higher, completion of 60 or more credit hours, supervision of instructor, and permission of academic director.

GERO—Gerontology

GERO 2000 Introduction to Gerontology (3 credits)

This course explores the demography of aging and its implications for society, social structure, work and retirement, health care and housing, and the effects of an aging society on public policy. Prerequisite: PSYC 1020 or PSYC 1020H.

GERO 2030 Gerontology and the Law (3 credits)

This course covers an overview of critical legal issues affecting the elderly. Topics will include the following: guardianship practice and procedure, alternatives to guardianships, such as durable powers of attorney, trusts, and health care surrogates; government benefits such as Social Security, Medicare, and Medicaid; and end of life decision making. Regulations and laws designed to protect the elderly against abuse and fraud are also covered. Prerequisite: GERO 2000.

GEST—Gender Studies

GEST 2050 Introduction to Gender Studies (3 credits)

This course introduces students to the interdisciplinary field of gender studies. It is designed to help students develop a critical framework for thinking about questions relating to gender and the ways that gender is constructed and institutionalized. Attention is paid to ongoing debates concerning public and private, the politics of embodiment and sexuality, equality and difference, the intersection of gender with other axes of subordination, identity politics and essentialism. Prerequisite: COMP 1500 or COMP 1500H.

GEST 4900 Special Topics in Gender Studies (3 credits)

This course serves as a capstone to gender studies and provides the opportunity for treatment of special topics and/or internships combined with independent research projects. Prerequisites: GEST 2050; and COMP 2000 or COMP 2010, or COMP 2020 or COMP 2000H.

GEST 4990 Independent Study in Gender Studies (3 credits)

The student selects, and carries out independently, library and /or empirical research. Faculty supervision is provided on an individual basis. Written consent of instructor and division director required. Prerequisites: GEST 2050; and COMP 2000 or COMP 2010 or COMP 2020 or COMP 2000H.

HDFS—Human Develop and Family Studies

HDFS 3000 Research Methods in Human Development and Family Studies (3 credits)

Introduction to quantitative and qualitative research methods used to study human development and families. Provides experience conducting observations and survey interviews, evaluating research results, and writing research reports. Prerequisites: SOCL 2130 and PSYC 2350.

HDFS 3200 Child Welfare, Law, and Social Policy (3 credits)

This class will acquaint students with various areas in which public policies and laws affect children and families, and in which developmental/family research and practice are germane to legal policy (and case law); the methods through which empirical research findings may influence case law and legislation (amicus curiae and policy briefs); and, the relationship between the fields of family studies/social science, policy, and law, and how this knowledge can affect study design/dissemination and clinical/practical work. Key areas of focus will include: relevant prevention vs. intervention approaches to promoting child/family welfare and mental health; and, family violence prevention and intervention efforts. Prerequisite: SOCL 2130.

HDFS 3400 Legal Aspects of the Family (3 credits)

The purpose of this course is to provide the student with a general overview of the most important aspects of family law. Topics covered include the regulation of marriage, separation and divorce, alimony, child custody and support, adoption, parental authority and children's rights, abortion, and the impact of technology on families. Prerequisite: SOCL 2130.

HDFS 3500 Children with Special Needs (3 credits)

Multi-disciplinary approach to the study of issues related to exceptional children and their families. Explores social, emotional, and economic aspects of exceptionality for both children and families; examines processes of identification, intervention, and integration of children who deviate significantly from developmental norms. Prerequisite: PSYC 2350.

HDFS 4800 Community Practicum in Human Development and Family Studies (3 credits)

Supervised experiences in established career-related positions at a community agency; focus selected on basis of professional interest (some sites may require a background check). Prerequisite: SOCL 2130, PSYC 2630, and PSYC 2350.

HDFS 4880 Senior Seminar in Human Development and Family Studies (3 credits)

Students will have the opportunity to integrate information from a variety of perspectives in human development and family studies. Each seminar will have a focal theme that will allow students to gain new perspectives, as well as apply knowledge from prior courses and experiences. This course is presented as a capstone experience; therefore students with advanced standing in the HDFS major will benefit the most from the seminar. Prerequisite: HDFS 3000.

HDFS 4900 Special Topics in Human Development and Family Studies (3 credits)

A critical look at one or more contemporary issues in human development and family studies. Prerequisites: PSYC 2350 and SOCL 2130.

HDFS 4990A Independent Study A in Human Development and Family Studies (3 credits)

The student selects and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. Prerequisites: HDFS 3000 and written consent of instructor and division director.

HDFS 4990B Independent Study B in Human Development and Family Studies (3 credits)

The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. Prerequisites: HDFS 3000 and written consent of instructor and division director.

HDFS 4990C Independent Study C in Human Development and Family Studies (3 credits)

The student selects and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. Prerequisites: HDFS 3000 and written consent of instructor and division director.

HDFS 4990D Independent Study D in Human Development and Family Studies (3 credits)

The student selects and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. Prerequisites: HDFS 3000 and written consent of instructor and division director.

HIST—History

HIST 1030 American History to 1865 (3 credits)

American history from its colonial origins through the Civil War. Special emphasis is given to analyzing and evaluating the major forces and ideas that have shaped American political, social, and economic life.

HIST 1030H American History to 1865 Honors (3 credits)

American history from its colonial origins through the Civil War. Special emphasis is given to analyzing and evaluating the major forces and ideas that have shaped American political, social, and economic life. Prerequisite: Honors students only.

HIST 1040 American History Since 1865 (3 credits)

American history from Reconstruction to the present. Special emphasis is given to analyzing and evaluating the major forces and ideas that have shaped American political, social, and economic life.

HIST 1040H American History Since 1865 Honors (3 credits)

American history from Reconstruction to the present. Special emphasis is given to analyzing and evaluating the major forces and ideas that have shaped American political, social, and economic life. Prerequisite: Honors students only.

HIST 1090 Early Western History (3 credits)

A historical study of the major political, social, economic, philosophical, and religious movements shaping Western society in the period preceding the Renaissance.

HIST 1110 Modern Western History (3 credits)

A historical examination of modern western society since the Middle Ages, emphasizing political, social, and economic movements, and the religious and philosophical ideas that have shaped its development.

HIST 1150 Early World History (3 credits)

A study of the development of world civilizations, examining the interrelationships of the various regions of the world from Prehistoric times through 1500, including the rise of world communities, cultures, religions, and empires, tracing the development of trade, economics, political forms, the creation of the nation-state, and on the

development of technology and the use of war of resolve cultural/religious/national conflicts.

HIST 1160 Modern World History (3 credits)

A study of the interrelationships of world civilizations of the various regions of the world in the post-Renaissance era, examining the major world communities, cultures, and religions, tracing the modernization of economics and political systems, and the relations between modern nation-states. The course will also examine the collapse of colonialism, the beginning and end of the Cold War, the use of technology and warfare to resolve cultural/religious/national conflicts, and the role played by the United States in world affairs in the modern era.

HIST 2130 Formation of Latin America (3 credits)

An interdisciplinary study of ancient American and Latin American systems and societies. The course examines ways in which essential elements of indigenous cultures have had an impact on the development of Latin American political, social, and economic institutions; the impact of Iberian history and socioeconomic systems on the discovery, colonization, and development of American nations; the legacy of Spanish and Portuguese colonialism to emerging Latin American states; and the major goals and consequences of 19th century neocolonialism. Prerequisite: COMP 1500 or COMP 1500H.

HIST 2140 Modern Latin America (3 credits)

Using Latin America and the Caribbean as a focal point, the course provides an interdisciplinary overview of contemporary American systems and societies and their place in a rapidly changing, increasingly interdependent world. Topics discussed will include the causes and goals of revolution in Latin America, Latin American debt and development, U.S.-Latin American relations, and a new hemispheric order for the 21st century. Prerequisite: COMP 1500 or COMP 1500H.

HIST 2300 Caribbean History (3 credits)

This course traces the history of the Caribbean from the fifteenth century to the present, examining such issues as indigenous peoples and the early years of European settlement and colonization, the construction of African slavery, the changing place of the Caribbean in the world economy, various aspects of slave society, and the abolition of slavery. Revolution and struggles for independence will be emphasized, as will be U.S. imperialism, migration, and the rise of intellectual, artistic and literary movements in Caribbean island nations. Prerequisite: COMP 1500 or COMP 1500H.

HIST 2400 African History (3 credits)

This class will focus on Africa as a vast continent that is characterized by enormous ethnic, religious, geographic, and historical diversity. Emphasis will be on the transatlantic slave trade and its impact on Africa

and Africa's relations with the outside world. European colonization of Africa and the extent to which it shaped the modern history of the continent; and the history of South Africa and the rise and fall of the Apartheid Regime. Prerequisite: COMP 1500 or COMP 1500H.

HIST 2900 Historical Methods (3 credits)

This course is designed to familiarize students with the methods and procedures used by historians in researching and writing about important historical trends and events. Students in this course will be required to complete a semester-long research assignment with an emphasis on using primary and secondary sources, developing interpretative skills grounded in creative and responsible scholarship, improving writing skills, using the Chicago Manual of Style, and delivering oral presentations. Prerequisites: one HIST course and COMP 2000 or COMP 2020 or COMP 2000H.

HIST 3010 Constitutional History I (3 credits)

A study of the origin and development of the American constitutional system from the colonial period to 1870. The course will examine seminal decisions of the United States Supreme Court during this period in their political, social, and economic context. Prerequisites: one HIST course; and COMP 2000, COMP 2010, or COMP 2020 or COMP 2000H.

HIST 3020 Constitutional History II (3 credits)

Continuation of the study of the constitutional system of the United States. The course covers the period 1870 to the present with special emphasis on Supreme Court decisions in the areas of federal-state relations, individual liberties, and civil rights. Prerequisite: HIST 3010.

HIST 3130 Vietnam (3 credits)

This course takes an interdisciplinary approach to examine the origins and causes of the Vietnam War, explore the ways it was fought, and evaluate its impact on American society, politics, and life. Specific focus will be on the way that the Vietnam conflict inspired feelings of strife and anger, confusion and frustration to an entire generation of Americans as America's first "lost" war. Prerequisites: one HIST course; and COMP 2000, COMP 2010, or COMP 2020.

HIST 3140 The Holocaust (3 credits)

A study of the history of the Holocaust. This course will look at the causes, reasons, results, and implications of the Holocaust from both a European and American perspective. Prerequisites: one HIST course; and COMP 2000, COMP 2010, or COMP 2020.

HIST 3230 The Great Depression (3 credits)

This course will examine the origins and causes of the Great Depression, exploring its impact on American

society and life and evaluating its effects on the politics of reform that grew up in response to this crisis. Specific topics, such as this era's impact on confidence about the future, the New Deal, the welfare state and modern liberal politics, and how events of the era have helped form contemporary American society, will be covered. Prerequisite: one HIST course; and COMP 2000, 2010, or 2020.

HIST 3240 Irish History (3 credits)

This course will study Irish history from the Neolithic era to the 21st century, focusing on the colonial relation between Britain and Ireland, including the 17th-century Plantation, the Cromwellian and Williamite wars, the United Irishmen and the 1798 Rising, the Act of Union, the Great Hunger (Famine) and emigration to America, and the formation of the Irish Republic and the Northern Irish state in 1922. Prerequisites: one HIST course; and COMP 2000 or COMP 2010 or COMP 2020 or COMP 2000H.

HIST 3300 Contemporary U.S. History (3 credits)

This course follows a thematic approach to the history of the United States since 1945. The course will involve some general background on many of the major political, cultural, and social themes of this period, such as the civil rights movement, the politics of the welfare state, Watergate, the culture wars of the 1980s, etc. Four specific social and cultural issues will be emphasized: the impact of the Cold War on modern American culture; the social and cultural implications of the post-war growth of the middle class and suburbia; the counterculture of the 1960s and its impact on contemporary society; and the influence of the "moral majority" and the religious right on contemporary politics. Prerequisite: one HIST course and COMP 2000 or COMP 2020 or COMP 2000H.

HIST 3400 U.S. Foreign Relations (3 credits)

This course will examine the emergence of the United States as the dominant political, economic, and military power on the world stage in the twentieth century. Students will attempt to identify reasons for this development and endeavor to come to a fuller understanding of the nature and scope of America's global commitments. The course will trace the development of American foreign relations from the Spanish-American War of 1898 through the Cold War, concluding with an examination of the evolution of American foreign policy in the post-Cold War and the ramifications of recent developments at home and abroad. Prerequisite: one HIST course and COMP 2000, 2010, or 2020 or COMP 2000H.

HIST 3430 Renaissance and Reformation Europe (3 credits)

This course examines the reemergence of Europe in the fourteenth century as a center for political, intellectual, economic, and artistic developments. It also explores the religious, political, and social upheavals of the sixteenth

and seventeenth centuries by focusing on the split between Protestants and Catholics, the development of powerful nation states, and the newly emerging “scientific” theories of the era. Prerequisites: one HIST course and COMP 2000 or COMP 2020 or COMP 2000H.

HIST 3440 Enlightenment and Revolution in Europe (3 credits)

This course examines the challenges to traditional authority by Enlightenment thinkers about the nature of reality, and how these objections shaped the interactions between society, politics, and culture that characterized the Enlightenment and the French Revolution. The overarching aim of this course is to understand the complex nature of these cultural upheavals in their political, religious, economic, scientific, and cultural dimensions, and to appreciate how their effects have continued to shape Western attitudes and values. Prerequisites: one HIST course and COMP 2000 or COMP 2020 or COMP 2000H or HIST 1040H.

HIST 3450 History of American Immigration (3 credits)

History of American Immigration: This course will examine the history of American immigration. The course will study the motivation for those coming to America, immigration demographics, the impact of immigration on American society, American reaction to immigration in public opinion, and the political, social, and legal response to immigration. Prerequisite: one HIST course; COMP 2000, 2010, or 2020 or COMP 2000H.

HIST 3510 The Civil War and Reconstruction (3 credits)

This course examines the causes, character and consequences of the American Civil War. Emphasis will be placed on antebellum society and the growth of sectionalism, political breakdown, the institution of slavery; the war itself and how it transformed American economic, social and political institutions; Reconstruction and the War’s aftermath. Prerequisites: HIST 1030 or HIST 1040 and COMP 2000 or COMP 2020 or COMP 2000H or HIST 1030H.

HIST 4700 Genocide in the 20th Century and Beyond (3 credits)

This course will examine the history of genocide beginning in the 20th century focusing mostly on Europe and Africa: the Holocaust, the Balkans, Rwanda and Darfur. As part of this study, students will travel to see the first-hand manifestations and implications of genocide. Prerequisites: one HIST; and COMP 2000, 2010, or 2020 or COMP 2000H.

HIST 4900 Special Topics in History (3 credits)

Advanced studies in selected topics in history, such as interpretations of Revolution, the role of technology in society, or environmental history. Specific focus to be

announced. May be repeated once for credit, if content changes and with written consent of division director. Prerequisites: one HIST course; COMP 2000, COMP 2010, or COMP 2020 or COMP 2000H or HIST 1030H or HIST 1040H.

HIST 4950 Internship in History (1–12 credits)

A 10-20 hour per week field or work experience for 16 weeks (or more) in the student’s major area of study. Consult academic division for specific details and requirements. Prerequisite: cumulative GPA of 2.5 or higher, completion of 60 or more credit hours, and permission of division director.

HIST 4990 Independent Study in History (1–3 credits)

The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. Written consent of instructor and division director required. Prerequisites: one HIST course; and COMP 2000, COMP 2010, or COMP 2020 or COMP 2000H or HIST 1030H or HIST 1040H.

HIST 4999 Senior Seminar in History (3 credits)

This course is a capstone experience for all history majors. Students will draw on everything they have learned in their prior courses by means of an intensive study of a single topic of historical concern or controversy. The learning method employed in this class will combine extensive readings in primary and secondary historical texts with a major research paper that is subject to rigorous academic standards. Topics will vary. Prerequisites: Senior standing and HIST 2900.

HONR—Honors

HONR 1000B Honors Seminar: Discovery and Discipline (3 credits)

This Honors Seminar provides an exploration of two critical themes that frame science, learning, and culture: discovery and discipline. What makes a fact a fact? Are there differences between invention and discovery? What level of proof, or agreement, is necessary for a discovery to be certified as real? Who makes these decisions? Is discovery the result of luck (being in the right place at the right time), creativity (imagination and curiosity), hard work (planning, preparation, and discipline), or a mix of all three? Satisfies general education requirements in Social & Behavioral Sciences. Prerequisite: Honors students only.

HONR 1000C Honors Seminar: Myth and Fairy Tale in Modern Culture (3 credits)

This course will focus on the influence of mythology and fairy tale on the cultural and psychological fabric of modern life. As students read various myths, fairy tales, and literature, as well as study images of myth and tale in

advertising and film, they will attempt to make connections between underlying recurrent themes that find their roots in the earliest stories of humanity. The reading and analysis of texts and images will be complemented by the development of individual writing skills, emphasizing critical thinking and the clear, sophisticated, and creative expression of ideas. Satisfies general education requirement in humanities. Prerequisite: Honors students only.

HONR 1000D Honors Seminar: Future History (3 credits)

This course is an extrapolation of the future based on assumptions about, and concerns with, the present. Taking both a utopian and a dystopian form, these explorations of historic imagination say as much about where we think we are today as where we think we are heading in the future. It will further explore the various forces that shape historic change and seek to place ourselves and our personal world within this process. Satisfies general education requirement in humanities. Prerequisite: Honors students only.

HONR 1000E Honors Seminar: Global Jewish Literature (3 credits)

Students will identify, reflect upon, and write about the particularities of different regions of the globe to demonstrate their awareness and understanding of the ways in which written rhetorical strategies translate into both the separation and/or the blending of a people in search of the traditional Jewish community. Geographically-specific, representative literature of the Jewish people—area studies of Jewish literature—reveal similarities and dissimilarities with regard to representations of Jewish history, culture, religion, and society. Satisfies general education requirement in humanities. Prerequisite: Honors students only.

HONR 1000G Honors Seminar: The Problem of Consciousness (3 credits)

What is consciousness? How does the brain do its work and produce its dazzling, if taken-for-granted, capabilities? If we all share similar capacities, how does each brain manage to make itself unique? Although these similar questions have been asked for hundreds, if not thousands, of years, the past decade has provided more tools for answering them than at any other time in human history. Data from many fields of inquiry have begun to converge. Students who take this course will be exposed to these exciting new findings and will also explore resulting controversies. Satisfies general education requirements in Social & Behavioral Sciences. Prerequisite: Honors students only.

HONR 1000H Honors Seminar: City in Film and Literature (3 credits)

This course focuses on depictions of urban life in film and literature. Some themes that will be explored in

the course are the representation of the city as both living organism and as killing machine; the “geometry” of the city as alternately labyrinthine and boxlike, having both confusing and suffocating effects; isolation, dehumanization and the struggle for identity; conflicts between nature and city; immigration, assimilation, and cultural identity. Satisfies general education requirement in humanities. Prerequisite: Honors students only.

HONR 1000J Honors Seminar: Culture Wars (3 credits)

An examination of the “hot button” topics that divide the American people, this seminar will delve into the issues and perspectives which shape American culture. It will ask not only what these issues are but why they divide us. Among the topics to be examined are abortion, free speech, evolution, gay rights, and affirmative action. Satisfies general education requirements in Humanities. Prerequisite: Honors students only.

HONR 1000L Honors Seminar: Cultural Mosaic: Fact and Fiction (3 credits)

This honors seminar will explore cultural concepts, values, and social behaviors in America. It will examine the impact of the acculturation process on variables such as parental ethnotheories, emotional expressions, and conception of mental illness. The notion of prejudice and racism will be addressed as well as the impact of various government policies impacting or refuting the notion of a cultural mosaic. Students will be exposed to nonwestern approaches to research through qualitative and nontraditional data collection. Satisfies general education requirements in Social & Behavioral Sciences. Prerequisite: Honors students only.

HONR 1000M Honors Seminar: Wicked Wit: Satire in Literature, Film, and Television (3 credits)

This course focuses on the methods, intentions, and impact of satire, from its origins in classical literature through its “Golden Age” in the eighteenth century and its enduring, acerbic presence in 20th- and 21st-century literature, film, television, and on the Web. Students will explore the ways that satire challenges routinely accepted ideas and practices, and targets injustice, selfishness, and hypocrisy in people and in their social institutions. Satisfies general education requirements in Humanities. Prerequisite: Honors students only.

HONR 1000N Honors Seminar: Genetics and Genealogy (3 credits)

Through lecture, discussion, review of primary literature, case studies, videotapes and class presentations, this course will investigate the relationships among the studies of genetics, human evolution and genealogy. Students will be expected to extract their own DNA and analyze it for various molecular markers as well as create their family history tree and narrative which they will present in class.

Satisfies general education requirements in Humanities.
Prerequisite: Honors Students only.

HONR 1000P The Human Mind (3 credits)

An introduction to some of the main theoretical and research perspectives in the field of cognitive psychology. Topics include: perception, memory, conscious and unconscious process, forms of intelligence, language, emotions, and self. Satisfies general education requirements in Social & Behavioral Sciences. Prerequisite: Honors students only.

HONR 1000Q Hormones and Behavior (3 credits)

Students in Hormones and Behavior will develop and understanding of many topics related to behavioral neuroendocrinology. This course will review the interrelationships among hormones, brain and behavior. One of the main topics covered in this class will be the effect of stress hormones on physiology and behavior. In addition to steroid hormones, the effects of other major classes of hormones on behavior including peptide and protein hormones as well as the monoaminergic hormones will be discussed. Satisfies general education requirements in Social & Behavioral Sciences. Prerequisite: Honors students only.

HONR 1000R Honors Seminar: Who's the Man? (3 credits)

This course explores how the dominant sources of power have worked to maintain their power in the United States by exploiting peoples of low economic status, minorities, and women. The effect of this subjugation has been both explicit (e.g. laws put into place that openly discriminate) and implicit (e.g. via the use of psychologically damaging language). The purpose of this course is to understand (a) how the historical practices of those in power have influenced the cultural, social and political environment that exists today, (b) how this environment has shaped both the psychology of Americans and the field of psychology in America, and (c) how power can be reasserted by the repressed. This course is based on a seminar format which will include a great deal of student involvement involving work in groups and class discussion. This course satisfies general education requirements in Social and Behavioral Sciences. Prerequisite: Honors students only.

HONR 1000S Honors Seminar: The Nature of Truth (3 credits)

This seminar will examine the nature of the concept of truth as it appears in the human culture and civilization. Special attention will be paid to truth as disposition or virtue of character and the notion of truth as it has appeared in various religious contexts, as well as the impact these notions have had on philosophy, history, psychology, literature and the arts, and science. Satisfies general education requirements in Humanities. Prerequisite: Honors students only.

HONR 1000T Honors Seminar: Science in the News (3 credits)

This general education honors seminar is designed to give students the ability to see or hear news stories about the latest scientific discoveries and current events in science and assess the importance of these issues in our daily lives. Scientific topics may include but are not limited to: medicine, natural sciences, meteorology, climatology, and physics. This course satisfies general education requirement in science. Prerequisite: Honors students only.

HONR 1000U Honors Seminar: You: A Critical Analysis (3 credits)

This course is designed for students to be able to take an introspective view of who they are, including their history, their belief systems, and their future. Students will explore, through a social science lens, various areas of how they choose to live life and will think critically about how they view themselves. The course will focus on aspects of personal growth and a scientific understanding of choice making. Course activities or assignments require students to disclose some personal information about themselves. Honors students only.

HONR 1000V Changes of Our Chemical World (3 credits)

The course is designed to explore how the chemistry of the land, air, and water has changed over time. Areas of investigation will include energy, climate change, farming, land, air, and water pollution. Students will understand how Earth's chemical changes impact the world. This course will prepare the student for an immersive experience in the summer-based field course HONR 1100A. Prerequisite: honors students only.

HONR 1100A Changes of Our Chemical World Field Study (1 credits)

This field course will provide direct experience with principles of chemistry that were introduced in HONR 1000V in unique national and international settings. Prerequisites: HONR 1000V and Honors Students Only.

HONR 1100B The US Supreme Court and the Cultural Revolution: Studying the Legacy of the Warren Court (3 credits)

The purpose of this course is to explore societal and cultural issues in various areas of the law and the legal implications that result. Students will evaluate case law and literature that probe the centerpiece cases heard by the Warren Court. Students will evaluate how an era so affected American history and answered questions on segregation, a person's right to counsel, freedom of religion, right to privacy, criminal procedure, and free speech. This course satisfies general education requirement in social and behavioral sciences. Prerequisite: Honor Students Only.

HONR 1500 Honors Reading Seminar (1–12 credits)

The Honors Reading Seminar is designed to provide focused study on one selected text. Under faculty leadership, honors students will read and discuss the text in small groups. Students will take a leadership role to prepare discussions. Texts will be selected on a semester to semester basis and may reflect the annual theme. This course is an elective and does not satisfy requirements for general education. This seminar is open to honors students only.

HONR 1500B Honors Reading Seminar: Oliver Sacks (1 credits)

The Honors Reading Seminar is designed to provide focused study on one selected text. Under faculty leadership, honors students will read and discuss the text in small groups. Students will take a leadership role to prepare discussions. Texts will be selected on a semester to semester basis and may reflect the annual theme. This course is an elective and does not satisfy requirements for general education. This seminar is open to honors students only. Pass/Fail only.

HONR 1500C Honors Reading Seminar: S. Nazario (1 credits)

This seminar is designed to provide focused study on one selected text. Under faculty leadership, honors students will read and discuss the text in small groups. Students will take a leadership role to prepare discussions. Texts will be selected on a semester basis and may reflect the annual theme. This course is an elective and does not satisfy requirements for general education. This seminar is open to honors students only. Pass/Fail only.

HONR 1500D Honors Reading Seminar (1 credits)

This seminar is designed to provide focused study on one selected text. Under faculty leadership, honors students will read and discuss the text in small groups. Students will take a leadership role to prepare discussions. Texts will be selected on a semester basis and may reflect the annual theme. This course is an elective and does not satisfy requirements for general education. This seminar is open to honors students only. Pass/Fail only.

HONR 1500E Honors Reading Seminar: Philip K. Dick (1 credits)

The honors reading seminar is designed to provide focused study on one selected text. Under faculty leadership, honors students will read and discuss the text in small groups. Students will take a leadership role to prepare discussions. Texts will be selected on a semester by semester basis and may relate to the annual theme. This course is an elective and does not satisfy requirements for general education. This seminar is open to honors students only. Pass/Fail only.

HONR 1500F Honors Reading Seminar: Sister Helen Prejean (1 credits)

The honors reading seminar is designed to provide focused study on one selected text. Under faculty leadership, honors students will read and discuss the text in small groups. Students will take a leadership role to prepare discussions. Texts will be selected on a semester by semester basis and may relate to the annual theme. This course is an elective and does not satisfy requirements for general education. This seminar is open to honors students only. Pass/Fail only.

HONR 1500G Honors Reading Seminar: Desmond Tutu (1 credits)

The honors reading seminar is designed to provide focused study on one selected text. Under faculty leadership, honors students will read and discuss the text in small groups. Students will take a leadership role to prepare discussions. Texts will be selected on a semester by semester basis and may relate to the annual theme. This course is an elective and does not satisfy requirements for general education. This seminar is open to honors students only. Pass/Fail only.

HONR 1500J Honors Reading Seminar: Phillip Zimbardo (1 credits)

The Honors Reading Seminar is designed to provide focused study on one selected text. Under faculty leadership, honors students will read and discuss the text in small groups. Students will take a leadership role to prepare discussions. Texts will be selected on a semester to semester basis and may reflect the annual theme. This course is an elective and does not satisfy requirements for general education. This seminar is open to honors students only. Pass/Fail only.

HONR 1500K Honors Reading Seminar: Spike Lee (1 credits)

The Honors Reading Seminar is designed to provide focused study on one selected text. Under faculty leadership, honors students will read and discuss the text in small groups. Students will take a leadership role to prepare discussions. Texts will be selected on a semester to semester basis and may reflect the annual theme. This course is an elective and does not satisfy requirements for general education. This seminar is open to honors students only. Pass/Fail only.

HONR 1500L Honors Reading Seminar: Ramachandran (1 credits)

The Honors Reading Seminar is designed to provide focused study on one selected text. Under faculty leadership, honors students will read and discuss the text in small groups. Students will take a leadership role to prepare discussions. Texts will be selected on a semester to semester basis and may reflect the annual theme. This course is an elective and does not satisfy requirements

for general education. This seminar is open to honors students only. Pass/Fail only.

HONR 1500M Honors Reading Seminar: David Eagleman (1 credits)

The Honors Reading Seminar is designed to provide focused study on one selected text. Under faculty leadership, honors students will read and discuss the text in small groups. Students will take a leadership role to prepare discussions. Texts will be selected on a semester to semester basis and may reflect the annual theme. This course is an elective and does not satisfy requirements for general education. This seminar is open to honors students only. Pass/Fail only.

HONR 1500N Honors Reading Seminar: Elizabeth Loftus (1 credits)

The Honors Reading Seminar is designed to provide focused study on one selected text. Under faculty leadership, honors students will read and discuss the text in small groups. Students will take a leadership role to prepare discussions. Texts will be selected on a semester to semester basis and may reflect the annual theme. This course is an elective and does not satisfy requirements for general education. This seminar is open to honors students only. Pass/Fail only.

HONR 1500P Honors Reading Seminar: Brian Greene (1 credits)

The Honors Reading Seminar is designed to provide focused study on one selected text. Under faculty leadership, honors students will read and discuss the text in small groups. Students will take a leadership role to prepare discussions. Texts will be selected on a semester to semester basis and may reflect the annual theme. This course is an elective and does not satisfy requirements for general education. This seminar is open to honors students only. Pass/Fail only.

HONR 1500Q Honors Reading Seminar: Maziar Bahari (1 credits)

The Honors Reading Seminar is designed to provide focused study on one selected text. Under faculty leadership, honors students will read and discuss the text in small groups. Students will take a leadership role to prepare discussions. Texts will be selected on a semester to semester basis and may reflect the annual theme. This course is an elective and does not satisfy requirements for general education. This seminar is open to honors students only. Pass/Fail only.

HONR 1500R Honors Reading Seminar: Kathy Reichs (1 credits)

The Honors Reading Seminar is designed to provide focused study on one selected text. Under faculty leadership, honors students will read and discuss the text in small groups. Students will take a leadership role to prepare discussions. Texts will be selected on a semester

to semester basis and may reflect the annual theme. This course is an elective and does not satisfy requirements for general education. This seminar is open to honors students only. Pass/Fail only.

HONR 1500S Honors Reading Seminar: Edward Albee (1 credits)

The Honors Reading Seminar is designed to provide focused study on one selected text. Under faculty leadership, honors students will read and discuss the text in small groups. Students will take a leadership role to prepare discussions. Texts will be selected on a semester to semester basis and may reflect the annual theme. This course is an elective and does not satisfy requirements for general education. This seminar is open to honors students only. Pass/Fail only.

HONR 1500T Honors Reading Seminar: Craig Venter (1 credits)

The Honors Reading Seminar is designed to provide focused study on one selected text. Under faculty leadership, honors students will read and discuss the text in small groups. Students will take a leadership role to prepare discussions. Texts will be selected on a semester to semester basis and may reflect the annual theme. This course is an elective and does not satisfy requirements for general education. This seminar is open to honors students only. Pass/Fail only. Prerequisite: Honors students only.

HONR 1500U Honors Reading Seminar: David Petraeus (1 credits)

The Honors Reading Seminar is designed to provide focused study on one selected text. Under faculty leadership, honors students will read and discuss the text in small groups. Students will take a leadership role to prepare discussions. Texts will be selected on a semester to semester basis and may reflect the annual theme. This course is an elective and does not satisfy requirements for general education. This seminar is open to honors students only. Pass/Fail only. Prerequisite: Honors students only.

HONR 1500V Honors Reading Seminar: Rebecca Skloot (1 credits)

The Honors Reading Seminar is designed to provide focused study on one selected text. Under faculty leadership, honors students will read and discuss the text in small groups. Students will take a leadership role to prepare discussions. Texts will be selected on a semester to semester basis and may reflect the annual theme. This course is an elective and does not satisfy requirements for general education. This seminar is open to honors students only. Pass/Fail only. Prerequisite: Honors students only.

HONR 2000A Honors Seminar: Quarks to Quasars (3 credits)

This honors course is an algebra-based survey of developments in physics since the turn of the 20th century. The conceptual basis and historical development of the ideas will be emphasized. Topics include relativity, quantum mechanics, elementary particle physics, gravitation and cosmology, black holes, superstring theory, M-theory, and higher-dimensional Kaluza-Klein theories. Satisfies general education requirements in Math, Science, and Technology. Prerequisite: MATH 1030 or higher or MATH 3020H or MATH 2020H or MATH 2100H. Honors students only.

HONR 2000B Honors Seminar: Genes and Schemes (3 credits)

This course will examine the science of modern genetics and how this science has inserted itself into the discourse of contemporary culture. It will discuss the concept of the gene and will explore the way the “disclosure of the gene” has impacted our understanding of ourselves as human beings, as well as public policy issues in criminal justice, ethics, education, and health care. Special consideration will be given to the use and misuse of genetic “explanations” of human behavior, the Eugenics movement, and the nature vs. nurture dispute. This will be a team-taught course by faculty in biology, philosophy, psychology, and sociology. Satisfies general education requirements in Humanities. Prerequisite: Honors students only.

HONR 2000C Honors Seminar: History of Economic Development (3 credits)

This course will examine the history and evolution of economics as a basic human institution with emphasis on distinctions between growth and development. The challenge of sustainable development will be analyzed within the broader historical context of human rights, environmental consequences, and ideological goals and outcomes. Students will design and discuss alternative economic models for the future that emphasize sustainability. Satisfies general education requirement in humanities. Prerequisite: Honors students only.

HONR 2000D Honors Seminar: The Ever-Changing Family (3 credits)

This course will focus on how the concept of the family has changed over the last 80-100 years. Students will examine how the media has been one avenue that has conceptualized the family along with the impact this has on peoples' roles in families. Through the use of books, film, and television, stereotypes and myths of family functioning, along with debates about what a family “is” or “should be”, will be discussed. Multicultural and non-traditional families will be explored. Satisfies general education requirements in Social & Behavioral Sciences. Prerequisite: Honors students only.

HONR 2000E Honors Seminar: Utopias and Dystopias (3 credits)

This course focuses on the dual concepts of utopias and dystopias--ideal visions of society and nightmarish visions of society. Various manifestations of utopias and dystopias in literature, philosophy, film, and mythology will be focused on as students explore the desire of humans to conceive of an ideal society, as well as the advantages and dangers of such conceptions. Satisfies general education requirement in humanities. Prerequisite: Honors students only.

HONR 2000F Honors Seminar: Philosophy and Politics in Film (3 credits)

This course provides an introduction to thinking critically about philosophical and political issues by understanding how they can be manifest in popular film. Students will develop greater awareness of how to view film as a vehicle for ideological content. Topics could include, but not be limited to human rights, epistemology, personal identity (including the role of memory), temporality, the philosophy of religion, democratic ideals/plutocratic reality, workers unions, capitalism and gangsterism, the allure of fascism, environmental despoliation, etc. Satisfies general education requirement in humanities. Prerequisite: Honors students only.

HONR 2000G Honors Seminar: Distinguished Fellowships (3 credits)

This course will preview a range of distinguished fellowships--Rhodes, Marshall, Truman, Goldwater, Fulbright, and others. Students will be encouraged to target appropriate scholarships and fellowships, learn about the programs, criteria, and conditions of awards. Students will be provided tools and skills which support application and consideration for these awards. These same skills are relevant for pursuit of graduate school and professional career opportunities. Satisfies general education requirements in Social & Behavioral Sciences. Prerequisite: Honors students only.

HONR 2000H Honors Seminar: Famous American Trials (3 credits)

This course will examine famous trials in American history that reflect major social changes, cultural conflicts and political struggles from the late 19th century through the 20th century. Satisfies general education requirements in Humanities. Prerequisite: Honors students only.

HONR 2000J Honors Seminar: Chick Lit, Chick Flicks (3 credits)

This course will examine popular film and literature targeting women. Both contemporary “chick lit” and “chick flicks” feature single, urban women in their late 20s and early 30s navigating the minefields of professional life and romantic relationships. This course will trace the development of woman's fiction from Jane Austen's

era and film from the “woman’s film” of the 1940s. Satisfies general education requirements in Humanities. Prerequisite: Honors students only.

HONR 2000K Honors Seminar: Inappropriate Relationships (3 credits)

This course will focus on various types of relationships that have been deemed “inappropriate”. A social science perspective will be used to examine the societal context in which these relationships develop, are maintained, and terminate. The course will also focus on the impact that these relationships have on society and society’s impact on the individuals in the relationship. Satisfies general education requirements in Social & Behavioral Sciences. Prerequisite: Honors students only.

HONR 2000L Honrs Seminar: Ideologies of the Twentieth Century (3 credits)

This course will examine the competing great ideologies of the twentieth century--Communism, Fascism, Liberalism and Socialism. After an examination of Liberalism and the ideas of the Enlightenment, students will discuss why Communists, Fascists and Socialists rejected classical Liberalism, with its emphasis upon limited government, the rights of the individual, and free market economics. Students will then consider the characteristics of the societies that anti-liberal thinkers created. Satisfies general education requirements in Humanities. Prerequisite: Honors students only.

HONR 2000M Honors Seminar: The U.S. at War (3 credits)

This course offers an examination of the social, cultural and political implications of the many wars fought in the history of the United States from the Revolutionary War to the War on Terror. Students will be asked to explore the extent to which warfare has influenced the course of American history and has contributed to the shaping of American culture. Satisfies general education requirements in Humanities. Prerequisite: Honors students only.

HONR 2000N Honors Seminar: The “F” Word: Feminism and Culture (3 credits)

This course will examine the role of 1st, 2nd, and 3rd wave feminisms in women’s cultural history. By exploring the social and political contexts of the struggle for equal rights for women, students will learn to separate the myths (images of feminism) from the reality (contributions of feminism) in the lived experience of women. Although it will focus primarily on American feminist history, the course will consider its European roots. Satisfies general education requirements in Humanities. Prerequisite: Honors students only.

HONR 2000P America at the Dawn of the Atomic Age (3 credits)

Drawing from the resources of the social sciences, this course presents an overview of those factors which led to the creation of atomic weapons as well as an examination of the social and political forces which contributed to their use and continued deployment. The course provides portraits of the relevant key personalities involved in weapons development and investigates the causal factors which led to the decision to use atomic weapons at Hiroshima and Nagasaki. The social, political, psychological, and economic impact of atomic weapons on the national consciousness is examined through a detailed study of the Cold War economy, the Cuban Missile Crisis and the continued threat posed by such weapons. Prerequisite: Honors students only.

HONR 2000Q Interpersonal Perception (3 credits)

This course examines the psychological processes involved in our perception of other’s behavior, personality, and affective states. The goal of the course is to provide students with a broad survey of the factors that influence the way in which we perceive people, and to give students experience with the methods with which experimental psychology investigates these issues. Readings are from such diverse fields as nonverbal communication, social cognition, empathy, gender studies, cognitive development, and personality psychology. Satisfies general education requirements in Social & Behavioral Sciences. Prerequisite: Honors students only.

HONR 2000R Honors Seminar: The Misbehaving Brain (3 credits)

Students will develop an understanding of the neural correlates and behavioral impairments seen in different neuropsychiatric and neurological disorders. The aim of this course is to provide an overview of abnormal brain functioning in the context of specific neurological diseases and disorders, such as schizophrenia and stroke. This course satisfies general education requirements in Social and Behavioral Sciences. Honors students only.

HONR 2000S Honors Seminar: Motorcycle Myth and Culture (3 credits)

As a modern object, the motorbike’s cultural significance is tied up with complex issues of history, technology, engineering, consumerism, psychology, design, aesthetics, gender and sexuality. As such, this course will consider the motorbike as a purpose-driven design object, a nexus of social and cultural relations, an instrument of individuation and community, a pop culture icon, and an aesthetic object in its own right. Satisfies general education requirement in humanities. Prerequisite: Honors students only.

HONR 2000T Honors Seminar: Captive Women (3 credits)

This course will examine narratives of female captivity and confinement in literature and film. It will explore how women's lives and deaths are constructed in relation to their confinement and will engage the narrative strategies employed by writers and filmmakers. The course will also consider the ways in which gender, race and sexuality impact stories of female confinement and affect opportunities for escape. Satisfies general education requirements in Humanities. Prerequisite: Honors students only.

HONR 2000U The Idea of the Hospital (3 credits)

This course explores the hospital through a humanities perspective with an emphasis on literary, cultural, and historical documents. The course will also consider the role hospitals play as theme and background for literature and personal narratives. Satisfies general education requirements in Humanities. Prerequisite: Honors students only.

HONR 2000V The Good, the Bad and the Ugly: Philosophy and the Western Film (3 credits)

This course critically examines philosophical issues that arise in the Western film genre, including the individual and community, justice and vengeance, violence, moral virtue and vice, knowledge and understanding, personal identity, and death. Theories of philosophers such as Plato, Aristotle, Hobbes, Kant and Nietzsche, as well as contemporary material will be used to discuss selected films. Satisfies general education requirements in Humanities. Prerequisite: Honors students only.

HONR 2000W Honors Seminar: The Pathography: Patients' Stories of Illness (3 credits)

This course explores the experience of illness through patient narratives in fiction, biographies and autobiographies. These narratives, in turn, shed light on contemporary medical practice. The course will examine such themes as battle, journey, and rebirth in patients' narratives. Satisfies general education requirements in Humanities. Prerequisite: Honors students only.

HONR 2000X Honors Seminar: Conspiracy Theories (3 credits)

This course examines the role conspiracy theories have played in U.S. history from the inception of the Republic to the present day. At various times charges of conspiracies involving Masons, Jews, Slaves, Communists and Right Wing extremists (to name but a few) have played an integral role in U.S. history, while conspiracy theories involving U.F.O.s, presidential assassinations, and terrorist attacks have often taken deep root in the public imagination despite concerted efforts to refute them. This course will challenge students to think objectively and critically about these conspiracies (and the tendency towards paranoia in American politics) by analyzing them

within the context of the passage of American history and the evolution of American democracy. Satisfies general education requirements in Humanities. Prerequisite: Honors students only.

HONR 2000Y The Book As Art (3 credits)

Artist's books are works of art realized in the form of a book. This practice-based studio arts course visually examines this specialized genre, offering an in-depth view at traditional and alternative book structures in relationship to narrative content. Lectures and demonstrations introduce students to creative processes involved in book making, including traditional and alternative book formats, adhesive and sewn binding structures, archival concerns, and methods for generating original images and text. Prerequisite: Honors Student.

HONR 2000Z Riders on the Storm: Critical Thinking and the Four Horsemen of Modern Atheism (3 credits)

This class presents the key concepts of scientific/hypothetico-deductive reasoning and develops the student's critical thinking skills, particularly in applying the guiding principles that distinguish the investigative style of a trained scientist from the style of naïve human reasoning. It emphasizes the nature of both styles of investigation and teaches the specific principles of the former. The key concepts and topics of the course are: the principle of parsimony, falsifiability, the nature of empirical questions, standards of evidence, the value and limits of intuition, the means by which science attempts to curtail the influence of scientists' biases, and the cognitive psychology of these biases. These topics are all applied to a discussion of religion and atheism. Specifically, each topic is introduced through and applied to those positions that are defended (and those attacked) in the books of Richard Dawkins, Daniel Dennett, Sam Harris, and Christopher Hitchens. This course satisfies general education requirements in Social and Behavioral Sciences. Honors students only.

HONR 2010A Sleep and Dreams (3 credits)

The focus of this course is to provide students with an in-depth introduction to the biological and behavioral features of various states of sleep, sleep disorders and dreams with a focus on emotional and psychological correlates. This course satisfies general education requirements in Social and Behavioral Sciences. Prerequisite: Honors students only.

HONR 2010B Deciphering Diversity in the Law (3 credits)

The purpose of this course is to explore societal and cultural issues in various areas of the law and the legal implications that result. Students will evaluate case law and literature that probe issues such as conceptions of property rights, gender and sexual orientation discrimination, immigration rights, intercultural

human rights, and cultural differences in assessing the appropriateness of such rights. Students will interpret how the Constitution and case law has affected special classes of people throughout the United States' legal history. An emphasis on US Supreme Court cases will guide students in identifying diversity in the law. Prerequisite: Honors students only.

HONR 2010C Neuroscience and Law (3 credits)

A man murdering his wife, a mother drowning her children, a person beating up a random stranger, a child harming another human being—what do all these cases have in common? It could be that the perpetrators are all suffering from various brain disorders which may explain their behavior. This course will consider what it means to be culpable in the eyes of the law using neuroscience to understand the origins of human behavior. Students will be exposed to basic neuroscientific and legal concepts. Readings will draw from the scientific and legal literatures along with popular science writings of neurolaw topics. Honors students only.

HONR 2010D From Sigmund to Carl: Exploring the Therapeutic Relationship (3 credits)

This course is designed for students to explore how various psychotherapists conceptualize and engage in the therapeutic relationship. Through investigating Sigmund Freud's psychoanalytic perspective to Carl Rogers' more humanistic stance, as well as other psychotherapists' viewpoints, students will be able to distinguish between these perspectives as well as see how they can be used in conjunction with one another. Additional aspects of how the therapeutic relationship is transformational will also be examined. This course satisfies general education requirement in social and behavioral sciences. Honors students only.

HONR 2010E Can You Dig It? Dirt as Substance and Metaphor (3 credits)

It's all around us, from the dirty dozen to the filthy rich: dirt, often ignored in its literal sense, but often employed as metaphor. Its presence is vital. Dirt gives life, although we'd often prefer not to think about it. This course explores the concept of dirt as substance and metaphor through various lenses: medical, biological, cultural and literary with an emphasis on how dirt serves as a marker of past civilizations as well as a metaphor for various moral and social ills. Using texts from a variety of scientific, literary, cultural, and historical sources, the course will examine ways in which the biological, medical and especially the humane disciplines have interpreted dirt both literally and metaphorically. Satisfies general education requirement in Humanities. Prerequisite: Honors students only.

HONR 2010F Medical Discoveries (3 credits)

A study of the medical techniques from classical time to the modern era. Greek and Roman influences are evident in medicine, as the rational system for clinical diagnoses is presented. The medical discovery of disease and pathology through diagnostic procedures will be examined as well as the most recent technology available. Prerequisite: Honors students only.

HONR 2010G Medical London: Culture and Context (3 credits)

Much of medical practice in the Western world has as its roots medical practice in Western Europe, and for centuries, London served as one of the major European centers of medical education and practice. This seminar examines the cultural context of medicine and medical education in London through various lenses. Readings from a variety of literary, historical, medical and cultural sources will acquaint students with London medical practice and the unique challenges it has faced during past centuries. The course also includes a required trip to London with walks to specific sites related to medical practice arranged geographically. The travel component is required for successful completion of the course. Prerequisite: Honors students only.

HONR 2010H Epidemics: Germs and Their Power over Humanity (3 credits)

Microscopic germs have continually devastated the human population for much of recorded history. Epidemic diseases such as bubonic plague, smallpox, and tuberculosis have not only caused the death of nearly a billion people, they have also done more to alter the course of human history than any government, person, or battle. Empires have fallen, wars have been decided, city design has been revolutionized, and human interaction has forever changed due to these tiny parasites. This course will systematically review the ten most deadly and influential epidemics and examine their cause, spread, and long-term social, historical, and political effects on humanity. This course satisfies general education requirement in Biology. Prerequisite: Honors students only.

HONR 2010J Witch-Hunts! (3 credits)

Throughout American history the identity of specific individuals and/or groups have been branded by those in power as so great of a threat to the public good that it justified extreme, even violent, acts of suppression by the government or private citizens. Ironically, over time, the judgment of history often reverses the picture, branding those doing the attacking as evil and the oppressed as good people wrongfully victimized. This course will explore this dynamic, examining the origins, content, and effects of specific historical witch-hunts as well as the evolving verdict of history about these events. Satisfies general education requirement in humanities. Prerequisite: Honors students only.

HONR 4990 Independent Study: Honors Thesis Research (1–3 credits)

Students carry out independent research related to an approved honors thesis. Faculty mentoring is provided on an individual basis. Approval of faculty member, division director, and dean is required. Honors students only.

HRM—Human Resource Mgmt

HRM 3100 Managing Conflict and Change (3 credits)

Examines the impact of conflict, stress and change on the workplace and the quality of work life. Topics include the myriad of stressors and their effect as well as the selection of appropriate interventions and responses.

HRM 4160 Human Resource Management (3 credits)

Surveys personnel policies, techniques, and methods. Topics include wage and salary management, personnel selection and placement, labor relations, and employee rights.

HRM 4200 Organizational Development and Change (3 credits)

Applies behavioral science knowledge and practices to help organizations improve the quality of work life and experience strategies for achieving change. Prerequisite: HRM 4160.

HRM 4250 Strategic Human Resource Management (3 credits)

A capstone course covering the HRM function in organizations with specific emphasis on training, development, and career paths of employees; stress management; and labor relations and negotiations. Prerequisite: HRM 4160.

HRM 4300 Managing Workplace Diversity (3 credits)

Prepares students to manage in the diverse work place. Emphasis is on practical, experiential classroom activities designed to help students understand the range of cultural behaviors and expectations found in the work place.

HRM 4450 Labor Relations and Negotiations (3 credits)

Examines labor relations in terms of collective bargaining, contract negotiation, contract administration, mediation and arbitration. Includes an in-depth examination of labor legislation. Prerequisite: HRM 4160.

HRM 4650 International Human Resource Management (3 credits)

This course will focus on the key international issues and topics with regards to managing people in an era of unprecedented levels of foreign competition. Finding

and nurturing the right talent required to implement an international or global strategy is of critical importance. Globalization of business is forcing managers to understand complex issues in an ever-changing world. Prerequisite: HRM 4160.

HRM 4700 Seminar in Current Human Resources Management Issues (3 credits)

This course will attempt to provide a familiarity with the instruments and procedures necessary to provide adequate personnel decisions in an organizational setting. Emphasis will be placed on criterion related issues such as job analysis, performance appraisal and selection issues which include: recruitment, test selection, and test validation. The goal is to expose the student to the practical mechanics of personnel psychology, and is not intended to provide a complete theoretical foundation. Prerequisite: HRM 4160.

HRM 4850 Readings in Human Resource Management (3 credits)

This course addresses aspects of the current literature in HRM. Using 1). a Text and 2). Articles provided in class, students will read what a wide variety of authors have provided in terms of perspective and actual organizational practices. Students will analyze the writings and share their interpretations. As appropriate, students will engage in comparing best practices. Prerequisite: HRM 4160.

HS—Human Services

HS 1100 Social Issues and Human Services Delivery Systems (3 credits)

This course will review contemporary and historical social issues in the United States, with an emphasis on at-risk populations and disenfranchised groups. Social problems such as gangs, substance abuse, homelessness, child abuse, poverty, and immigration will be addressed, in addition to political, economic, policy, and educational implications. Systems of delivery within the human services field will be introduced and examined.

HS 1200 Introduction to Human Services Administration (3 credits)

This course provides an overview of Human Services Administration as a profession. Emphasis is placed on providing familiarity with the roles and functions of Human Services workers/administrators and an examination of the factors necessary to enter the Human Services field. The course focuses on the history of helping, the human services movement, current issues related to human services, managed care, and models of service delivery. The ethical principles that guide the Human Services Administration profession will also be examined.

HS 1300 Interpersonal Assessment Skills in Human Relations (3 credits)

This course provides an opportunity to learn basic skills essential for the assessment of interpersonal relations. Students will examine interpersonal dynamics and communication in families, the workplace, community organizations, and social settings. An emphasis is placed on developing skills in listening, observation, and analysis. Case studies will be used to explore a variety of presenting problems and appropriate assessment strategies.

HS 1400 Counseling and Assessment in Human Services (3 credits)

Provides an overview of assessment procedures used in counseling settings including intelligence, achievement, interests, personality, observational assessments, and career. Students will consider cultural and ethical factors in determining appropriate evaluation instruments, procedure and interpretation of test data. Application of test data in human services settings will be emphasized.

HS 2100 Administration of Recreational and Leisure Services (3 credits)

This course will discuss contemporary recreational therapy program organizational principles and administrative issues, such as assessment, instruction, evaluation, and supervision of staff and clients in recreational activities as part of a therapeutic/rehabilitative program.

HS 3120 Grant Writing and Management (3 credits)

This course will introduce students to the purpose of grant writing and the basic components of a variety of grant applications/proposals. Students will learn how to identify an organization's needs, locate funding opportunities, access resources, and organize team members to create a competitive grant proposal. Emphasis will be placed on developing skills needed to read and understand application guidelines, and write a successful grant proposal. Students will also be introduced to post-award procedures and grant management, including evaluation and reporting.

HS 3130 Nonprofit Leadership (3 credits)

This course will equip students with a foundation in leadership through learning major leadership theories and their applications in the nonprofit sector. Students will build upon skills of decision-making, understand issues related to compliance, gain knowledge of the importance and function of community collaborations, and will be able to demonstrate ethical decision-making. Case studies that demonstrate challenges within nonprofit organizations will be discussed and analyzed.

HS 3140 Fundraising and Philanthropy (3 credits)

This course examines various funding streams of nonprofit organizations, including government sources, public and

private foundations, corporations, and individuals. This course explores historical issues related to philanthropy in the United States and the role of philanthropy in the nonprofit sector. Students will develop an understanding of fundraising plans, which include strategies for identifying and building relationships with potential donors. Legal and ethical issues pertaining to fundraising will be discussed.

HS 3150 Strategic Planning in Human Services (3 credits)

This course will examine the strategic planning process in public and non-profit organizations. Emphasis will be placed on the theory and practice of strategic planning and management theory in the non-profit sector. The course will cover various approaches to designing and conducting strategic planning, including involvement of stakeholders and specific techniques for conducting environmental scans, strategic issue identification, strategy formulation.

HS 3300 Ethical and Professional Issues in Human Services (3 credits)

This course provides a basic overview of the legal and ethical issues associated with the human services profession. A case study approach will be applied to provide a variety of realistic situations to illustrate potential ethical challenges and dilemmas. In addition, students will gain familiarity with the ethical standards of the American Counseling Association, the American Psychological Association, and related professional organizations.

HS 3315 Human Services and Cultural Diversity (3 credits)

This course will examine the role of cultural diversity in human services/helping professions and will allow students the opportunity to increase self-awareness with regard to worldviews and personal beliefs about diversity issues. Key aspects of cultural competency will be reviewed including its history, definitions, and selected conceptual models, in addition to its relevance and importance in the development and administration of human services organizations.

HS 3330 Human Behavior and the Social Environment (3 credits)

This course will examine theories of how the environment affects human behavior. Interactions between individuals and groups of people, impact of culture and society on one's values, perceptions of the world, and beliefs will be explored. Additionally, influence of gender, sexual orientation, religion, spirituality, and socioeconomic class, on perceptions, experiences, and development across the lifespan will be discussed as well. Students will have the opportunity to self-reflect on how the multiple dimensions of the environment impacts their behavior and how it makes sense in context. The application of theoretical

frameworks, such as the ecological model, to assessment and intervention practices in social work will also be examined.

HS 3340 Interviewing and Assessment (3 credits)

Social workers use interviewing skills to develop and foster therapeutic relationships with their clients, gather information, and facilitate change. This course is designed to teach basic interviewing techniques, including active listening, observation, interpretation, and communicating empathy. In addition, students will learn mental health diagnostic codes, and assessment writing skills and techniques. The course will also address issues in cross-cultural interviewing and in specific problematic interview situations.

HS 3350 Social Work Practice (3 credits)

This course will prepare students for practice in the field of social work through developing a wide range of skills needed for generalist social work practice. Students will develop interviewing skills, listening skills, and learn how to create an alliance and co-collaborate goals with clients. Additionally, students will gain an understanding of ethical standards in social work practice, learn the stages of the helping process, and identify common methods of assessment. Contextual variables will be examined, such as environmental and interpersonal stressors. Overall, students will gain knowledge and build upon skills that assess and provide assistance for individuals, families, groups, and communities.

HS 3410 Case Management Methods (3 credits)

Students will explore case management practice from intake to termination including completing an initial interview, dealing with difficult topics, receiving and releasing information, preparing a plan of service, documentation, and termination. Topics to be explored include a theoretical approach to case management, cultural competence, resources and referrals, and creating a treatment plan in accordance with “best practices.”

HS 3420 Advocating for Individuals with Special Needs (3 credits)

This course focuses on teaching students principles and strategies of advocacy for individuals with special needs in a variety of settings, including agency, legislative, legal, and community. Included are such topics as ethics in advocacy, important related laws, types of services available, how to find services, and strategies for advocacy.

HS 3430 Special Topics in Advocacy (3 credits)

This class is designed for exploring contemporary issues and topics in advocacy. An overview of the impact of government policies on families and contemporary American social services will be provided. Students will learn how to assess the effectiveness of policies and

programs from a family perspective, learn about the policy-making process, and critically examine different roles professionals can play in influencing policy development. In addition, awareness on a range of social issues, such as poverty and homelessness, disabilities, mental illness, and racial and gender inequality will be covered. This course will allow students to assess and develop their personal leadership, while emphasizing the values, knowledge, and skills required for effective advocacy.

HS 3440 Assessment and Treatment Planning (3 credits)

This course examines all the components that are essential when completing assessments and treating plans. Methods used to screen and evaluate clients' needs, issues, strengths, and weaknesses through various techniques are examined and then tied to the treatment planning process. Understanding the client in context and use of referrals and resources is discussed. Proper documentation of assessment and treatment planning, as well as ethics involved, will be examined as well.

HS 3500 Introduction to Human Factors in Aviation (3 credits)

This course examines the effects of human factors on the aviation industry; namely, how human behaviors affect flight safety, planning, problem solving, resource management, organization, and communication. Students will explore how these variables are impacted by the ability to recognize and manage stress and will have the opportunity to learn anxiety reduction strategies to enhance effective decision-making in the cockpit. Emphasis will be placed on understanding the steps necessary for good judgment and developing decision-making skills to mitigate risk. Students will also gain an understanding of human factors in aviation within the changing landscape of the aviation industry and public policy related to aviation.

HS 3510 Systems Analysis of the Impact of Human Factors on Decision Making in Aviation (3 credits)

This course is designed to ground students in the fundamentals of cockpit management. Specifically, students will be oriented to the principles of aerodynamics, airplane control, and flying rules and regulations. Considerations and steps in aircraft inspection and maintenance, in addition to cockpit orientation and the basic tenets of cockpit management will be covered. Students will be introduced to pre- and post-flight procedures, in addition to aircraft and environmental considerations through take-off, flight, and landing. Emphasis will be placed on human factors impacting cockpit management, including physiological and psychological mechanisms. Basic emergency procedures are also covered.

HS 3520 Strategic Forecasting & Evaluation of Human Performance Factors in Aviation (3 credits)

This course provides students with advanced instruction on factors affecting cockpit/flight management. Topics include managing aircraft systems in a variety of environments, flight planning, communications, navigation, laws and rules related to private aviation, and orientation to in-flight environmental considerations unique to flight.

HS 3530 Integration of Technical Foundations of Flight Management (3 credits)

In this course, students will gain Instrument Flight Rules (IFR) training. This training will enable students to develop proficiencies in using the aircraft's instruments and navigational equipment. Organization and planning are emphasized to effectively combine the information from charts, plates, radios and ATC. Furthermore, this course will provide students with an understanding of instrument management through take-off, flight, and landing while simultaneously exploring the human factors that affect each phase of flight. Examines in detail how human factors such as stress, emotion, attention management, health/physiology, and human psychology impact cockpit management. Advanced strategies for monitoring and modulating human factors are also discussed. Case examples will be utilized to further students' understanding of how mistakes could have been avoided or have been avoided in the aviation industry.

HS 3540 Application of fundamental Competencies in Commercial Aviation (3 credits)

The Commercial License course examines in greater depth and breadth flight management by analyzing issues and topics unique to commercial aviation. This course is designed to develop the student's advanced aeronautical knowledge and skill in the operation of complex airplanes to a level commensurate with safe operations as a commercial pilot. Topics include management of commercial aircraft systems in a variety of environments, commercial flight planning, laws and rules governing commercial aviation, and the development of skills needed to communicate and navigate commercial flights. Prerequisite: HS 3530

HS 3550 Leadership Principles and Effective Communication in Flight Instruction (3 credits)

The Certified Flight Instructor course provides students with the fundamentals of flight instruction. Specifically, the objective of this flight training course is to develop in each student adequate instructional knowledge and skill in the procedures and pilot operations needed to safely exercise the privileges of a certified flight instructor certificate with an airplane - single-engine rating. The course examines flight management, while simultaneously educating students in the skills necessary to teach others how to fly. Topics include human learning, memory, and motivation;

teaching and supervisory methods; overcoming barriers to effective communication; professionalism; and lesson planning.

HS 3990 Supervised Experience in Human Services I (3 credits)

This field experience will be individually arranged and will provide supervised on-site administrative experience (175 hours). Students are expected to propose two non-profit community-based organizations (CBO) and will complete their field experience in one of these. These experiences will provide an in-depth look at nonprofit systems, program development and evaluation, fundraising and issues faced by nonprofit organizations in changing economic and political climates and will be supervised by NSU faculty on a weekly basis.

HS 4100 Rehabilitation Principles and Case Management (3 credits)

The purpose of this course is to study the progression of rehabilitating individuals with disabilities in our society today. The relationship that exists among the different agencies and entities in the rehabilitation process will be highlighted and emphasized along with factors that facilitate or hinder the collaborative process. Principles and current practices in the process of rehabilitation will be introduced. These may include: the goals and models of case management in rehabilitation, client/consumer interviewing and assessment, planning for appropriate and effective intervention strategies, services, and benefits included in a rehabilitation plan, monitoring & evaluation of client progress, and follow up and closure.

HS 4200 Accountability in Human Services Administration (3 credits)

This course provides an overview of the rehabilitation process including historical developments and theoretical underpinnings, with an emphasis on the current operational aspects of local, state, and federal rehabilitation service delivery systems, as well as private and not-for-profit agencies. Additionally, the course will provide an understanding of how to select the services that will meet the unique needs of individuals and assisting them and their families in developing and implementing an individual rehabilitation plan. The course will also outline strategies for working with families in order to improve access and engagement in the rehabilitation process.

HS 4250 Program Planning and Evaluation (3 credits)

This course provides an overview of the competencies necessary to critically plan, implement and evaluate human service programs. Relevant program evaluation models are reviewed and a primer of quantitative and qualitative research methods is provided. Data collection techniques and the ethics and standards of evaluation

practice are also covered. Social and human service trends relevant to program planning are also addressed in order to assist in the development of human service programs to meet future societal needs.

HS 4995 Supervised Experience in Human Services II (3 credits)

The second component of the field experience will be individually arranged as well and will provide supervised on-site administrative experience (175 hours). Students will select their second choice of Community Based Organization (CBO) and will complete their field experience in this site. These experiences will now provide a hands-on implementation of principles and theory learned as it relates to nonprofit systems, program development and evaluation, fundraising, finance and budget issues faced by nonprofit organizations along with factors that impact change in economic and political climates. Students will be supervised by NSU faculty on a weekly basis.

HUMN—Humanities

HUMN 1000A Aristotle's Nicomachean Ethics (1 credits)

This one-credit seminar course will introduce students to one of the most widely read and influential works of moral philosophy in the western tradition, Aristotle's Nicomachean Ethics. No previous preparation is presupposed. Pass/Fail Only.

HUMN 1000B Dante's Inferno (1 credits)

The one-credit seminar course will examine the Inferno, the first and perhaps most well-known section of Dante Alighieri's Divine Comedy. Themes of study will include Dante's religious theories and cosmological philosophy, the motivations, religious and cultural, behind Dante's conceptions of sin and punishment, and the influence that Dante's ideas have had on subsequent writers, thinkers, and the general public. No previous preparation is presupposed. Pass/Fail only.

HUMN 1000C Eliot's Middlemarch (1 credits)

This one-credit seminar course will introduce students to the social and cultural milieu of the Victorian period, through one of the most widely read and influential novels in English literature, George Eliot's Middlemarch. No previous preparation is presupposed. Pass/Fail only.

HUMN 1000D Austen's Emma (1 credits)

This one-credit seminar course will introduce students to the late eighteenth century author, Jane Austen, and one of the most widely read and influential novels in English literature, Emma. No previous preparation is presupposed. Pass/fail only.

HUMN 1000E Jefferson's Declaration (1 credits)

This course will provide an in-depth analysis of the Declaration of Independence. It will explore the historical context within which the document was composed and will examine the philosophical assumptions contained within the document. It will also briefly explore the relationship of this document to the Constitution and some of the political implications of both. No previous preparation is presupposed. Pass/fail only.

HUMN 1000F Cervantes' Don Quixote (1 credits)

The novel, Don Quixote, by Cervantes, is probably one of the world's most influential and recognized books ever written. The exchanges between the novel's two main characters, Don Quixote and Sancho Panza, will engage students in a story that, while entertaining, makes very profound statements about medieval society, politics, and values. From a critical perspective, the novel occupies a seminal position in the development of modern writing. Through his novel Cervantes reveals the fascination with narrative processes and techniques that have made him an inspiration for many writers of our time. No previous preparation is presupposed. Pass/Fail only.

HUMN 1000G Shelley's Frankenstein (1 credits)

This one-credit seminar course will examine Mary Shelley's Frankenstein, one of the most seminal works of world literature. Themes of study will include the influence of Shelley's parentage and marriage on her work, scientific theories of the 19th century that influenced the novel, issues of human heroism and frailty, and the ethical concerns that transcended Shelly's own time period. Consideration will also be given to the various ways that the Frankenstein story has manifested itself in popular culture up through the modern era. No previous preparation is presupposed. Pass/fail only.

HUMN 1000I Hume's Enquiry (1 credits)

This one-credit seminar course involves a close reading of a seminal work in early modern philosophy, David Hume's An Enquiry Concerning Human Understanding. No previous preparation is presupposed. Pass/fail only.

HUMN 1000J Descartes' Meditations (1 credits)

This one-credit seminar course involves a close reading of a seminal work in early modern philosophy, Descartes' Meditations on First Philosophy. No previous preparation is presupposed. Pass/fail only.

HUMN 1000K Woolf's Mrs. Dalloway (1 credits)

This course examines Virginia Woolf's classic novel, Mrs. Dalloway, in light of The Hours, the film adaptation based on Michael Cunningham's re-working of the Dalloway novel. The course will explore Woolf's pioneering use of stream of consciousness/interior monologue, as well as the feminist and existential themes at the heart of Woolf's artistic vision. Comparing it to The Hours

encourages students to recognize the enduring values of a classic work within a contemporary frame. No previous preparation is presupposed. Pass/fail only.

HUMN 1000L Franklin's Autobiography (1 credits)

This course examines Benjamin Franklin's Autobiography, a seminal text in the emergence of the American nation and an American identity. Themes of study will include the political, historical, and cultural context of the Early American/Revolutionary period. This will include topics such as Republicanism, the Enlightenment, the Republic of Letters and Science, and 18th Century definitions of community. No previous preparation is presupposed. Pass/fail only.

HUMN 1000M Nietzsche's Beyond Good and Evil (1 credits)

This one-credit seminar course will introduce students to one of the most widely read and influential works of philosophy in the western tradition, Nietzsche's Beyond Good and Evil. No previous preparation is presupposed. Pass/Fail only.

HUMN 1000N Plato's Apology (1 credits)

This one-credit seminar course will introduce students to one of the most widely read and influential works of philosophy in the western tradition, Plato's Apology. No previous preparation is presupposed. Students will be graded on a pass/fail basis only.

HUMN 1000P Mill's On Liberty (1 credits)

This one-credit seminar course will introduce students to one of the most widely read and influential works of political philosophy in the western tradition, John Stuart Mill's On Liberty. No previous preparation is presupposed. Students will be graded on a pass/fail basis only.

HUMN 1000Q Plato's Phaedo (1 credits)

This one-credit seminar course will introduce students to one of the most widely read and influential works of philosophy in the western tradition, Plato's Phaedo. No previous preparation is presupposed. Students will be graded on a pass/fail basis only.

HUMN 1200 Introduction to World Religions (3 credits)

This course provides an introduction to significant forms of religion around the world, including Hinduism, Buddhism, Confucianism, Taoism, Shinto, Judaism, Christianity, and Islam, as well as tribal religious traditions and beliefs. The course will focus on the historical development of these faiths, as well as look at the worldview of each of these traditions, to develop a better understanding and appreciation for the diverse religious traditions of the world.

HUMN 1995 Prior Learning in Foreign Language (1–12 credits)

This course number and prefix indicate award of lower-level undergraduate prior learning credit in foreign language. This course is repeatable up to 12 credits.

HUMN 2200 Introduction to Medical Humanities (3 credits)

This course provides students with an opportunity to explore the relationship between medicine, medical practice, and two or more disciplines within the humanities: the arts, philosophy, history, literature, and cultural studies. Students will assume an active role in discussions, presentations, and other aspects of the course. Prerequisite: COMP 1500.

HUMN 2300 Introduction to World Mythology (3 credits)

This course provides a broad overview of myths from various geographic areas and historical periods, including Egyptian, Mesopotamian, Greek, Roman, Celtic, Germanic, Asian, North and South American, African and Australian traditions. The course emphasizes the importance of myth in world cultures. Prerequisite: COMP 1500 or COMP 1500H.

HUMN 2350 Introduction to Folklore (3 credits)

This course explores various definitions of folklore, focusing on the ways that literature, art, music, performance, and religion all contribute to a culture. Students will be exposed to multiple storytelling techniques and how the many disciplines included in the study of folklore can be understood as forms of narration that tell the story of a culture's evolution. Folklore of different ethnographic backgrounds will be covered, including modern American folklore. Prerequisite: COMP 1500 or COMP 1500H.

HUMN 2400 Introduction to Celtic Studies (3 credits)

This course provides an introduction to the languages, literatures, history, art, mythology and cultures of the Celtic peoples of Europe, from ancient Gaul, Britain and Ireland to the 21st century. Prerequisites: COMP 1500 or COMP 1500H.

HUMN 3010 Communication Traditions (3 credits)

This course addresses the role of argument and communication in public discourse. Students will become intelligent consumers of public discourse through learning the traditions of the art of communication from ancient times through the present. Students will study compelling speakers and speeches from rhetorical and philosophical viewpoints. Prerequisite: COMP 2000, 2010, or 2020 or COMP 2000H.

HUMN 3300 Native American Myth and Storytelling (3 credits)

This course will investigate traditional Native American and Inuit (Eskimo) oral narratives, including tales of shamans (medicine men) and tricksters, warriors and corn goddesses. The material will be studied from both native and scholarly perspectives. Students will be exposed to local Native American (i.e. Seminole and Miccosukee) traditions in the course.

Prerequisites: HUMN 2300 or HUMN 2350 and COMP 2000, 2010, or 2020 or COMP 2000H.

HUMN 3400 The Beat Generation (3 credits)

This course is a study of the literature, film, and music of the "Beat Generation," a diverse group of artists and writers active in the early 1950s in America, who challenged the status quo in America's literary scene, as well as the social and political conservatism of post-war America. Prerequisite: COMP 2000, COMP 2010, or COMP 2020 or COMP 2000H.

HUMN 3610 The Harlem Renaissance (3 credits)

This course will examine the Harlem Renaissance, the period from the end of World War I and through the middle of the 1930's Depression, during which African-American artists produced a body of work in the graphic arts, poetry, fiction, drama, essay, music, particularly jazz, spirituals and blues, painting, dramatic revues, and others. The notions of racial consciousness will be explored, as well as the common themes of alienation, marginalization, the use of folk material, the use of the blues tradition, and the problems of writing for an elite audience.

Prerequisite: COMP 2000, COMP 2010, COMP 2020 or COMP 2000H.

HUMN 3800 Mexican Cult of Death in Myth and Literature (3 credits)

This course examines the Mexican Cult of Death as an ubiquitous theme in Mexican arts and letters. Prerequisites: One ARTS, FILM, HIST, HUMN, LITR, or PHIL course; and COMP 2000, 2010, or 2020 or COMP 2000H.

HUMN 3995 Prior Learning in Foreign Language (1–12 credits)

This course number and prefix indicate award of upper-level undergraduate prior learning credit in foreign language. This course is repeatable up to 12 credits.

HUMN 4100 Death and Dying (3 credits)

A multidisciplinary examination of significant topics related to the process of dying and death, such as changing western attitudes toward death, problems and solutions that may arise for those experiencing the dying process (including the dying, family, and friends), the grieving process, and non-western approaches to death and dying.

Prerequisites: one ARTS, HIST, HUMN, FILM, LITR, PHIL, or THEA course; and COMP 2000, COMP 2010, or COMP 2020 or COMP 2000H.

HUMN 4200 Asian Thought (3 credits)

An introduction to the fundamental teachings of significant religious and philosophical systems of Asia, offering a broad overview of such topics as Wu Wei, karma, reincarnation, impermanence, the nature of the mind, the paths of enlightenment, and basic practices such as meditation and compassionate action.

Prerequisites: one ARTS, FILM, HIST, HUMN, LITR, PHIL or THEA course; and COMP 2000, COMP 2010, or COMP 2020.

HUMN 4310 The Vampire (3 credits)

This course investigates the development of the vampire tradition in Eastern and Western myth and legend; 19th and 20th century literary and artistic representations of the vampire; and psychological and medical explanations of the phenomenon. Prerequisites: one ARTS, HIST, HUMN, LITR, PHIL, or THEA course; and COMP 2000, COMP 2010, or COMP 2020 or COMP 2000H.

HUMN 4400 Issues in Latin American Development and Sustainability (3 credits)

In this course, theory and history are combined in an attempt to understand the various forces that have shaped development in Latin America, past, present and future. We start by examining divergent theories of development and their applications to the region. The historical roots of modern institutions are explored. The course then turns to the modern political and economic challenges confronting the region. The role of the state, the market, and the informal sector in the development process will be debated, as well as the prospects of reform and sustainable development in the future. Prerequisites: COMP 2000 or 2020 and INST 1500 or HIST 2130 or HIST 2140.

HUMN 4800 Humanities Capstone (3 credits)

Under the supervision and mentoring of a full-time member of the faculty, students will undertake a significant research project that focuses on a particular topic in the humanities reflecting their areas of humanities major concentration. Prerequisite: completion of at least 90 credit hours and permission of division director.

HUMN 4900 Special Topics in the Humanities (3 credits)

Advanced studies in selected cross-disciplinary areas of the humanities, including such topics as comparative religion, death and dying, or popular culture. Specific focus to be announced. May be repeated once for credit, if content changes and with written consent of division director. Prerequisites: one ARTS, FILM, HIST, HUMN,

LITR, PHIL, or THEA course; and COMP 2000, COMP 2010, or COMP 2020 or ARTS 2300H or HIST 1030H or HIST 1040H or PHIL 3180H.

HUMN 4950 Internship in the Humanities (1–12 credits)

A 10–20 hour per week field or work experience for 16 weeks (or more) in the student's major area of study. Consult academic division for specific details and requirements. Prerequisite: cumulative GPA of 2.5 or higher, completion of 60 or more credit hours, and permission of division director.

HUMN 4990 Independent Study in Humanities (1–6 credits)

The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. Written consent of instructor and division director required. Prerequisites: one ARTS, HIST, HUMN, LITR, or PHIL course; and COMP 2000, COMP 2010, or COMP 2020 or COMP 2000H or ARTS 2300H or HIST 1030H or HIST 1040H or LITR 2010H or LITR 2011H or LITR 2021H or LITR 2030H or LITR 2031H or PHIL 3180H.

INB—International Business

INB 2999 Prior Learning Credits in International Business (3–12 credits)

This course number and prefix indicate award of lower-level undergraduate prior learning credits in International Business. This course is repeatable up to 12 credits.

INB 3550 International Business (3 credits)

Surveys the legal and cultural environment of international business; the international financial system; management of international operations; personnel and labor relations; international marketing; international economics, trade, and finance; multinational enterprise; and international accounting.

INB 4300 Export/Import Trade (3 credits)

Studies the management of the export/import department, including government regulations affecting imports; financing, insuring, transporting, and marketing of exported or imported raw materials and finished products; methods of purchasing foreign products and selling domestic goods abroad; joint marketing; licensing; and distributor relations. Prerequisite: MKT 3320.

INB 4600 International Management (3 credits)

Explores the context of international management and the organization of multinational firms. Topics include organizational problems in international operations, international financial management, international personnel management, relations with host governments, and comparative management. Prerequisite: INB 3550.

INB 4999 Prior Learning Credits in International Business (3–12 credits)

This course number and prefix indicate award of upper-level undergraduate prior learning credits in International Business. This course is repeatable up to 12 credits.

INST—International Studies

INST 1500 Global Issues (3 credits)

This course examines some of the increasingly complex and diverse issues confronting humanity. It examines the great diversity of opinion that people hold on important global issues, such as population, natural resource utilization, development, human rights, and values. Students may not receive credit for both INST 1500 and GLBS 1500.

INST 1500H Global Issues Honors (3 credits)

This course examines some of the increasingly complex and diverse issues confronting humanity. It examines the great diversity of opinion that people hold on important global issues, such as population, natural resource utilization, development, human rights, and values. Students may not receive credit for both INST 1500H and GLBS 1500H. Prerequisite: Honors students only.

INST 4800 Crossroads of the Transatlantic World (3 credits)

This course will focus on South Florida's the crossroads of a transatlantic world and allow students to explore in detail its relation with one or more regions of the world: i.e. North America, South America, Central America and Caribbean, Europe and Africa. Students will be required to write a research paper on a topic of their choosing under the guidance of the instructor, employing the appropriate methodology in the instructor's discipline, and offer an oral presentation of this paper to the class and the international studies faculty at the end of the semester. Prerequisites: A minimum of 18 credits in the INST major and COMP 2000, 2010, or 2020 or COMP 2000H.

INST 4990 Independent Study in International Studies (1–12 credits)

The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. Written consent of instructor and division director required. Prerequisites: One INST course and COMP 2000, 2010, or 2020.

ISM—Information Systems Mgmt

ISM 2999 Prior Learning Credits in Management Information Systems (3–12 credits)

This course number and prefix indicate award of lower-level undergraduate prior learning credits in Management Information Systems. This course is repeatable up to 12 credits.

ISM 3660 Management Information Systems (3 credits)

Discusses the use of computers in business, as well as database management and information system fundamentals. Prerequisites: TECH 1110, MGT 2050, and MKT 3050.

ISM 4999 Prior Learning Credits in Management Information Systems (3–12 credits)

This course number and prefix indicate award of upper-level undergraduate prior learning credits in Management Information Systems. This course is repeatable up to 12 credits.

IUTP—IUTP-Intn'l Ug Teach Edu Prog

IUTP 3100 Education Content Language Learning for ESL Ed. I (0 credits)

This course introduces the non-native intermediate speaker of English to the skills necessary to improve their skills in the writing, reading and analysis of academic text. Additionally, this course prepares students for classroom instruction through the development of speaking and listening skills needed for educational classroom success. Students develop the skills necessary for success in the classroom, progressing from writing of paragraphs to essays. Reading, speaking and listening language skills will be developed through the inclusion of interactive educational scenarios.

IUTP 3200 Education Content and Language Learning for ESL Education II (0 credits)

This course introduces the non-native intermediate speaker of English to the skills necessary to improve their skills in the writing, reading and analysis of academic text. Additionally, this course prepares students for classroom instruction through the development of speaking and listening skills needed for educational classroom success. Students develop the skills necessary for success in the classroom, progressing from writing of paragraphs to essays. Reading, speaking and listening language skills will be developed through the inclusion of interactive educational scenarios.

IUTP 3300 Education Content and Language Learning for ESL Ed. III (0 credits)

This course introduces the non-native intermediate speaker of English to the skills necessary to improve their skills in the writing, reading and analysis of academic text. Additionally, this course prepares students for classroom instruction through the development of speaking and listening skills needed for educational classroom success. Students develop the skills necessary for success in the classroom, progressing from writing of paragraphs to essays. Reading, speaking and listening language skills will be developed through the inclusion of interactive educational scenarios.

IUTP 3400 Education Content and Lang. Learning for ESL Ed. IV (0 credits)

This course introduces the non-native intermediate speaker of English to the skills necessary to improve their skills in the writing, reading and analysis of academic text. Additionally, this course prepares students for classroom instruction through the development of speaking and listening skills needed for educational classroom success. Students develop the skills necessary for success in the classroom, progressing from writing of paragraphs to essays. Reading, speaking and listening language skills will be developed through the inclusion of interactive educational scenarios.

LED—Leadership

LED 3000 Introduction to Leadership (3 credits)

This course presents leadership as an on-going and developing set of theories and models. Recognizing these theories and models provides a basis for understanding how leadership influences the success of individuals, groups, and organizations. The development of several of these theories and models will be considered to create a current perspective on leadership.

LED 3200 Creativity and Work Performance (3 credits)

This course will address the tools and techniques that individuals and organizations use to increase their creative capacity and work place applications. The focus will be on creative behaviors and the value creativity brings to all types of organizations from entrepreneurial businesses to large companies, from hospitals to law offices, from solo practitioners to government agencies and not for profits. Creative leaders such as Steve Jobs, Robert Johnson and Marissa Mayer will be discussed. The influence of both individual and team creativity on organization success will be considered. The course will be offered in a seminar format and will include many experiential learning activities, including work at an international innovative company.

LED 4100 Great World Leaders (3 credits)

This course examines the leadership style of six to eight world leaders in order to better understand how they influence the success or failure of their country or organization. Cultural differences are also considered in order to appreciate how they can affect the leaders themselves and, in turn, play an important role in today's increasingly global environment. Prerequisite: LED 3000.

LED 4200 Current Issues in Leadership (3 credits)

This course addresses the traditional and the appreciative inquiry models for analyzing leadership impact. A framework for analysis will be presented for use in determining best ways for leaders to attain business results at all levels in the organization. Students will use contemporary business writings as their source for identifying best ways. This will include the following: Fortune, Business Week, Journal of Applied Management and Entrepreneurship, as well as the business sections of daily newspapers. This course will be highly interactive. Prerequisite: LED 3000.

LED 4250 Self Leadership in Organization (3 credits)

This course explores a multiplicity of frameworks that focus on leadership tasks. Leadership task behavior will be analyzed using practical models from a variety of readings. Students will build a personal set of actions for successful leadership task performance. All course activity will be based upon the reality of the current leadership situation. The course will address how the appropriate leadership behavior grows the business. The course philosophy will be based upon actions to take, as well as actions to be avoided. Students will learn from not only readings and discussion, but from case-in-point, simulation and leadership storytelling. Prerequisite: LED 3000 or LEAD 3000.

LED 4300 Situational Leadership (3 credits)

This course presents the concepts of leadership style and follower readiness using the Situational Leadership model developed by Paul Hersey. The importance of matching leadership style with follower readiness through a task-specific diagnosis is also presented. Situational Leadership will aid students in appreciating how their own leadership style affects others whenever they try to influence anyone within their organizations or in other aspects of their lives. Prerequisite: LED 3000.

LEGS—Legal Asst/Paralegal

LEGS 1150 Introduction to Law and the Legal Profession (3 credits)

Topics will include the structure and decisional processes of the American legal system, sources of law, methods of dispute resolution, the roles of the attorney and the legal assistant, legal analysis, interviewing techniques and

ethics for legal assistants. This course is not required for those students who have taken LGST 2500.

LEGS 2100 Legal Research and Writing I (3 credits)

Students will study primary and secondary sources of law, obtain legal research and writing skills, learn how to use a law library, and obtain computer-assisted legal research training.

LEGS 2200 Computer Applications for the Legal Profession (3 credits)

Theory and application of programs for computers that are used in the legal profession. Hands-on experience with microcomputers and specialized software utilized by the legal profession.

LEGS 3050 Criminal Law and Procedure (3 credits)

This course covers the study of both substantive criminal law and criminal procedure for the paralegal student. Students will learn the elements of major crimes and defenses. Students also will examine the constitutional aspects of criminal procedure, including searches, seizures and arrests; interrogation; the pretrial process; trial; sentencing; and appeal. Prerequisite: LEGS 1150 or LGST 2500.

LEGS 3260 Real Estate Practice I (3 credits)

Topics will include interests in real property, contracts, deeds, mortgages and other encumbrances, mortgage foreclosures, title searches, title insurance, and leases. Students will prepare closing documents for a residential real estate transaction. Prerequisite: LEGS 1150 or LGST 2500 or MGT 2150

LEGS 3300 Torts and Civil Litigation (3 credits)

This course covers tort law, including such topics as intentional torts, negligence, strict liability, products liability, defamation, and defense to torts. Students also will examine the civil litigation process, including evidence, the rules of civil procedure, discovery, jury selection, and pre-trial work. Students will prepare pleadings and pre-trial discovery. Prerequisite: LEGS 1150 or LGST 2500.

LEGS 3360 Wills, Trusts, and Estates I (3 credits)

Topics will include intestacy, wills, trusts, living wills, will substitutes, probate, estate administration, and estate and gift taxes. Students will prepare wills and estate administration documents. Prerequisites: LEGS 1150 or LGST 2500.

LEGS 3400 Business Relations and Organizations (3 credits)

Topics will include contracts (the essential elements, defenses to enforceability, third party beneficiaries, and assignments), the Uniform Commercial Code, sole proprietorships, general and limited partnerships, and corporations. Prerequisite: LEGS 1150 or LGST 2500.

LEGS 3550 Family Law (3 credits)

Topics will include prenuptial and postnuptial agreements, marriage, dissolution, equitable distribution, alimony, shared parental responsibility, child support, property settlement agreements, adoption, and paternity and juvenile law. Prerequisite: LEGS 1150 or LGST 2500.

LEGS 4050 Advanced Practices in Criminal Law (3 credits)

This course is designed to expand on the knowledge gained in the student's study of Criminal Law. It will review past landmark cases as well as current criminal cases faced by the courts and counsel. The course will evaluate the criminal cases from an historical and Constitutional background to include the rights and procedures when charging a person with a crime, procedural rights and protections at trial, and post-conviction rights. Students will interpret and justify legal arguments from both the prosecution and defense perspective. The course will also identify a variety of Criminal Law issues including: forensic evidence, sentencing, ethics, the death penalty, and recent case law applied in the criminal justice system. Prerequisites: LEGS 1150 or LGST 2500; and LEGS 2100 or LGST 4000; and LEGS 3050.

LEGS 4060 Debtor and Creditor Relations (3 credits)

Topics will include the following: the bankruptcy process and alternative remedies; secured parties under the Uniform Commercial Code; judgment liens; locating debtors' property; enforcement of judgments by way of garnishment, attachment, and replevin; and exempt property. Prerequisites: LEGS 1150 or LGST 2500.

LEGS 4110 Legal Research and Writing II (3 credits)

This course will commence with a review of all basic primary and secondary sources. Florida research tools and special topical reference materials will also be covered. Advanced training in computer-assisted legal research will be provided. Legal writing will be emphasized. There will be a variety of written work ranging from everyday correspondence to memoranda of law. Prerequisites: LEGS 2100 or LGST 4000.

LEGS 4270 Real Estate Practice II (3 credits)

Topics will generally be chosen from among the following: title problems, mortgage foreclosures, landlord-tenants, commercial real estate transactions, condominiums, construction liens, and environmental matters. Prerequisites: LEGS 3260.

LEGS 4310 Advanced Litigation (3 credits)

This course will commence with a review of all basic primary and secondary sources. Florida research tools and special topical reference materials will also be covered. The following topics under the Florida Rules of Civil Procedure will be covered: pleadings, service of

process, parties, default, dismissals, discovery in all of its forms, the trial stage, judgments, and post-judgment relief. Students will work on civil cases in several areas of law, where they will apply many of the procedural rules that they have studied. Prerequisites: LEGS 3300.

LEGS 4370 Wills, Trusts, and Estates II (3 credits)

Topics will generally be chosen from among the following: probate litigation, mechanisms to transfer property, will and trust drafting, homestead, and federal estate and gift tax system, the Florida estate tax, and preparation of federal estate and gift tax returns. Prerequisites: LEGS 3360.

LEGS 4410 Corporate Regulation and Change (3 credits)

Topics will include the following: capitalization, debt and equity financing, federal and state securities regulation, mergers, asset and stock acquisitions, reorganizations, and drafting corporate documents. Prerequisites: LEGS 1150 or LGST 2500; and LEGS 2100 or LGST 4000; and LEGS 3400.

LEGS 4470 Emerging Technologies and the Legal Profession (3 credits)

This course covers emerging technologies and their impact on the legal profession. Topics covered will include an overview of the Internet, conducting legal research on the Internet, electronic filing with government agencies and the courts, "non-legal" Web sites with legal-specific applications, using email in law practice, legal trends on the Internet, ethical issues pertaining to emerging technologies, and law as applied to computers and other technology. Prerequisites: LEGS 1150 or LGST 2500

LEGS 4560 Elder Law (3 credits)

Topics will include the following: incapacity; types of guardians; guardianship practice and procedure; alternatives to guardianships, such as durable powers of attorney, trusts, health care surrogates, and representatives payers; government benefits such as Social Security, Medicare, and Medicaid; and housing options such as "reverse mortgages," life care contracts, adult congregate living facilities, and nursing homes. Prerequisites: LEGS 1150 or LGST 2500; and LEGS 2100 or LGST 4000.

LEGS 4600 Pleadings and the Courts (3 credits)

This advanced course focuses on the paralegal's role in discovery procedure and trial practice as it relates to civil and criminal actions through a transactional approach. The course will focus on state rules of civil and criminal procedures in the drafting of legal pleadings required for each area of the law. Students will be involved in preparing materials for a hypothetical trial. Prerequisites: LEGS 1150 or LGST 2500; and LEGS 2100 or LGST 4000.

LEGS 4700 Immigration Law (3 credits)

This course provides students with a foundation in the underlying policies and basics of immigration and nationality law. Topics include immigrant and nonimmigrant visa categories, citizenship and nationality, removal proceedings, and asylee and refugee status. Emphasis is placed on applying legal principles to practical situations by working on hypothetical immigration client files, including preparation of forms to be filed with the United States Citizenship and Immigration Services. Prerequisites: LEGS 1150 and LEGS 2100.

LEGS 4800 Advanced Practicum in Paralegal Studies (3 credits)

This advanced practicum simulates a law office environment in which students work for senior and junior law partners in a generalized law practice. This experiential approach is designed to integrate and apply substantive law, procedural application and legal computer application drawing on materials in a variety of legal areas including but not limited to civil litigation, real estate, estate planning, family law, legal research, criminal law, contracts and corporate law. Students take this course in the last semester of their paralegal studies curriculum. Prerequisites: LEGS 2100 and LEGS 3050 and LEGS 3210 or LEGS 2200 and LEGS 3260 and LEGS 3300 and LEGS 3360 and LEGS 3400 and LEGS 3550.

LEGS 4900 Special Topics in Paralegal Studies (3 credits)

The subjects covered by this course will generally be chosen from among the following: administrative law; alternative dispute resolution; employment law; health law; immigration law; insurance law; international law; and patents, trademark, and copyright law. Prerequisites: LEGS 1150 or LGST 2500; and LEGS 2100 or LGST 4000.

LEGS 4950 Internship in Paralegal Studies (3 credits)

A 20-hour per week work experience for 16 weeks in the student's major area of study at an internship site registered with the paralegal studies program as an approved site. Consult academic division for specific details and requirements. Prerequisites: cumulative GPA of 2.5 or higher, completion of 36 or more credit hours, and permission of paralegal coordinator. Students may take a maximum of two internships, which must be taken at different internship sites.

LEGS 4950A Internship A in Paralegal Studies (3 credits)

A 20-hour per week work experience for 16 weeks in the student's major area of study at an internship site registered with the paralegal studies program as an approved site. Consult academic division for specific

details and requirements. Prerequisites: cumulative GPA of 2.5 or higher, completion of 36 or more credit hours, and permission of paralegal coordinator. Students may take a maximum of two internships, which must be taken at different internship sites.

LEGS 4950B Internship B in Paralegal Studies (3 credits)

A 20-hour per week work experience for 16 weeks in the student's major area of study at an internship site registered with the paralegal studies program as an approved site. Consult academic division for specific details and requirements. Prerequisites: cumulative GPA of 2.5 or higher, completion of 36 or more credit hours, and permission of paralegal coordinator. Students may take a maximum of two internships, which must be taken at different internship sites.

LGST—Legal Studies

LGST 2500 Introduction to Legal Studies (3 credits)

This course provides an introduction to the structure and basic decisional processes of the American legal system, as well as a study of the historical and social development of the legal profession in America from the colonial period to the present. Particular focus is on examination of the central issues and processes of the legal system from the perspective of their everyday working relationships and how courts work. Prerequisite: COMP 1500 or COMP 1500H.

LGST 3350 Environmental Law and Policy (3 credits)

This course analyzes environmental quality in terms of law and policy. Specific public policy issues are surveyed to develop alternative approaches for dealing with ecological problems and for illustrating the power of public opinion. This course also provides an understanding of the norms and institutions that comprise national and international environmental law. Specific topics considered include air pollution and protection of the atmosphere, hazardous waste, endangered species, the global commons, and laws of the sea. Statutes, regulations, and judicial decisions are emphasized to provide an overall analysis of environmental law. Prerequisite: COMP 2000, COMP 2010, or COMP 2020 or COMP 2000H.

LGST 3400 Comparative Legal Systems (3 credits)

A study of the interrelationship between cultures and legal systems; how legal systems develop as a response to, and expression of, the cultures from which they derive. Prerequisite: COMP 2000, 2010, or 2020 or COMP 2000H.

LGST 4000 Legal Research and Trial Advocacy (3 credits)

Students will learn legal research and writing skills, as well as the basics of case preparations, courtroom strategy and presentation, and legal argumentation. Library and Internet primary and secondary legal resources will be utilized, and legal memoranda and research skill exercises will be required. The students will create a trial notebook of their research and writing work, which they will then present in a mock trial/appellate setting. Prerequisites: LGST 2500 and COMP 2000, COMP 2010, or COMP 2020 or COMP 2000H.

LGST 4100 The First Amendment (3 credits)

This course focuses on study of the First Amendment, emphasizing freedom of speech and religion and how those rights have been exercised and interpreted both historically and in the modern era. Prerequisites: LGST 2500 and COMP 2000 or 2020 or COMP 2000H.

LGST 4200 Crime and the Constitution (3 credits)

This course focuses on the study of the 4th, 5th, and 6th amendments and their relationship to criminal procedure. Additional emphasis will be on the 8th amendment and the death penalty. Prerequisites: LGST 2500 and COMP 2000 or 2020 or COMP 2000H.

LGST 4270 Judicial Politics and Process (3 credits)

This class will examine both the formal and informal practices and rules that shape the American judicial system. Using a political science/legal anthropology approach, it will ask who uses the courts, why they use the courts, and what they hope to achieve. In doing so, it will seek to assess the effectiveness of American justice by analyzing such topics as the formal structures of the American judicial system and the judicial appointment, socialization, and the decision-making process. Prerequisite: LGST 2500 and COMP 2000, COMP 2010 or COMP 2020 or COMP 2000H.

LGST 4310 Individual Rights and the Law (3 credits)

A study of the crucial role the Supreme Court has played in the expansion and diminution of the rights of individuals. This course focuses on civil rights issues (discrimination on the basis race, sex, etc.) and the rights of the individual to privacy. Prerequisites: LGST 2500 and COMP 2000 or 2020 or COMP 2000H.

LGST 4410 International Law (3 credits)

An introduction to basic legal principles governing relations between nations. Topics include recognition of states, jurisdiction, human rights, treaties and agreements, law of the sea and claims against nations. Prerequisites: one LGST course; and COMP 2000, COMP 2010, or COMP 2020.

LGST 4420 War Crimes (3 credits)

This course focuses on the issue of war crimes as well as trials of war criminals during the last hundred years. Students will consider the development and evolution of the law particularly as it relates to the definition of war crimes, genocide, ethnic cleansing, and crimes against humanity. Students will examine key historical trials as well as consider how war crimes doctrines are being applied currently in national and international venues. Prerequisite: one LGST course and COMP 2000 or 2020 or COMP 2000H.

LGST 4950 Internship in Legal Studies (1–12 credits)

A 10-20 hour per week field or work experience for 16 weeks (or more) in the student's major area of study. Consult academic division for specific details and requirements. Prerequisites: cumulative GPA of 2.5 higher, completion of 60 or more credit hours, and permission of division director.

LGST 4990 Independent Study in Legal Studies (1–3 credits)

The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. Prerequisites: one LGST course and written consent of instructor and division director.

LITR—Literature

LITR 2010 British Literature I (3 credits)

A survey of major literary movements and writers, from Old English through the 18th century. The course examines themes common to various historical periods. Prerequisite: COMP 1500 or COMP 1500H.

LITR 2010H British Literature I Honors (3 credits)

A survey of major literary movements and writers, from Old English through the 18th century. The course examines themes common to various historical periods. Prerequisites: COMP 1500 or COMPH; Honors students only.

LITR 2011 British Literature II (3 credits)

A survey of major literary movements and writers, from the Romantic period through the present. The course examines themes common to various historical periods. Prerequisite: COMP 1500 or COMP 1500H.

LITR 2011H British Literature II Honors (3 credits)

A survey of major literary movements and writers, from the Romantic period through the present. The course examines themes common to various historical periods. Prerequisites: COMP 1500 or COMP 1500H; Honors students only.

LITR 2020 American Literature I (3 credits)

A survey of American literature from the colonial period through the Civil War, emphasizing major authors and identifying themes common to various historical periods. Prerequisite: COMP 1500 or COMP 1500H.

LITR 2020H American Literature I Honors (3 credits)

A survey of American literature from the colonial period through the Civil War, emphasizing major authors and identifying themes common to various historical periods. Prerequisites: COMP 1500; Honors students only.

LITR 2021 American Literature II (3 credits)

A survey of American literature from the end of the Civil War through the present, emphasizing major authors and identifying themes common to various historical periods. Prerequisite: COMP 1500 or COMP 1500H.

LITR 2021H American Literature II Honors (3 credits)

A survey of American literature from the end of the Civil War through the present, emphasizing major authors and identifying themes common to various historical periods. Prerequisites: COMP 1500 or COMP 1500H; Honors students only.

LITR 2030 World Literature I (3 credits)

A survey of selected masterpieces by international writers from antiquity through the Renaissance, emphasizing the evolution of world culture. Prerequisite: COMP 1500 or COMP 1500H.

LITR 2030H World Literature I Honors (3 credits)

A survey of selected masterpieces by international writers from antiquity through the Renaissance, emphasizing the evolution of world culture. Prerequisites: COMP 1500 or COMP 1500H; Honors students only.

LITR 2031 World Literature II (3 credits)

A survey of selected masterpieces by international writers from the 17th century through the 20th century, emphasizing the evolution of world culture. Prerequisite: COMP 1500 or COMP 1500H.

LITR 2031H World Literature II Honors (3 credits)

A survey of selected masterpieces by international writers from the 17th century through the 20th century, emphasizing the evolution of world culture. Prerequisites: COMP 1500 or COMP 1500H; Honors students only.

LITR 2110 Detective Fiction (3 credits)

A study of the literary sub-genre of detective fiction through the reading of important short fiction and novels by such authors as Poe, Doyle, Christie, Chandler, and Hammett. Prerequisite: COMP 1500 or COMP 1500H.

LITR 2120 Science Fiction and Fantasy Literature (3 credits)

A study of science fiction and fantasy literature from the 18th-century to the present. May include a variety of genres of speculative fiction, from traditional sci-fi and fairy tales to supernatural fiction and cyberpunk. Prerequisite: COMP 1500 or COMP 1500H.

LITR 2130 Contemporary Memoir (3 credits)

A detailed study of the contemporary memoir by reading representative works in English with particular focus on the origins and development of "New Autobiography." Prerequisite: COMP 1500 or COMP 1500H.

LITR 3040 Women in Literature (3 credits)

Works will be studied to acquaint students with the rich and extensive contributions of women to the various literary genres (autobiography, poetry, fiction). Prerequisites: one LITR course; and COMP 2000, COMP 2010, or COMP 2020.

LITR 3060 History and Structure of the English Language (3 credits)

A study of the structure and development of the English language from Old English to Modern English, including changes in word forms, meaning and sounds, syntax and grammar. Prerequisites: one LITR course; and COMP 2000, COMP 2010, or COMP 2020.

LITR 3500 Literature and Medicine (3 credits)

This course explores the relationship between literary and historical texts and medical practice. Using critical perspectives from the humanities, the course examines such topics as the medical practitioner's role, medical themes in literature, and pathographies. Prerequisites: one LITR course; and COMP 2000, COMP 2010, or COMP 2020 or COMP 2000H or LITR 2010H or LITR 2011H or LITR 2020H or LITR 2021H or LITR 2030H or LITR 2031H.

LITR 3510 Irish Literature (3 credits)

A study of Irish and Celtic literatures, focusing on early Irish myth and medieval literature translated from Gaelic, the literature of the Irish Renaissance in the early 20th century, and contemporary Irish poetry and prose. Prerequisites: one LITR course; and COMP 2000, COMP 2010, or COMP 2020 or COMP 2000H.

LITR 3520 African-American Literature (3 credits)

A study of African-American literature, from slave narratives to modern African-American poetry and prose. Prerequisites: one LITR course; and COMP 2000, COMP 2010, or COMP 2020 or COMP 2000H.

LITR 3530 Caribbean Literature (3 credits)

A study of Caribbean literature from early post-Colombian literature, such as slave narratives and travel writing, to modern Caribbean poetry and prose. The emphasis is on literature written in English, but the course includes works that have been translated into English from other languages, including French and Spanish. This course provides an introduction to the literature of the Caribbean and a framework for studying that material. Prerequisites: one LITR course; and COMP 2000, COMP 2010, or COMP 2020 or COMP 2000H.

LITR 3540 Latin American Literature (3 credits)

A survey of Latin American literature in translation. Prerequisite: one LITR course; and COMP 2000, COMP 2010, or COMP 2020 or COMP 2000H.

LITR 3620 Studies in Poetry (3 credits)

A detailed study of the genre of poetry through the reading of important works on various periods and countries from the ancient through the modern era, focusing on the main poetical categories of epic, lyric, and dramatic poetry. Prerequisites: one LITR course; and COMP 2000, COMP 2010, or COMP 2020 or COMP 2000H.

LITR 3630 Studies in the Novel (3 credits)

A detailed study of the novel through the reading of important works of various periods and countries from the 18th century through the modern era. Prerequisites: one LITR course; and COMP 2000, COMP 2010, or COMP 2020 or COMP 2000H or LITR 2010H or LITR 2011H or LITR 2020H or LITR 2021H or LITR 2030H.

LITR 3640 Studies in Drama (3 credits)

A detailed study of drama through the reading of important works of various periods and countries from the ancient through the modern era. Prerequisites: one LITR course; COMP 2000, COMP 2010 or COMP 2020 or COMP 2000H.

LITR 3660 Young Adult Literature (3 credits)

A study of the genre of literature written for, marketed to, and taught to young adults (primarily ages 12-17), examining relevant themes, motifs, and pedagogical strategies involved with such literature. Prerequisites: one LITR course; COMP 2000, COMP 2010, or COMP 2020 or COMP 2000H.

LITR 4050 Literary Criticism and Theory (3 credits)

This course introduces students to critical approaches to literature and explores the potential usefulness of theoretical constructs in examining literary texts. Prerequisites: one LITR course; and COMP 2000, COMP 2010, or COMP 2020.

LITR 4060 Critical Theories and Gender (3 credits)

This course introduces students to contemporary feminist criticism and gender theory from Simone de Beauvoir to the present and explores the potential usefulness of theoretical constructs in examining literature. Prerequisites: one LITR course; and COMP 2000, COMP 2010, or COMP 2020 or COMP 2000H or LITR 2010H or LITR 2011H or LITR 2020H or LITR 2021H or LITR 2030H.

LITR 4510 King Arthur (3 credits)

This course traces the origins and development of the legend of King Arthur, Queen Guinevere, and the Knights of the Round Table from the 5th to the 21st century. Prerequisites: one LITR course; and COMP 2000, COMP 2010, or COMP 2020.

LITR 4760 Major Authors (3 credits)

This course will examine the life and work of an influential single literary author from a range of critical perspectives, using a variety of selections from the author's work. Prerequisite: one LITR course; and COMP 2000 or COMP 2000H or COMP 2020.

LITR 4900 Special Topics in Literature (3 credits)

Topics, which vary from year to year, may include a history of literary criticism, a study of literature in relation to a specific field (politics, law, science), an exploration of a particular form of literature (travel literature, autobiography, etc.), or theme (literature and the city, literature and the self), or an interdisciplinary approach to a particular era. Specific focus to be announced. May be repeated once for credit, if content changes and with written consent of division director. Prerequisites: one LITR course; and COMP 2000, COMP 2010, or COMP 2020 or COMP 2000H or LITR 2010H or LITR 2011H or LITR 2020H or LITR 2021H or LITR 2030H or LITR 2031H.

LITR 4990 Independent Study in Literature (1–3 credits)

The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. Written consent of instructor and division director required. Prerequisites: one LITR course; and COMP 2000, COMP 2010 or COMP 2020 or LITR 2020H or LITR 2021H.

MATH—Mathematics**MATH 1000 Essential Mathematics (3 credits)**

This course is designed to provide a brief review of basic computational skills in fractions, decimals, and rational numbers. It expands into a comprehensive study of introductory algebra including: variable expressions,

linear equations and inequalities, polynomials, exponents, algebraic word problems, factoring, and quadratic equations. This course has been exempted from the requirements of the Writing Across the Curriculum policy.

MATH 1009 Prior Learning Credit in Mathematics (1–12 credits)

This course number and prefix indicate award of lower-level undergraduate prior learning credit in mathematics which does not meet the general education math requirements. This course is repeatable up to 12 credits. Prerequisite: approval of director.

MATH 1030 Intermediate Algebra (3 credits)

This course is designed for students who have had some algebra. Topics include: algebraic expression and real numbers; linear equations and inequalities in one and two variables; quadratic equations; polynomials and factoring; graphs of basic functions; systems of linear equations; and applications. This course has been exempted from the requirements of the Writing Across the Curriculum policy. Prerequisite: Challenge examination or MATH 1000.

MATH 1040 Algebra for College Students (3 credits)

This course is designed to provide students with a full range of algebra skills. Topics include: graphs of functions and relations; inverse functions; rational and radical expressions; linear, quadratic, and rational functions; absolute value and radical functions; properties and graphs of exponential and logarithmic functions and applications. This course has been exempted from the requirements of the Writing Across the Curriculum policy. Prerequisite: Challenge examination or Math 1030.

MATH 1050 Concepts in Geometry and Logic (3 credits)

This course is designed to meet the general education requirements for only those students intending to enter education majors. The course addresses essential mathematical competencies related to sets, logic, and geometry. This course has been exempted from the requirements of the Writing Across the Curriculum policy. Prerequisite: Challenge examination or MATH 1040.

MATH 1060 Concepts in Statistics and Probability (3 credits)

This course is designed to meet the general education requirements for only those students intending to enter education majors. The course addresses essential mathematical competencies related to probability and both inferential and descriptive statistics. This course has been exempted from the requirements of the Writing Across the Curriculum policy. Prerequisite: MATH 1040 or challenge examination.

MATH 1120 Games of Chance (3 credits)

This course presents elementary probability theory and statistics through the view point of games, sports, and gambling. Topics include counting principles, probability, probability distributions, expectation, and descriptive statistics. Examples are taken from games of chance and sports. This course has been exempted from the requirements of the Writing Across the Curriculum policy. Prerequisite: MATH 1030.

MATH 1130 Introductory Seminar in Mathematics (1 credits)

This course is basic, nontechnical introduction to current and/or classical topics in mathematics. Specific topics for the course vary by semester. Prerequisite: MATH 1040.

MATH 1200 Precalculus Algebra (3 credits)

This course is for students with a strong background in algebra. Students will study fundamental concepts of algebra; equations and inequalities; functions and graphs; polynomials; and rational, exponential, and logarithmic functions. This course has been exempted from the requirements of the Writing Across the Curriculum policy. Prerequisite: Challenge examination or MATH 1040.

MATH 1250 Trigonometry (3 credits)

This course will complete the sequence of courses necessary to begin the study of calculus. A thorough study of trigonometric functions, analytic trigonometry, and numerous applications will be covered. This course has been exempted from the requirements of the Writing Across the Curriculum policy. Prerequisite: Challenge examination or MATH 1200.

MATH 2001 Introduction to Math Models in Biology I (3 credits)

This course is designed for students with a mathematical background sufficient to take calculus and an interest in the biological sciences. Students will be introduced to the interplay of mathematical modeling and biology; as well as an introduction to a broad mathematical tool chest. Topics include linear and nonlinear difference equations and matrix algebra. The Matlab® computer software program will be used in this course. Prerequisite: Challenge examination or MATH 1200

MATH 2020 Applied Statistics (3 credits)

This course is an introductory course in the use of descriptive and inferential statistics. Topics include graphical and numerical descriptive measures, probability, common random variables and their distributions including the binomial and normal distributions, the Central Limit Theorem, sampling procedures, confidence intervals, and hypothesis testing. This course has been exempted from the requirements of the Writing Across the Curriculum policy. Prerequisite: MATH 1040 or higher.

MATH 2020H Applied Statistics Honors (3 credits)

This course is an introductory course in the use of descriptive and inferential statistics. Topics include graphical and numerical descriptive measures, probability, common random variables and their distributions including the binomial and normal distributions, the Central Limit Theorem, sampling procedures, confidence intervals, and hypothesis testing. This course has been exempted from the requirements of the Writing Across the Curriculum policy. Prerequisite: MATH 1040 or higher; Honors students only.

MATH 2080 Applied Calculus (3 credits)

Functions, graphs and derivatives of algebraic functions; introduction to derivatives of trigonometric functions, application of derivatives to business problems; and related rates and maximum/minimum problems. This course has been exempted from the requirements of the Writing Across the Curriculum policy. Prerequisite: Challenge examination or MATH 1200.

MATH 2100 Calculus I (4 credits)

Functions, limits, and derivatives of algebraic functions. Introduction to derivatives of trigonometric functions, logarithmic functions; application of derivatives to physics problems; related rates and maximum/minimum problems, and definite and indefinite integrals with applications. This course has been exempted from the requirements of the Writing Across the Curriculum policy. Prerequisite: Challenge examination or MATH 1250.

MATH 2100H Calculus I Honor (4 credits)

Functions, limits, and derivatives of algebraic functions. Introduction to derivatives of trigonometric functions, logarithmic functions; application of derivatives to physics problems; related rates and maximum/minimum problems, and definite and indefinite integrals with applications. This course has been exempted from the requirements of the Writing Across the Curriculum policy. Prerequisites: Challenge examination or MATH 1250; Honors students only.

MATH 2200 Calculus II (4 credits)

Riemann sums; the definite integral; method of integration; continuation of exponential, logarithmic functions, and inverse trigonometric functions. L'Hopital's rule and improper integrals. This course has been exempted from the requirements of the Writing Across the Curriculum policy. Prerequisite: MATH 2100 or MATH 2100H.

MATH 2200H Calculus II Honors (4 credits)

Riemann sums; the definite integral; method of integration; continuation of exponential, logarithmic functions, and inverse trigonometric functions. L'Hopital's rule and improper integrals. This course has been exempted from the requirements of the Writing Across the Curriculum policy. Prerequisite: MATH 2100 or MATH 2100H and Test Code HONR = PASS.

MATH 2250 Euclidean Geometry (3 credits)

Plane Euclidean geometry starts with a vocabulary of terms, definitions, and postulates, works its way into direct and indirect proofs, and finishes with similar figures, triangles, circles, and areas. The study of coordinate, solid, and non-Euclidean geometrics will be introduced. Prerequisite: MATH 1200.

MATH 2500 Introduction to Advanced Mathematics (3 credits)

This course is an introduction to concepts encountered in abstract mathematics that are common to most fields in mathematics. Topics covered include: logic, set theory, functions, relations, cardinality, mathematical induction, algebraic structures and the real number system. Optional topics may be included based upon the discretion of the instructor. There will be an emphasis in writing formal mathematical proofs. Prerequisite: MATH 2200

MATH 3030 Applied Statistics II (3 credits)

Introductory aspects of inferential statistics and experimental design are covered. Course material includes hypothesis testing and estimation, analysis of variance, multiple comparison procedures, linear and multiple correlation and regression methods, chi-square tests, nonparametric techniques, and elementary design of experiments. Stress will be placed on interpreting studies that employ these techniques. Prerequisite: MATH 3020 or MATH 3020H or MATH 2020 or MATH 2020H.

MATH 3050 Mathematics and Biology (3 credits)

This course provides an introduction to upper divisional mathematics and its applications in life sciences. Multi-variate calculus topics including partial differentiation and Lagrange multipliers are introduced with application to constrained optimization problems in resource management and ecology. Linear algebra topics including determinates and eigen-values and vectors are introduced with application to discrete time dynamical systems models used in ecology and epidemiology. Dynamical systems topics of phase-planes and null-clines are introduced to study non-linear oscillator models for rhythmic behavior in neural impulse generation and the heart-beat. Prerequisite: MATH 2100 or MATH 2100H.

MATH 3200 Calculus III (4 credits)

Functions of several variables, surfaces, in three-space, vectors, techniques of partial differentiation and multiple integration with applications. Vector calculus topics will include the theorems of Green, Gauss and Stokes. This course has been exempted from the requirements of the Writing Across the Curriculum policy. Prerequisite: MATH 2200.

MATH 3260 Combinatorics (3 credits)

This course begins with the Pigeonhole principle and studies permutations and combinations. Students will learn the techniques for counting and enumeration

including generating functions, the principle of inclusion and exclusion, as well as graph theory. Prerequisite: MATH 2200.

MATH 3270 Logic (3 credits)

Topics covered are syntax and semantics of formal languages; sentential logic, proofs in first order logic; Godel's completeness theorem; compactness theorem and applications; cardinals and ordinals; the Lowenheim-Skolem-Tarski theorem; Beth's definability theorem; effectively computable functions; Godel's incompleteness theorem; undecidable theories. Prerequisite: MATH 2500

MATH 3300 Introductory Linear Algebra (3 credits)

This is an elementary linear algebra course. The focus of the course is on the methods in matrix computations and the basic theory of vector spaces. Prerequisite: MATH 2100 or MATH 2100H.

MATH 3340 Linear Algebra II (3 credits)

This advanced linear algebra (mainly matrix theory) course covers linear vector spaces, inner product spaces, minimal and characteristic polynomials, eigenvalues and eigenvectors, canonical forms of matrices, tensor and Hadamard products, and properties of positive definite matrices, Hermitian matrices and normal matrices. Prerequisites: MATH 3300 and MATH 2200.

MATH 3350 Number Theory (3 credits)

This introductory course to Number Theory is open to students with interests in mathematics, science or secondary math education. Topics covered include divisibility, Division (Euclidean) Algorithm, greatest common divisor and least common multiple, prime numbers, Fundamental Theorem of Arithmetic, multiplicative functions, and Chinese Remainder Theorem. Additional topics may be included at the discretion of the instructor. Prerequisite: MATH 2200 or permission of instructor.

MATH 3400 Ordinary Differential Equations (3 credits)

Topics covered in this course include first-order separable, linear, and nonlinear differential equations, first-order systems, forced second order linear equations, qualitative techniques, bifurcations, numerical methods, linearization, and applications to numerous areas such as biology, chemistry, economics, physics, and social sciences. This course has been exempted from the requirements of the Writing Across the Curriculum policy. Prerequisite: MATH 2200.

MATH 3450 Elementary Differential Geometry (3 credits)

This course is an introduction to differential geometry which studies the local and global geometric properties

of curves, surfaces and higher dimensional mathematical objects. This course will introduce the concept of the curvature for both curves and surfaces in three dimensions. Along with the global properties such as Gauss-Bonnet theorem and fundamental forms, this course will also cover Gauss map, parallel transport and their applications. Prerequisite: MATH 3200.

MATH 3900 History of Mathematics (3 credits)

Designed primarily for secondary math education majors. Includes from the early development in mathematics to current thinking. Students will gain the perspective that mathematics is the cumulative creation of many people over time. Prerequisite: MATH 2200.

MATH 4020 Applied Regression Analysis (3 credits)

An applied course in regression analysis discussing simple, multiple regression; exponential and logistic regression; resolution of fit of a model, including, residual analysis; precision of estimate; ANOVA and tests of general hypotheses; model building; step-wise regression; use of indicator variables, and multi co-linearity. Prerequisite: MATH 3030.

MATH 4040 Applied Multivariate Statistical Analysis (3 credits)

An applied course in multivariate statistical analysis. This includes the study of the multivariate normal distribution and inference about one and several multivariate means. Also, students will study principal components and factor analysis and apply such techniques to real multivariate data. Also, the study of classification and cluster analysis will enable the students to better apply such techniques in marketing research, biological models, and social studies. Prerequisites: MATH 3030 and MATH 3300.

MATH 4050 Advanced Calculus I (3 credits)

The course is an introduction to the theoretical treatment of the real numbers, sets, functions, sequences, limits and calculus. The course places an emphasis on reading and writing formal mathematical proofs. Topics include: the real number system, convergence of sequence and series, continuity, limits, functions of one real variable, and the theoretical foundations of differentiation and integration of functions of a single variable. Pre-requisite: MATH 3200

MATH 4060 Advanced Calculus II (3 credits)

This course is a continuation of Advanced Calculus I providing an introduction to metric spaces and their topology. The course places an emphasis on extending results for real functions to multivariable functions. Topics include: metric spaces and topology, integration, differentiation, optimization and analysis in several variables. Pre-requisite: MATH 4050

MATH 4080 Introduction to Statistical Computations (3 credits)

This class gives the students the opportunity to learn writing codes for performing statistical analysis and data manipulation including writing their own functions or macros in one of the high level programming languages. Students will have a better hand on one/more statistical programming language(s) so as to carry out statistical analysis. Students will be prepared to handle and manipulate different types of data files and write their own functions (macros) to perform specific procedures. Prerequisites: MATH 3030 and MATH 3300.

MATH 4100 Introduction to Topology (3 credits)

This course is an introduction to topology and elements of algebraic topology, including metric spaces, continuity, compactness, topological spaces, separation axioms, product spaces, subspaces, quotient spaces, connectedness, and the fundamental group. Prerequisite: MATH 2200.

MATH 4200 Complex Variables (3 credits)

This is a first course in complex variables. Topics covered in this course include the origin, algebra, topology and geometry of complex numbers, the mappings, continuity, branches, and transformations of analytic and harmonic functions, and the computation of contour integrals. Prerequisite: MATH 3200.

MATH 4300 Numerical Methods (3 credits)

This is an introductory survey course to standard numerical methods, the mathematical ideas behind them and their use in obtaining numerical solutions. Topics include polynomial interpolation, numerical integration and differentiation, numerical solution of nonlinear equations and ordinary differential equations. Prerequisite: MATH 2200.

MATH 4350 Abstract Algebra I (3 credits)

This course is an introduction to the concepts of groups and rings from modern abstract algebra. Group theoretic topics include: modular arithmetic, groups, cyclic groups, permutation groups, normal groups, factor groups, group homomorphism and isomorphism, cosets, Lagrange's theorem, and external (internal) direct products. Ring theoretic topics include: rings, integral domain, ideals, factor rings, ring homomorphism and isomorphism, factorizations, divisibility, and fields. Prerequisites: MATH 3300 and either MATH 2500 or CSIS 2050.

MATH 4360 Abstract Algebra II (3 credits)

This course, which is a continuation of Math 4350, further develops the theory of groups and rings and introduces the concept of field theory. Group theoretic topics include: group theory, Sylow's theorem, symmetric groups, Burnside's theorem. Ring theoretic topics include: ring theory, polynomial rings, factorizations, and divisibility.

Field theoretic topics include: extension fields, algebraic extension, finite fields, and Galois theory. Prerequisite: MATH 4350.

MATH 4400 Partial Differential Equations (3 credits)

Introduction to second-order linear partial differential equations (heat, wave and Laplace equations), separation of variables, Sturm-Liouville eigenvalue problems, method of eigenfunction expansions (Fourier analysis), and Green's functions. Possible introduction to first-order PDEs, the method of characteristics, and non-linear PDE as time permits. Prerequisites: MATH 3200 and MATH 3400.

MATH 4450 Basic Probability (3 credits)

Probability spaces, discrete and continuous distributions, conditional probability space, effect on distributions by linear, and non-linear functions of one and two random variables, moments, characteristic functions, vectors and sequences of one and two random variables, laws of large numbers, central limit theorem, special probability laws. Prerequisite: MATH 2200.

MATH 4500 Probability and Statistics (3 credits)

Probability functions, random events, expectation, conditional probability distribution functions, and foundations of statistics. Prerequisite: MATH 2200.

MATH 4600 Introduction to Applied Mathematics (3 credits)

This course provides an introduction to the methods of applied Mathematics. Topics include the spectral theory of vector and function spaces, orthogonal functions, series expansion, differential operators, Green's functions, complex variables including derivatives and integrals, Laurent series, special functions, and transforms. Prerequisites: MATH 3200 and MATH 3300.

MATH 4700 Applied Cryptography (3 credits)

This is an introductory course to applied cryptography. Symmetric-key cryptography topics include stream ciphers, block-ciphers, permutations, groups and Galois fields. Public-key cryptography topics include factorization, discrete logarithm problem, and elliptic curves. Prerequisite: MATH 4350

MATH 4900 Special Topics in Mathematics (3 credits)

The Special Topics in Mathematics course presents mathematical topics that are not covered in any of our current courses. Course contents and schedule are announced in the course syllabus. Prerequisites: Junior standing. Specific course content and prerequisites are announced in the course schedule for the given term.

MATH 4950 Internship in Mathematics (1–12 credits)

A work experience for 16 weeks in the student's major area of study or area of career interest. Consult academic division for specific details and requirements. Prerequisites: cumulative GPA of 2.5 or higher, major GPA of 3.0 or higher, completion of 60 or more credit hours, supervision of instructor, and permission of academic director.

MATH 4990 Independent Study in Mathematics (1–3 credits)

The student selects and independently carries out, library and/or empirical research. Faculty supervision is provided on an individual basis. Prerequisite: Determined by faculty and division director.

MATH 4990A Independent Study in Mathematics (A) (1–3 credits)

The student selects and independently carries out, library and/or empirical research. Faculty supervision is provided on an individual basis. Prerequisite: Determined by faculty and division director.

MATH 4990B Independent Study in Mathematics (B) (1–3 credits)

The student selects and independently carries out, library and/or empirical research. Faculty supervision is provided on an individual basis. Prerequisite: Determined by faculty and division director.

MATH 4990C Independent Study in Mathematics (C) (1–3 credits)

The student selects and independently carries out, library and/or empirical research. Faculty supervision is provided on an individual basis. Prerequisite: Determined by faculty and division director.

MATH 4990D Independent Study in Mathematics (D) (1–3 credits)

The student selects and independently carries out, library and/or empirical research. Faculty supervision is provided on an individual basis. Prerequisite: Determined by faculty and division director.

MATH 4990E Independent Study in Mathematics (E) (1–3 credits)

The student selects and independently carries out, library and/or empirical research. Faculty supervision is provided on an individual basis. Prerequisite: Determined by faculty and division director.

MATH 4990F Independent Study in Mathematics (F) (1–3 credits)

The student selects and independently carries out, library and/or empirical research. Faculty supervision is provided

on an individual basis. Prerequisite: Determined by faculty and division director.

MBIO—Marine Biology

MBIO 1050 Introductory Marine Biology Seminar (1 credits)

This one-credit seminar course uses presentations and readings to introduce students to a series of contemporary issues and research in marine biology. Required of all incoming marine biology students. No previous university-level preparation is presupposed. Pass/fail only.

MBIO 1060 Introduction to Oceanography (3 credits)

Examination of the physical, chemical, biological, and geological properties of the world's oceans. The interdisciplinary approach will introduce concepts important in understanding the development and current status of oceanographic research for the nonscience major.

MBIO 1220 Introduction to Marine Biology (3 credits)

Introduction to marine environments of South Florida with emphasis on adaptation of local organisms to a variety of habitats including mangrove swamps, the intertidal zone, sea grass meadows, coral reefs, and the Gulf Stream. Field trips to various South Florida marine habitats will round out the course experience.

MBIO 1300 Introduction to Scuba Science (3 credits)

Introduction to scuba diving provides a comprehensive curriculum of the skills and academics required to safely participate in recreational/sport scuba diving activities. The course is comprised of classroom lecture sessions as well as pool and open water lab sessions. Academic content includes the history, physics, physiology, equipment, specialties, medicine, and the underwater environment of recreational sport scuba diving. Pool and open water labs encourage proficiency in dive planning, safety, buddy systems, equipment handling, diver assistance, air consumption, underwater problem solving, entry and exit procedures, proper buoyancy, and dive boat protocol. Course requirements: Students must be at least 18 years old at the start of the class, must know how to swim, and have good overall health. Students will perform a watermanship evaluation consisting of a 200 meter/yard continuous swim without the use of swim aids followed by a 10 minute water tread. Goggles may be worn during the watermanship evaluation. Students must complete the PADI Medical History Questionnaire. Certain conditions may require a physician's pre-approval to dive. If a student answers 'Yes' to any question on the PADI Medical History Questionnaire, the student MUST have the form

signed by a physician giving his or her approval for the student to participate in scuba diving. This form must be completed (with proper physician's approval where applicable) and turned in by the first pool session.

MBIO 2410 Marine Biology and Lab (4 credits)

This introductory course for the marine biology major will acquaint the student with basic principles of marine biology and function as a complementary course to Oceanography/Lab (MBIO 2500). The course will touch upon basic aspects of physical, chemical, and geological oceanography, and then focus upon marine communities found in the open ocean, deep sea, coastal shelf and inter tidal regions. Species diversity, phylogenetic relationships, organisms function, symbiotic relationships, and ecological interactions will be examined. Prerequisite: BIOL 1510 or BIOL 1510H.

MBIO 2500 Oceanography/Lab (4 credits)

This introductory course for the marine biology major will expose the student to more comprehensive principles of physical, chemical and geological oceanography, and functions as a complementary course to Marine Biology (MBIO 2410). Oceanographic sampling and laboratory analysis techniques will be covered. Prerequisite: BIOL 1510 or BIOL 1510H.

MBIO 3450 Survey of Marine Mammals (3 credits)

This course provides an overview of the anatomy, biomedicine, evolution, husbandry, natural history, pathology, and physiology of the cetaceans, pinnipeds, sirenians, and allies. The course consists of lectures and field trips. Prerequisite: MBIO 2410.

MBIO 3500 Food Web Dynamics (3 credits)

A food chain is simply "who eats what". The linear relationships of a food chain will be contrasted with the more complex interactions of a food web. The biological and physical processes which contribute to a food web, such as population dynamics and energy flow, will be introduced in multiple estuarine and marine ecosystems, from coastal mangroves to offshore open waters. Specialized food webs, such as sea ice and hydrothermal vent communities, will also be introduced. Prerequisites: MBIO 2410.

MBIO 3600 Plankton Ecology (0–3 credits)

Marine and freshwater zooplankton, with limited discussion of phytoplankton, protozoans and bacteria, will be discussed. A survey of holoplanktonic and meroplanktonic zooplankton will be conducted, including phylogeny, ecology and processes which influence production and diversity. A discussion of field and laboratory sampling techniques and methodology will include introductions for collecting, preserving, subsampling, identifying and quantifying collections. A one-day field trip will allow students to collect marine samples and they will learn to identify organisms based

on those samples throughout the course. Prerequisites: MBIO 2410 or MBIO 2500.

MBIO 3700 Biology of Fishes/Lab (4 credits)

This is an introduction to the major groups of fishes such as jawless, cartilaginous and bony fishes. Topics will include the diversity of extant fishes from various aquatic habitats, with emphasis on local species, the anatomy, physiology, behavior, ecology and evolution of fishes, and fisheries conservation and enhancement practices. Prerequisites: BIOL 1510 or BIOL 1510H.

MBIO 3750 Coral Reefs and Coral Communities (3 credits)

This class introduces students to the biology and ecology of corals and coral-associated organisms. Topics include coral distribution, abundance, diversity, taxonomy, endosymbionts, reproduction, predator-prey relationships, and anthropogenic and natural disturbances. Active classroom discussion will be encouraged during and following the presentation of material by the professor. A formal discussion period on selected papers will be conducted during each class. Material will be presented from a global perspective, with focus on South Florida and Caribbean marine environments. Two weekend field trips are required. Prerequisite: MBIO 2410.

MBIO 3800 Island Biogeography (0–3 credits)

Island biogeography is the study of the distribution and dynamics of species in island environments. Due to their isolation from more widespread continental species, islands are ideal places for unique species to evolve, but they are also places of concentrated extinction. There is little understanding of island geology, geography, climate, or the impact of colonization by plants, animals and humans. Natural and anthropogenic disturbances are common to island groups, all of which face extinctions of endemic flora and fauna, growing populations of invasive species, and increasing human resident and tourist populations. This course will examine the natural and human history of several island groups from early geologic development to plant and animal adaptation to anthropogenic influences on extinction and sustainable growth. Prerequisites: MBIO 2410 or MBIO 2500 or BIOL 3200.

MBIO 3801 Island Biogeography Field Course (0–1 credits)

Island biogeography is the study of the distribution and dynamics of species in island environments. Due to their isolation from more widespread continental species, islands are ideal places for unique species to evolve, but they are also places of concentrated extinction. There is little understanding of island geology, geography, climate, or the impact of colonization by plants, animals and humans. Natural and anthropogenic disturbances are common to island groups, all of which face extinctions of endemic flora and fauna, growing populations of invasive

species, and increasing human resident and tourist populations. This field course will examine the natural and human history of the Hawaiian Islands from early geologic formation of the Big Island to plant and animal adaptation 5 million years in the future on the island of Kauai. Both islands will be explored from a terrestrial and aquatic perspective. Prerequisites: MBIO 3800

MBIO 3910 Sharks and Their Relatives (3 credits)

This is a survey of three major groups of elasmobranch fishes: sharks, skates and rays, and chimera. This course will be divided into three main bodies of information: 1) the history and evolution of sharks and their relatives; 2) elasmobranch taxonomy; and 3) current and future research. Prerequisite: MBIO 2410.

MBIO 4260 Ecology of the Galápagos Islands (3 credits)

This course will introduce and amplify principles of evolutionary ecology that occur in the unique setting of the Galápagos Islands. Lectures will cover the historical, geological, and biological aspects of the archipelago and will prepare the student for an immersive experience in the summer-based field course MBIO 4261. Prerequisite: MBIO 2410 or BIOL 1510 or BIOL 1510H.

MBIO 4261 Ecology of the Galápagos Islands Field Trip (1 credits)

This field course will provide direct experience with principles of evolutionary ecology that were introduced in MBIO 4260 in the unique setting of the Galápagos Islands. The course will include visits to the Charles Darwin Research Station and several sites in the Galápagos National Park on the island of Santa Cruz, and offer additional experiences on other islands of the archipelago. Prerequisite: MBIO 4260.

MBIO 4900 Special Topics in Marine Biology (3 credits)

Topics in advanced marine biology that are not included in a regular course offering. Prerequisites may be required. Specific content and prerequisites are announced in the course schedule for the given term. Students may re-enroll for Special Topics covering different content.

MBIO 4900A Special Topics in Marine Biology: Food Web Dynamics (3 credits)

A food chain is simply “who eats what”. A food web weaves together many food chains to form a complicated network of feeding relationships. Many animals eat more than one thing, and each link in each chain is important and integral to the entire system. The interactions in a food web are far more complex than the interactions in a food chain. The most complex food webs follow certain patterns and that those patterns are shaped by a limited number of biological processes, such as population dynamics and energy flow. This course is designed to

study the basic components and processes of trophic dynamics, how these comprise different terrestrial and aquatic ecosystems and how these systems can be altered and influenced. Prerequisite: BIOL 1510.

MBIO 4900B Special Topics in Marine Biology: Introduction to SCUBA Diving (3 credits)

Introduction to SCUBA diving provides a comprehensive curriculum of the skills and academics required to safely participate in SCUBA diving activities. The course is comprised of classroom lecture sessions as well as pool and open water sessions. Academic content includes the history, physics, physiology, equipment, specialties, and the underwater environment of recreational sport SCUBA diving. Pool and open water labs train proficiency in dive planning, safety, buddy system, equipment handling, diver assistance, air consumption, underwater problem solving, entry and exit procedures, proper buoyancy, and dive boat protocol. Prerequisites: Students must know how to swim and have good overall health and meet the following 2 requirements: (1) Students will perform a watermanship evaluation consisting of a 200 meter/yard continuous swim without the use of swim aids, followed by a 10-minute water tread. Goggles may be worn during the watermanship evaluation. (2) Students must complete a PADI Medical History Questionnaire. Certain conditions may require a physician’s pre-approval to dive. If a student answers “Yes” to any question on the PADI Medical History Questionnaire, the student must have the form signed by a physician giving his or her approval for the student to participate in SCUBA diving.

MBIO 4950 Internship in Marine Biology (1–12 credits)

A work experience for 16 weeks in the student’s major area of study or area of career interest. Consult academic division for specific details and requirements. Prerequisites: cumulative GPA of 2.5 or higher, major GPA of 3.0 or higher, completion of 60 or more credit hours, supervision of instructor, and permission of academic director.

MBIO 4990 Independent Study Marine Biology (1–3 credits)

The student selects and independently carries out library and/or empirical research. Faculty supervision is provided on an individual basis. Prerequisite: Determined by faculty and division director.

MBIO 4990A Independent Study Marine Biology (A) (1–3 credits)

The student selects and independently carries out library and/or empirical research. Faculty supervision is provided on an individual basis. Prerequisite: Determined by faculty and division director.

**MBIO 4990B Independent Study Marine Biology (B)
(1–3 credits)**

The student selects and independently carries out library and/or empirical research. Faculty supervision is provided on an individual basis. Prerequisite: Determined by faculty and division director.

**MBIO 4990C Independent Study Marine Biology (C)
(1–3 credits)**

The student selects and independently carries out library and/or empirical research. Faculty supervision is provided on an individual basis. Prerequisite: Determined by faculty and division director.

MGT—Management

MGT 1001 Mastering Student Success (3 credits)

This course is designed to help first-year students to better manage the adjustment to a university setting, develop a better understanding of the learning process, and acquire essential academic and social success skills. The course provides a general orientation to the functions and resources of the university and also provides a support group for students transitioning to college by examining problems common to the first-year experience. Attaining an appropriate balance between managing personal freedom and academic responsibility underlies all MGT 1001 activities.

MGT 1010 Introduction to Business (3 credits)

Provides an overview of the private enterprise system. Course topics include the key concepts of business, social responsibility, entrepreneurship, the management process, marketing, finance, and the legal and international environment of business.

MGT 2050 Principles of Management (3 credits)

Provides an overview of management history and theory, schools of management thought, the functions and processes of management, and the environment within which the modern manager operates.

MGT 2150 Business Law I (3 credits)

Sets forth, explains, illustrates, and applies fundamental principles of business law to modern day business problems. Important subject matters covered are introduction to the legal system, constitutional law as applied to business, contract law and sales law, agency and employment law, types of business organizations, and torts and products liability law. Credit cannot be obtained for both this course and LEGS 3400.

MGT 2510 Supervisory Skills (3 credits)

Studies the changing responsibilities of first-level supervisors. Topics include high-quality management, multicultural diversity, dealing with unions, equal

opportunity legislation, discipline procedures, and organizational ethics and politics.

MGT 3020 Business Communications (3 credits)

Examines the strategies of effective written and oral business communications. Topics include persuasive messages, delivery of good news and bad news, sales letters, collection messages, design of business reports and oral presentations, use of visual aids, and resume preparation. Prerequisite: COMP 1500.

MGT 3025 Strategic Communication (3 credits)

This course focuses on delivering prepared and impromptu presentations to various audiences using visual aids. Students will learn how to communicate corporate vision and values, respond during crisis situations, small group vs. large group presentations and many other useful ways and tools for communicating to/with stakeholders. Legal issues will be addressed, as will future scenarios. Prerequisite: MGT 2030 or MGT 3020.

MGT 3030 Business Communications Research (3 credits)

Students in this course will learn data collection, analysis, organization and decision making skills. They will learn how to apply theories, models and tools to real communication issues in real organizations. The emphasis will be on electronic research. Students will increase their awareness of managing their written communication using some principles and practices of project management. Case based situations will be analyzed. Students will learn how to eliminate information overload. Prerequisite: MGT 3025.

MGT 3040 Business Communication Laboratory (3 credits)

In this course students will focus on live action interpersonal variables that express themselves in all forms of communication. Issues such as conflict management, influencing/persuading, group decision-making, effective meeting management and team building all within the context of image projection will be addressed in this laboratory. The virtual office will be built using scenario analysis. Prerequisite: MGT 3030.

MGT 3050 Organization Theory (3 credits)

Emphasizes the structure of modern organizations and systems. The special problems of complex organizations, project and/or program management, matrix management, venture management, and contingency management will be discussed. Prerequisite: MGT 2050.

MGT 3055 Managing Groups and Teams (3 credits)

Groups and teams are an integral part of today's global marketplace. This course focuses on exposing students to essential theories and concepts for analyzing, understanding, and managing groups and teams. Through course readings, case studies, and other methodologies

designed to help students successfully work in and lead groups and teams, they will develop a firsthand understanding of group and team dynamics that can be applied to their personal and professional lives.

MGT 3110 Career Planning Strategies and Tactics (3 credits)

Career Planning Strategies and Tactics is a course recommended for juniors or seniors designed to help students in interview preparation and the job search as they seek fulltime employment. The focus is on several key aspects of career preparation including self-assessment, goal-setting, and professional communication. This course is helpful to participants in their transition from an academic environment to a career setting. Transitions involve change and change brings on a flurry of questions about the unknown. The information collected during this course provides data for each student, enabling him/her to answer questions and ease the transition from an academic environment to a career setting.

MGT 3150 Business Law II (3 credits)

This course is a continuation of Business Law I. The course examines additional important business law subject matter areas, such as commercial paper and banking transactions, creditors and debtors rights and responsibilities, Internet law, intellectual property law, real property law, international business law, liability of accountants, wills and trusts, and personal property, gifts, and a bailment. Prerequisite: MGT 2150.

MGT 3900 Management Internship (3-6 credits)

The Huizenga Business School fosters learning through the application of classroom theory in the workplace. Undergraduate students have the option of participating in a university sponsored internship for academic credit. The minimum internship work requirement is 180 hours during one semester. Registration for internship is done through the HSBE Office of Academic Advising, not online, after conferral with the NSU Office of Career Development. **ACADEMIC REQUIREMENTS:** good academic standing, GPA of 2.5 or higher, and completion of at least 36 credit hours.

MGT 3901 Management Internship (0 credits)

The Huizenga Business School fosters learning through the application of classroom theory in the workplace. Undergraduate students have the option of participating in a university sponsored noncredit internship. The minimum internship work requirement is 180 hours during one semester. Registration for internship is done through the HSBE Office of Academic Advising, not online, after conferral with the NSU's Office of Career Development. **ACADEMIC REQUIREMENTS:** good academic standing, GPA of 2.5 or higher, and completion of at least 36 credit hours. Grading is Pass/Fail.

MGT 4000 Introduction to Business Strategy (3 credits)

This course emphasizes strategic planning and strategy implementation in an organization. Business strategy is the ongoing process companies and organizations use to form a vision, analyze their external environment and their internal environment, and select one or more strategies to use to create value for customers and other stakeholders. Students learn how to perform internal and external audits, identify problems, and formulate visions, goals and objectives. Students will develop action plans, and evaluate the effectiveness of the outcome of the plan. Case studies are used to promote decision making abilities. Prerequisite: FIN 3000 and MKT 3050.

MGT 4100 Business Ethics (3 credits)

Examines the nature of morality and theories of normative ethics. Identifies a variety of ethical issues and moral challenges involving consumers, the environment, the professions, and the role of the corporation in our society. Prerequisite: Senior standing.

MGT 4170 Organizational Behavior (3 credits)

The class material will include both theory and practical application of Organizational Behavior in organizations. OB is the study of how individuals and groups impact the behavior within an organization. It is a field of systematic study that focuses on improving productivity, quality, and assisting practitioners to develop methods to empower people as well as to design and implement to change programs. We live in a world characterized by rapid change, globalization, and diversity. OB offers insights in these areas while providing guidance for managers in creating an ethically healthy work climate. Prerequisite: MGT 2050.

MGT 4880 Business Strategy and Policy (3 credits)

Business Strategy and Policy is an integrative senior course in strategic management building on functional area learning in management, accounting, finance, operations and marketing. The course focuses on the solution of specific business problems utilizing a corporate simulation which requires students to develop a strategy to lead their own company and implement the strategy through tactics for operations, management, marketing, and finance. Students are measured by a balanced scorecard estimating their performance in each area and their preparation for the future.

MGT 4910 Advanced Special Topics (3 credits)

Examines topics in management that are not included in regular course offerings. Specific content and possible prerequisites are announced in the course schedule for a given term. Students may reenroll for Special Topics covering different content. Prerequisites: MGT 2050 and MGT 4170.

MGT 4920 Advanced Special Topics (3 credits)

Examines topics in management that are not included in regular course offerings. Specific content and possible prerequisites may vary. Students may re-enroll for special topics covering different content.

MKT—Marketing

MKT 3050 Marketing Principles and Application (3 credits)

A focus on the marketing concept, and examination of a marketing oriented firm. Topics include consumer behavior, market analysis and the marketing mix. Students will produce a marketing plan.

MKT 3060 Consumer Behavior (3 credits)

This course introduces students to marketing concepts and theories developed in the behavioral and economic sciences (cultural anthropology, psychology, social-psychology, and sociology) as they relate to consumer and business markets. Students will examine models of consumer behavior and organizational buying. They will learn how these behaviors are influenced by principles of learning, motivation, personality, perception, and group influence. Frameworks of consumer and buyer behavior are discussed in the context of advertising/promotion, product management, and the development of effective marketing strategies. Prerequisite: MKT 3050.

MKT 3100 Services Marketing (3 credits)

Explores the marketing of services, highlighting the distinctions that exist in the marketing of intangibles. Presents strategies for marketing of services versus the traditional product related marketing. Prerequisite: MKT 3050.

MKT 3110 Retail Management (3 credits)

To critically analyze the retailing process, the environment within which it operates, and the institutions and functions that are performed. To familiarize students with the decisions involved in running a retail firm and the concepts and principles for making those decisions. To provide a foundation for those students who plan to work in retailing or related disciplines. In this class, you will learn about the evolution of retailing and its implications in a global, high- technology industry. Technological developments have affected the way consumers buy products and services and the way retailers run their businesses. You will examine decision support systems to develop merchandise assortments, evaluate retail sites, manage sales associates, and target promotions to customers. While the course focuses on the retail industry including retailers of consumer services, the content of the course is useful for students interested in working for companies that interface with retailers such as manufacturers of consumer products or for students with a general

management or entrepreneurial interest. Prerequisite: MKT 3050.

MKT 3210 Professional Selling (3 credits)

The focus of this course is to introduce students to the field of professional and personal selling, their role in marketing, and the overall sales process required to cultivate long-term relationships through effective communications, rapport and bonding strategies. Prerequisite: MKT 3050 or SPT 3650.

MKT 3220 Advanced Selling (3 credits)

The focus of this course is the application of contemporary selling behaviors that apply to any industry. Building on concepts learned in MKT 3210, students explore the role of professional selling in the firm's marketing strategy. This course is designed to develop one's selling and communication skills via mock presentations and role plays. Prerequisite: MKT 3210.

MKT 3230 Managing the Sales Force (3 credits)

In this course, students will learn to develop selling strategies for effective sales proposals that ensure high probability sales closure. State-of-the-art techniques will be discussed for crafting customer oriented presentations using appropriate media and demonstration tools. Students will also learn powerful techniques for avoiding buyer remorse and maintaining ongoing relationships. In addition, business development strategies will be learned using innovative techniques. Prerequisites: MKT 3220.

MKT 3320 International Marketing (3 credits)

The course studies the scope of international marketing, the structure of multinational markets, foreign market research, international advertising and promotion, international distribution channels, international product policy, international pricing policy, and export/import management. Prerequisites: MKT 3050.

MKT 3410 Business and High Tech Marketing (3 credits)

This course examines the distinct aspects of industrial (business-to-business) marketing and both the operational and strategic issues associated with the organizational buyer. Emphasis is placed on the special challenges of high technology markets that confront marketing managers and sales personnel. Using lectures and case studies, topics include: assessing industrial marketing opportunities, understanding the organizational buying process, and formulating industrial marketing strategies. Prerequisite: MKT 3050.

MKT 3510 Customer Value & Relationship Marketing (3 credits)

The Customer Value and Relationship Marketing course builds on the principle the customer is at the center

of the firm's activity and that by delivering superior value and building long-term relationships the firm will be competitive and generate sales and profits. Every successful firm whether marketing to consumers or to businesses, has developed customer relationship strategies, tools, and processes to provide outstanding value to customers. The course approaches building customer value and relationships from three important perspectives. First, the course focuses on the customer using key marketing concepts such as satisfaction, loyalty, retention and the strategies used to build these. Second, the course develops implementing customer relationship management from the organizational perspective across all functional areas and with special emphasis on sales and marketing. Third, the course introduces students to the importance of data management as a foundation of customer relationship management and marketing insight and the importance of evaluative tools to measure the progress of a customer relationship program. The course will use lectures, discussions, case problems and written assignments. Prerequisite: MKT 3050.

MKT 3600 Digital and Search Engine Marketing (3 credits)

From the smallest local retailer to the giant multi-national, the Internet has changed how products and services are marketed. This course will examine the foundation, operation and implications of Internet marketing. Topics focus on how the Internet influences marketing activities and how market-driven organizations adapt to this new business environment. This course will explore the Internet's effect of strategic planning, marketing research, segmentation, target market selection, customer service and relationship building, personalization, customization, and marketing mix decisions. In addition, it will explore electronic data tools, legal and ethical issues, search engine optimization, and on-line communication/promotion including blogging, enriched e-mail, podcasting, social media, and website management. The course will also address marketing strategy issues when combining brick-and mortar with brick-and-click operations within a company and the evaluation of corporate websites. Prerequisite: MKT 3050.

MKT 3605 Content Marketing (3 credits)

This course provides an extensive overview of content marketing strategies that activate a marketer's engagement with their social media communities. Using both educational and entertaining formats, students will learn how to best engage their target communities with a media mix of video, photo-based, graphic, audio and textual content. Strategies will be developed for creating and sequencing blogs, eBooks, webinars, podcasts, e-newsletters, slide shows and other talk-worthy content that educates and/or entertain target audiences while laying the foundation for a loyal following. Students will further examine how this online content can boost search engine results and social media reach while enabling targeted email campaigns to track audience needs from

content downloading behaviors used in online selling strategies. Prerequisites: MKT 3050 and MKT 3600.

MKT 3610 Social Networking (3 credits)

This course offers a comprehensive overview of how social networking is used in brand awareness and sales generation. Specifically, students will become familiar with the role played by social networks in spreading marketing content, building target audience communities and creating thought leadership. Tools and techniques will be introduced for posting, pinning and sharing content through Facebook, LinkedIn, Twitter, Google+, Tumblr and a variety of photo and video sharing networks. Students will learn how to activate and engage communities of these networks with contests and brand conversations as well as share-worthy content. The course includes social media marketing plan exercises that provide hands-on experience in both social community development and fan engagement. In addition, context-marketing strategies will be examined for reaching audiences through location-based services, mobile apps and behavioral targeting techniques. Prerequisites: MKT 3600.

MKT 3800 Entrepreneurial Marketing (3 credits)

The successful entrepreneur is faced with the challenge of innovation and growth, often with limited resources. How innovation—in the form of new products, services, and business concepts—is brought to the marketplace will be explored using small and start-up businesses, new economy companies, and corporate entrepreneurial models. Coursework will include defining market opportunities, value propositions, target-marketing, positioning strategy, branding, promotion (including public relations and guerilla marketing), distribution, including the Web, pricing, and customer relationship management in the context of entrepreneurial setting, resources, and culture. Case studies will be used to exemplify the various steps in launching successful products, businesses and initiatives. The course will culminate in the preparation and presentation of a marketing plan geared to the entrepreneurial organization. Prerequisites: MKT 3050.

MKT 3900 Marketing Internship (3 credits)

The HuiZenga Business School fosters learning through the application of classroom theory in the workplace. Undergraduate students have the option of participating in a university sponsored internship for academic credit. The minimum internship work requirement is 180 hours during one semester. Registration for internship is done through the HSBE Office of Academic Advising, not online, after conferral with the NSU's Office of Career Development. ACADEMIC REQUIREMENTS: good academic standing, GPA of 2.5 or higher, and completion of at least 36 credit hours. Prerequisite: MKT 3050.

MKT 4100 Integrated Marketing Communication (3 credits)

The Integrated Marketing Communication course introduces students to the concept and application of

integrating the elements of advertising, sales promotion, public relations, direct marketing and other essentials of the marketing mix to support the overall marketing strategy. IMC allows marketers to effectively and efficiently reach prospects and retain customers with consistent brand messages in the context of fragmented media and increasing customer empowerment through the Internet. Emphasis will be placed on linking the fundamentals of segmentation, targeting, positioning, buyer behavior, and branding with planning, budgeting, and executing a comprehensive, integrated marketing communication program from message development through media selection. Prerequisite: MKT 3060.

MKT 4700 Marketing Research (3 credits)

This course outlines the fundamentals of research methodology and its application to the solution of marketing problems. Students are exposed to procedures and analytical tools for collection, analysis and interpretation of data for marketing decisions. Topics include: problem definition, research design, questionnaire construction, sampling, attitude scaling, statistical analysis, presentation and evaluation of research findings. A field research project may be included. Prerequisites: MKT 3060.

MKT 4710 Marketing Strategy (3 credits)

Examines marketing activities from the viewpoint of the marketing executives. Topics include strategic planning and policy formulations; the use of marketing research; test marketing of products; and inter-company coordination of pricing and promotion. Prerequisites: MKT 3060 and Senior-level standing.

MUSC—Music

MUSC 1200 Piano I (3 credits)

A laboratory class designed to integrate aural and written theory through the development of keyboard proficiency.

MUSC 1250 Piano II (3 credits)

A laboratory class designed to further integrate aural and written theory through development of keyboard proficiency. Prerequisite: MUSC 1200.

MUSC 1300 Beginning Guitar Class (3 credits)

A course designed to learn basic rhythmic patterns and scales, standard chord sequences and progressions from different styles for the developing electric or acoustic guitar player.

MUSC 1500 Beginning Voice (3 credits)

A performance-oriented course designed to introduce, develop and reinforce fundamental vocal skills and techniques.

MUSC 1800 Music Theory I (3 credits)

A course designed to introduce the study of music theory beginning with rhythm and pitch and progressing through melody and harmony.

MUSC 1810 Music Theory I Lab: Fundamentals of Music (1 credits)

A one credit course designed to develop the ability to sing, identify, play, and dictate rhythms, diatonic melodies and diatonic harmonies.

MUSC 1850 Music Theory II (3 credits)

A course designed to examine harmonic structures including seventh and altered chords and modal scales. Prerequisite: MUSC 1800.

MUSC 1860 Music Theory II Lab: Structural Elements of Music (1 credits)

A one credit course designed to continue to develop students' ability to sing, identify, and dictate rhythms, cadence patterns, diatonic melodies and diatonic harmonies. Prerequisite: MUSC 1810.

MUSC 2401 Basic Applied Voice I (2 credits)

Applied studio are lessons one-on-one sessions with student and instructor designed to address and correct faults, develop the ability to perform with appropriate musical style, and synthesize musical technique for aesthetic interpretation. Registration for this class requires a private applied lesson fee. Prerequisite: Permission of division director.

MUSC 2402 Basic Applied Voice II (2 credits)

Applied studio lessons are one-on-one sessions with student and instructor designed to address and correct faults, develop the ability to perform with appropriate musical style, and synthesize musical technique for aesthetic interpretation. Registration for this class requires a private applied lesson fee. Prerequisite: MUSC 2401.

MUSC 2403 Basic Applied Voice III (2 credits)

Applied studio lessons are on-on-one sessions with student and instructor designed to address and correct faults, develop the ability to perform with appropriate musical style, and synthesize musical technique for aesthetic interpretation. Registration for this class requires a private applied lesson fee. Prerequisite: MUSC 2402.

MUSC 2404 Basic Applied Voice IV (2 credits)

Applied studio lessons are one-on-one with student and instructor designed to address and correct faults, develop the ability to perform with appropriate musical style, and synthesize musical technique for aesthetic interpretation. Registration for this class requires a private applied lesson fee. Prerequisite: MUSC 2403.

MUSC 2411 Basic Applied Piano I (2 credits)

Applied one-on-one lessons with student and instructor designed to address and correct faults, develop the ability to perform with appropriate musical style and synthesize musical technique for aesthetic interpretation. Registration for this class requires a private applied lesson fee. Prerequisite: Permission of division director.

MUSC 2412 Basic Applied Piano II (2 credits)

Applied one-on-one lessons with student and instructor designed to address and correct faults, develop the ability to perform with appropriate musical style and synthesize musical technique for aesthetic interpretation. Registration for this class requires a private applied lesson fee. Prerequisite: MUSC 2411.

MUSC 2413 Basic Applied Piano III (2 credits)

Applied one-on-one lessons with student and instructor designed to address and correct faults, develop the ability to perform with appropriate musical style and synthesize musical technique for aesthetic interpretation. Registration for this class requires a private applied lesson fee. Prerequisite: MUSC 2412.

MUSC 2414 Basic Applied Piano IV (2 credits)

Applied one-on-one lessons with student and instructor designed to address and correct faults, develop the ability to perform with appropriate musical style and synthesize musical technique for aesthetic interpretation. Registration for this class requires a private applied lesson fee. Prerequisite: MUSC 2413.

MUSC 2421 Basic Applied Instrument I (2 credits)

Applied instrument lessons are one-on-one sessions with student and instructor designed to address and correct faults, develop the ability to perform with appropriate musical style, and synthesize musical technique for aesthetic interpretation. Registration for this class requires a private applied lesson fee. Prerequisite: Permission of division director.

MUSC 2422 Basic Applied Instrument II (2 credits)

Applied instrument lessons are one-on-one sessions with student and instructor designed to address and correct faults, develop the ability to perform with appropriate musical style, and synthesize musical technique for aesthetic interpretation. Registration for this class requires a private applied lesson fee. Prerequisite: MUSC 2421.

MUSC 2423 Basic Applied Instrument III (2 credits)

Applied instrument lessons are one-on-one sessions with student and instructor designed to address and correct faults, develop the ability to perform with appropriate musical style, and synthesize musical technique for aesthetic interpretation. Registration for this class requires a private applied lesson fee. Prerequisite: MUSC 2422.

MUSC 2424 Basic Applied Instrument IV (2 credits)

Applied instrument lessons are one-on-one sessions with student and instructor designed to address and correct faults, develop the ability to perform with appropriate musical style, and synthesize musical technique for aesthetic interpretation. Registration for this class requires a private applied lesson fee. Prerequisite: MUSC 2423.

MUSC 2600 Music Production I (3 credits)

This three credit course is an introduction to the use of computers in music production and music notation. Basic software and concepts in music technology will be explored and applied. Sources, selection, evaluation, creation, and implementation of electronic media for the musician will be covered in this course.

MUSC 2700 Musical Theatre Performance I (2 credits)

A two credit course which includes studio training in the techniques, repertoire, and business acumen required for the musical theatre professions. Prerequisite: MUSC 1200 or MUSC 1500 or MUSC 1800 or THEA 2020.

MUSC 2800 Music Theory III (3 credits)

This course introduces formal structures and analysis of music. Instrumentation and the relation of the theory to practice will be covered. Prerequisite: MUSIC 1850.

MUSC 2810 Music Theory III Lab: Extended Harmonies and Modulation (1 credits)

A one credit course designed to develop the ability to sing, identify, play, and dictate melodies and harmonies that modulate. Special emphasis will be placed on diatonic and secondary seventh chords. Prerequisite: MUSC 1860.

MUSC 2850 Music Theory IV (3 credits)

An advanced study of music theory including 20th Century techniques, counterpoint, modulation, and composition. Prerequisite: MUSC 2800.

MUSC 2860 Music Theory IV Lab: Chromatic and Modern Compositional Techniques (1 credits)

A one credit course designed to develop the ability to sing, identify, play, and dictate chromatic melodies. Special emphasis will be placed on examples from standard literature and modern compositional techniques. Prerequisite: MUSC 2810.

MUSC 3200 Musicology I (3 credits)

An in-depth survey of the development of Western musical tradition from the birth of the opera (circa 1600) to the death of Mozart (1791). Musical form, theoretical practice, and performance style are examined as well as the influence of sociological change and technological advances on musical composition. Prerequisites: COMP 2000 or 2010 or 2020 or COMP 2000H.

MUSC 3250 Musicology II (3 credits)

An in-depth survey of the development of Western musical tradition from the emergence of Beethoven through the 19th and 20th Centuries. Musical form, theoretical practice, and performance style are examined as well as the influence of sociological change and technological advances on musical composition. Prerequisites: COMP 2000, 2010, 2020 or COMP 2000H.

MUSC 3301 Ensemble I (1 credits)

A performance-based course in which a group of musicians (vocal or instrumental) perform together. Vocal ensemble may be a chorus or choir and instrumental ensemble may be an orchestra or band. Depending on the number of participants, an ensemble may be quartets, quintets, etc. Pass/Fail only. Prerequisite: permission of division director.

MUSC 3302 Ensemble II (1 credits)

A performance-based course in which a group of musicians (vocal or instrumental) perform together. Vocal ensemble may be a chorus or choir and instrumental ensemble may be an orchestra or band. Depending on the number of participants, an ensemble may be quartets, quintets, etc. Pass/Fail only. Prerequisite: MUSC 3301.

MUSC 3303 Ensemble III (1 credits)

A performance-based course in which a group of musicians (vocal or instrumental) perform together. Vocal ensemble may be a chorus or choir and instrumental ensemble may be an orchestra or band. Depending on the number of participants, an ensemble may be quartets, quintets, etc. Pass/Fail only. Prerequisite: MUSC 3302.

MUSC 3304 Ensemble IV (1 credits)

A performance-based course in which a group of musicians (vocal or instrumental) perform together. Vocal ensemble may be a chorus or choir and instrumental ensemble may be an orchestra or band. Depending on the number of participants, an ensemble may be quartets, quintets, etc. Pass/Fail only. Prerequisite: MUSC 3303.

MUSC 3305 Ensemble V (1 credits)

A performance-based course in which a group of musicians (vocal or instrumental) perform together. Vocal ensemble may be a chorus or choir and instrumental ensemble may be an orchestra or band. Depending on the number of participants, an ensemble may be quartets, quintets, etc. Pass/Fail only. Prerequisite: MUSC 3304.

MUSC 3306 Ensemble VI (1 credits)

A performance-based course in which a group of musicians (vocal or instrumental) perform together. Vocal ensemble may be a chorus or choir and instrumental ensemble may be an orchestra or band. Depending on the number of participants, an ensemble may be quartets, quintets, etc. Pass/Fail only. Prerequisite: MUSC 3305.

MUSC 3500 Introduction to Music Pedagogy (3 credits)

This course is designed to introduce students to teaching methods and materials necessary for a career as a private studio teacher. Prerequisite: MUSC 1800.

MUSC 3701 Advanced Musical Theatre Performance I (2 credits)

A two credit course which includes advanced studio training in the techniques, repertoire, and business acumen required for the musical theatre profession. Prerequisite: MUSC 2700.

MUSC 4000 Conducting (3 credits)

A course designed to introduce the skills necessary to lead a musical ensemble. Prerequisite: MUSC 1800.

MUSC 4100 Composition/MIDI (3 credits)

This course is designed to study in detail contemporary composition techniques including free pentatonic music, pandiatonicism, impressionism, polytonality, tonal contradiction, and interval harmony. Composition of music in the digital domain, from the basic concepts behind synthesizers and sequencers to production techniques such as mixing, mastering and signal processing will be covered. Prerequisite: MUSC 1800.

MUSC 4401 Advanced Applied Voice I (2 credits)

Applied voice lessons are one-on-one sessions with student and instructor designed to address and correct faults, develop the ability to perform with appropriate musical style and synthesize musical technique for aesthetic interpretation. This is an advanced course requiring strong music skills, a knowledge of vocal repertoire and solid vocal technique. Registration for this class requires a private lesson fee. Prerequisite: MUSC 3701.

MUSC 4402 Advanced Applied Voice II (2 credits)

Applied voice lessons are one-on-one sessions with student and instructor designed to address and correct faults, develop the ability to perform with appropriate musical style, and synthesize musical technique for aesthetic interpretation. This is an advanced course requiring strong music skills, a knowledge of vocal repertoire, and a solid vocal technique. Registration for this class requires a private applied lesson fee. Prerequisite: MUSC 4401.

MUSC 4403 Advanced Applied Voice III (2 credits)

Applied voice lessons are one-on-one sessions with student and instructor designed to address and correct faults, develop the ability to perform with appropriate musical style, and synthesize musical technique for aesthetic interpretation. This is an advanced course requiring strong music skills, a knowledge of vocal repertoire, and a solid vocal technique. Registration

for this class requires a private applied lesson fee.
Prerequisite: MUSC 4402.

MUSC 4404 Advanced Applied Voice IV (2 credits)

Applied voice lessons are one-on-one sessions with student and instructor designed to address and correct faults, develop the ability to perform with appropriate musical style, and synthesize musical technique for aesthetic interpretation. This is an advanced course requiring strong music skills, a knowledge of vocal repertoire, and a solid vocal technique. Registration for this class requires a private applied lesson fee.
Prerequisite: MUSC 4403.

MUSC 4411 Advanced Applied Piano I (2 credits)

Applied Studio lessons are advanced one-on-one sessions with students and instructor designed to address and correct faults, develop the ability to perform with appropriate musical style, and synthesize musical technique for aesthetic interpretation. Registration for this class requires a private applied lesson fee. Prerequisite: MUSC 2414.

MUSC 4412 Advanced Applied Piano II (2 credits)

Applied studio lessons are advanced one-on-one sessions with students and instructor designed to address and correct faults, develop the ability to perform with appropriate musical style, and synthesize musical technique for aesthetic interpretation. Registration for this class requires a private applied lesson fee. Prerequisite: MUSC 4411.

MUSC 4413 Advanced Applied Piano III (2 credits)

Applied studio lessons are advanced one-on-one sessions with students and instructors designed to address and correct faults, develop the ability to perform with appropriate musical style, and synthesize musical technique for aesthetic interpretation. Registration for this class requires a private applied lesson fee. Prerequisite: MUSC 4412.

MUSC 4414 Advanced Applied Piano IV (2 credits)

Applied studio lessons are advanced one-on-one sessions with students and instructor designed to address and correct faults, develop the ability to perform with appropriate musical style, and synthesize musical technique for aesthetic interpretation. Registration for this class requires a private applied lesson fee. Prerequisite: MUSC 4413.

MUSC 4421 Advanced Applied Instrument I (2 credits)

Applied instrument lessons are one-on-one sessions with student and instructor designed to address and correct faults, develop the ability to perform with appropriate musical style, and synthesize musical technique for

aesthetic interpretation. This is an advanced course requiring strong music skills, a knowledge of repertoire, and a solid technique. Prerequisite: MUSC 2424.

MUSC 4422 Advanced Applied Instrument II (2 credits)

Applied instrument lessons are one-on-one sessions with student and instructor designed to address and correct faults, develop the ability to perform with appropriate musical style, and synthesize musical technique for aesthetic interpretation. This is an advanced course requiring strong music skills, a knowledge of repertoire, and a solid technique. Registration for this class requires a private applied lesson fee. Prerequisite: MUSC 4421.

MUSC 4423 Advanced Applied Instrument III (2 credits)

Applied instrument lessons are one-on-one sessions with student and instructor designed to address and correct faults, develop the ability to perform with appropriate musical style, and synthesize musical technique for aesthetic interpretation. This is an advanced course requiring strong music skills, a knowledge of repertoire, and a solid technique. Registration for this class requires a private applied lesson fee. Prerequisite: MUSC 4422.

MUSC 4424 Advanced Applied Instrument IV (2 credits)

Applied instrument lessons are one-on-one sessions with student and instructor designed to address and correct faults, develop the ability to perform with appropriate musical style, and synthesize musical technique for aesthetic interpretation. This is an advanced course requiring strong music skills, a knowledge of repertoire, and a solid technique. Registration for this class requires a private applied lesson fee. Prerequisite: MUSC 4423.

MUSC 4900 Special Topics in Music (3 credits)

An advanced course in a particular composer, composition, or musicological period. Specific focus to be announced. May be repeated once for credit if content changes and with written consent of division director. Prerequisites: one MUSC course and COMP 2000, 2010, or 2020 or COMP 2000H.

MUSC 4950 Internship in Music (3 credits)

Internship in Music requires a 15–20 hour per week field or work experience for 16 weeks (or more) in the student's major area of study. Consult academic division for specific details and requirements. Prerequisite: cumulative GPA of 2.5 or higher, completion of 60 or more credit hours, and permission of division director. Repeatable to 6 credits.

MUSC 4990 Independent Study in Music (3 credits)

The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided

on an individual basis. Written consent of division director required. Prerequisites: one MUSC course; and COMP 2000, COMP 2010, or COMP 2020 or COMP 2000H.

MUSE—Museum

MUSE 1000 Transdisciplinary Arts: Demystifying the Creative Process (3 credits)

Viewing and creating art come together in this immersive, interdisciplinary museum experience. Through in-depth study of a variety of art forms, students will examine the cultural conditions of artistic production through object-based observation. Workshops in a variety of disciplines including visual art, music, dance and drama will develop and strengthen an understanding and appreciation of self-expressive art-making experiences, nurturing spontaneity, improvisation and imagination. Students will explore the inter-relationships of the theory and practice learned in context to each student's individual course of study. Innovation can be found at the intersection of distinct disciplines. The purpose of this course is to expose students to a variety of artistic forms; facilitate an understanding of the arts in theory, context and practice; form relationships between various artistic disciplines; and develop students' capacity to apply creative problem solving to any field of study. The role of the museum as laboratory is explored through the unique resources available within the exhibits, facilities and studios at the Museum of Art | Fort Lauderdale and its Academy of Art.

NEUR—Behavioral Neuroscience

NEUR 2500 Introduction to Neuroscience/Lab (4 credits)

This course highlights the biological structures and functions of the brain and nervous system and introduces the fundamental concepts in neuroscience and research methods used by behavioral neuroscientists. Concepts range from cellular to behavioral aspects of neuroscience.

NEUR 2600 Introduction to Neuroanatomy (3 credits)

This course will introduce students to structural, functional, and developmental features of the human nervous system. After each major structure, system, or anatomical pathway is presented, a clinical component will emphasize normal function and dysfunction resulting from injury or disease. Clinical cases will be presented to reinforce the relationship between structure and function. Prerequisite: NEUR 2500.

NEUR 2700 Research Methods and Data Analysis in Behavioral Neuroscience /Lab (4 credits)

This course will introduce students to a wide range of research strategies and methods being used by

behavioral neuroscientists. The course will focus on modern, common techniques used in hypothesis-driven research to collect scientifically relevant and publishable data. Examples from various areas of inquiry (e.g., learning and memory, sleep, etc.) will be used to illustrate both applications and limitations of these techniques. Prerequisite: NEUR 2500.

NEUR 3000 Behavioral Genetics (3 credits)

This course provides an overview of the role of genes in animal (primarily human) behavior. Topics covered include population genetics and quantitative genetics of behavior, the molecular biology of gene discovery, and the evolution of behavioral traits. Methods and research techniques in behavioral genetics will also be covered ranging from twin and adoption studies to molecular techniques. Prerequisite: NEUR 2500.

NEUR 3100 Developmental Neuroscience (3 credits)

This course provides an overview of the progressive stages of neural development. The course will focus on molecular aspects of developmental neuroscience, with an emphasis on known signaling pathways involved in neural growth and specification. Current research in several fields such as growth cone guidance and collapse, activity dependent development, and applications of these to injury and disease will be discussed. Prerequisite: NEUR 2500.

NEUR 3200 Drugs and the Brain (3 credits)

This course provides a foundation in neuropharmacology. Topics covered include the impact of psychotropic drugs on the nervous system, basic principles of pharmacodynamics and pharmacokinetics, synaptic transmission, and an overview of brain structure and function. Prerequisite: NEUR 2500.

NEUR 4100 Neurobiology of Disease (3 credits)

This course is based on the National Institutes of Health Blueprint for Course Development in the Neurobiology of Disease. This course provides a lecture and literature based overview of neurodegenerative diseases and disorders. The course will focus on basic genetic, molecular, and cellular mechanisms that underlie a wide range of neurodegenerative diseases and disorders. The course is designed to foster an understanding of the links between basic science, disease-oriented research, and translational research. The course offers a foundation of knowledge in critical areas of basic and clinical neuroscience. Prerequisites: NEUR 2500.

NEUR 4880 Senior Seminar in Behavioral Neuroscience (3 credits)

Students will have the opportunity to integrate information from a variety of specialties in behavioral neuroscience. Each seminar will have a focal theme that will allow students to gain new perspectives, as well as apply knowledge from prior courses and experiences. This

course is presented as a capstone experience; therefore students with advanced standing in the behavioral neuroscience major will benefit the most from the seminar. Prerequisite: NEUR 2700.

NEUR 4990A Independent Study in Behavioral Neuroscience A (1–3 credits)

Independent, faculty supervised academic research. Students will develop the research questions and the techniques for their study. Topics will vary by individual research projects. Prerequisite: Written consent of instructor and division director.

NEUR 4990B Independent Study in Behavioral Neuroscience B (1–3 credits)

Independent, faculty supervised academic research. Students will develop the research questions and the techniques for their study. Topics will vary by individual research projects. Prerequisite: Written consent of instructor and division director.

NEUR 4990C Independent Study in Behavioral Neuroscience C (1–3 credits)

Independent, faculty supervised academic research. Students will develop the research questions and the techniques for their study. Topics will vary by individual research projects. Prerequisite: Written consent of instructor and division director.

NEUR 4990D Independent Study in Behavioral Neuroscience D (1–3 credits)

Independent, faculty supervised academic research. Students will develop the research questions and the techniques for their study. Topics will vary by individual research projects. Prerequisite: Written consent of instructor and division director.

NLAW—NV-School Law

NLAW 1000 Nevada School Law (2 credits)

Nevada School Law: This course is designed for transfer of credit for persons meeting the Nevada School Law, Nevada Constitution, and/or the U.S. Constitution course for Teacher Licensure. Students who fulfill this requirement have demonstrated compliance with the law requiring teachers to take the Nevada School Law course for licensure in the state of Nevada.

NUR—Nursing

NUR 3000 Transition to Baccalaureate Nursing Education for Registered Nurses (3 credits)

This course is designed to assist the registered nurse as an adult learner to make the transition to the university setting and the role of the nursing student. Students will

be introduced to computer skills that facilitate success in achieving their educational goals at NSU and how the application of these skills can be used in nursing practice. Students will learn computer skills that include foundational concepts of information technology, Microsoft Office, and access to the NSU online library data bases and resources to support evidence-based practice. In addition, students will be introduced to the concepts of the American Psychological Association (APA) and scholarly writing. Emphasis is placed on the development of the knowledge and competencies in computer technology that are necessary for registered nurses in education and healthcare. The class will involve active participation in cooperative group activities as well as individualized activities.

NUR 3002 Introduction to Baccalaureate Nursing Education (3 credits)

This course is designed to introduce the novice nursing student to the discipline of nursing building on the liberal arts education. During the course, students will be introduced to the knowledge and skills essential for understanding the role of the baccalaureate nurse. Opportunities for scholarly writing and conducting library searches focused on using evidence to support nursing practice will be provided. Use of technology as a tool for learning and time management are additional skills that will be emphasized. The class will involve active learning in both individual and team activities. Co-requisite/s: NUR 3005 and PHS 4904.

NUR 3005 Mathematical Applications for Nursing Practice (2 credits)

This course builds upon previously learned mathematical skills needed to calculate pharmacological dosages for safe medication administration in the clinical setting. Students are taught dimensional analysis as the appropriate clinical/critical reasoning method to ensure safety and quality when determining medication dosages for patients. Students are also taught how to calculate enteral and parenteral dosages. Co-requisite/s: NUR 3002, NUR 3160, and PHS 4904.

NUR 3010 The Nurse as a Professional (1 credits)

This course focuses on the role transition to professional nurse as provider of care, manager of care, and member of the profession. The responsibilities of the nurse as an advocate, provider, teacher, manager, researcher, and leader are explored. The student is introduced to the ethical and legal principles guiding the profession. The student will be expected to utilize written, oral, and electronic communication skills in transition to the professional nurse role.

NUR 3013 Transition to Professional Nursing (3 credits)

This course focuses on the role transition to professional nurse as provider of care, manager of care, and member

of the profession. The students will explore the history of nursing and how society views the nursing profession. Ethical and legal principles guiding the nursing profession are introduced. Prerequisites: NUR 3000 and NUR 3030.

NUR 3020 Theoretical Foundations to Nursing Practice (3 credits)

This course focuses on the practicing nurse's acquisition, evaluation, utilization, and interpretation of nursing theories as a foundation for patient-centered care. In addition, nursing practice knowledge will be derived from the interpretation and application of selected theories from other disciplines.

NUR 3029 Foundations of Health Assessment (3 credits)

This course introduces the entry level student to foundational health assessment skills emphasizing data collection. Students will be expected to use principles based on the biological sciences to perform a holistic health assessment. Students will interpret pertinent data in order to make sound clinical judgments needed to deliver safe, quality and effective nursing care. Students will demonstrate competency in communicating and documenting assessment findings. Integrity, compassion and stewardship will be discussed as they relate to cultural awareness and legal and ethical issues that pertain to health assessment. Prerequisite/s: PHS 4904, NUR 3160, and NUR 3005. Co-requisite/s: NUR 3032, NUR 3131, and NUR 3130.

NUR 3030 Health Assessment (3 credits)

This course emphasizes the knowledge, skills, and competencies necessary to complete a health assessment for clients across the life span. This course analyzes the concepts of health assessment methodology which include interviewing, history taking, and physical assessment. Students will be expected to utilize assessment skills in identifying pertinent data as it relates to evidence-based health promotion and health education strategies.

NUR 3031 Pathophysiology (3 credits)

The focus of the course is on the pathogenesis of selected diseases leading to alterations of body structure and functions across the lifespan. This is emphasized through case study review discussing and applying cell structure, function, genetic control and its impact on the disease process. The students will integrate and apply pathophysiological concepts to client care in the development of primary, secondary, and tertiary interventions to attain, maintain, and retain the health state. Contemporary treatment, legal and ethical issues and health promotion concepts pertaining to pathophysiological disorders will be explored.

NUR 3032 Foundations of Pathophysiology (3 credits)

This course introduces the entry level student to concepts of pathophysiology based on principles from the biological sciences. Students will examine the phenomena that cause changes in physiological functioning. Specific system disorders will be investigated, using current evidence-based literature, as a basis for health promotion. Students will utilize pathophysiological concepts as a basis for making sound clinical judgments needed to deliver safe, quality and effective care. Ethnic, cultural and other influences on health will be discussed. Prerequisite/s: PHS 4904, NUR 3002, NUR 3160, and NUR 3005. Co-requisite/s: NUR 3130, NUR 3029, and NUR 3131.

NUR 3040 Legal Issues in Health Care (1 credits)

This seminar course focuses on the legal principles and issues affecting professional nurses. The course emphasizes the concepts needed to make sound decisions in daily nursing practice and cope with radical changes in health care. Topics discussed include malpractice liability, patient rights, legal responsibilities and risks nurses face in practice, legal obligations with documentation, and changes in nursing practice in managed care.

NUR 3050 Research Methodologies and Evidence-Based Practice (3 credits)

This course prepares the baccalaureate nursing students to become consumers of research. Students will be introduced to the research processes essential to providing evidence based nursing care. Research designs will be discussed as a basis for critiquing the efficacy of selected research studies. Students will be introduced to the legal and ethical principles which guide the integrity of nursing research. The nurse's role in retrieval, appraisal, and synthesis of evidence in collaboration with members of the interprofessional team to improve patient outcomes will be addressed. Co-requisite/s: NUR 4110, NUR 3192. Prerequisite/s: NUR 3180, NUR 3191.

NUR 3051 Introduction to Nursing Research (3 credits)

This course introduces essential concepts of nursing research and evidence-based practice. Students will review the scientific merit of research methods with an emphasis on implication and application for evidence based nursing practice. Practicing Registered Nurses will build upon existing knowledge and skills related to research to improve patient outcomes, nursing practice, and interprofessional collaboration. Students will also examine the contemporary trends and legal and ethical issues related to the research process.

NUR 3130 Foundations of Professional Nursing Practice (6 credits)

This course introduces the entry level student to the discipline of nursing in which they will provide holistic and compassionate care for diverse populations. Students will begin to develop the knowledge, skills and attitudes needed to provide safe, quality and effective nursing care. Students will start to use clinical/critical reasoning, communication and assessment skills to care for patients across the health illness continuum understanding the need for stewardship and integrity in this changing healthcare environment. The roles of provider of care, coordinator of care, advocate and educator will be applied in the delivery of competent patient care. Prerequisite/s: NUR 3002, NUR 3160, NUR 3005, and PHS 4904. Co-requisite/s: NUR 3029, NUR 3131, and NUR 3032.

NUR 3131 Problem Solving Strategies for Nursing Practice (1 credits)

This course introduces the entry-level nursing student to problem solving and clinical/critical reasoning skills and strategies needed for safe decision making in the delivery of nursing care. Using patient scenarios and/or case studies, students will apply the nursing process to determine safe, quality and effective nursing care. Prerequisite/s: NUR 3002, NUR 3160, NUR 3005, and PHS 4904. Co-requisite/s: NUR 3130, NUR 3032, NUR 3029.

NUR 3160 Introduction to Professional Nursing (3 credits)

This course introduces the student to the roles of the professional nurse including provider of care, coordinator of care, advocate, educator, researcher, leader, and member of the profession. The history of nursing and how society views the nursing profession are discussed. The student is introduced to theories and quality measures that influence nursing practice and patient-centered care. Ethical and legal principles, sociocultural concepts, and political principles guiding the profession will also be addressed. Prerequisite: NUR 3002 Co-requisite/s: NUR 3005 and PHS 4904.

NUR 3170 Nursing and Health Care Informatics (3 credits)

This course is designed to introduce students to the emerging field of nursing informatics. Students will integrate computer technology and information science to identify, gather, process, and manage healthcare information. Hardware, software, databases, communications application, computer developments, and associated legal and ethical issues are addressed. Contemporary trends in health care informatics applications will be explored. Students learn how nurses can assess, develop, and use information systems to work more efficiently, allocate resources more effectively, and improve client care. Focus on technologies in healthcare, nomenclatures and classification systems, health care

documentation, electronic medical records, and Web-based technologies for health care.

NUR 3175 Nursing in Today's Healthcare Environment (3 credits)

This course explores contemporary trends in health care delivery systems and professional nursing practice. Students will integrate knowledge from previous courses further exploring health care system quality and safety, evidenced-based practice, technology, informatics, and the nurse's role in today's healthcare delivery system. This course examines the relationships between quality care, cost of care, and safety as well as the regulatory effects on patient care and cost. Students will develop skills to address relevant issues within today's health care delivery system. Trends in healthcare informatics are explored and the effects of nursing informatics on communication and safety will be analyzed.

NUR 3180 Primary Concepts of Adult Nursing (6 credits)

This course introduces the entry level student to the application of nursing concepts in order to provide holistic and compassionate care for patients who have specific disorders. Students will apply knowledge, skills and attitudes needed to provide safe, quality and effective nursing care. Students will continue to develop clinical/critical reasoning, communication and assessment skills to care for patients across the health illness continuum understanding the need for stewardship and integrity in this changing healthcare environment. Topics covered include gastrointestinal, endocrine, genitourinary, immunological, hematological and oncological disorders. Co-requisite/s: NUR 3191, BHS 3110. Prerequisite/s: NUR 3002, NUR 3160, NUR 3005, PHS 4904, NUR 3130, NUR 3032, NUR 3029, and NUR 3131.

NUR 3190 Pharmacological Basis for Nursing Interventions (3 credits)

This course focuses on the basic principles of pharmacology and therapeutics necessary for nursing practice throughout the lifespan. Concepts of drug efficacy, pharmacokinetics, mechanism of action and drug interaction will be examined as they apply to primary, secondary and tertiary prevention to assist clients to retain, attain or maintain optimal system stability. Contemporary trends in administration and delivery of pharmacological therapies will be addressed. Emphasis will be placed on the pharmacological action of drugs on specific organ systems.

NUR 3191 Pharmacological Basis for Nursing Interventions I (2 credits)

This course introduces the entry level student to pharmacologic concepts in order to provide safe and effective care for patients who have specific disorders. The concepts of drug efficacy, pharmacokinetics, mechanism of action, and medication interactions will

be introduced as a basis for providing safe, quality, and effective nursing care. Students will apply dimensional analysis to calculate safe medication dosages. Students will begin to develop clinical/critical reasoning as related to the nurse's role in pharmacotherapy. Topics covered include medications used in the treatment of gastrointestinal, endocrine, immune, oncological disorders and in the treatment of pain, anxiety and depression. Co-requisite: NUR 3180. Prerequisite/s: NUR 3130, NUR 3029, NUR 3032, and NUR 3131.

NUR 3192 Pharmacological Basis for Nursing Interventions II (2 credits)

This course provides opportunities for the entry level student to integrate pharmacologic concepts in order to provide safe and effective care for patients who have specific disorders. Students will apply dimensional analysis to calculate safe medication dosages. The concepts of drug efficacy, pharmacokinetics, mechanism of action, and medication interactions will be examined as a basis for safe, quality, and effective nursing care. Students will continue to improve clinical/critical reasoning as related to the nurse's role in pharmacotherapy. Topics covered include medications used in the treatment of cardiovascular, peripheral vascular, respiratory, neurological, musculoskeletal and sensory disorders. Co-requisite/s: NUR 4110, NUR 4020. Prerequisite/s: NUR 3180, NUR 3191.

NUR 3200 Statistical Applications in Nursing Research and Evidence-based Practice (3 credits)

This course introduces biostatistical methodology and applications that can be used to draw practical conclusions regarding empirical data pertaining to nursing and patient care. Concepts, techniques and methods used in the description and analysis of data and statistical inference are presented. Statistical topics studied include frequency distributions, measures of central tendency (descriptive statistics), statistical graphs and charts, binomial and normal distributions, probability, confidence intervals, ANOVA, hypothesis testing and correlation.

NUR 4010 Contemporary Nursing Trends (1 credits)

This course explores a variety of nursing opportunities in the twenty-first century. Students will investigate the expanding scope of nursing and opportunities available to them upon completion of the BSN degree.

NUR 4020 The Nurse as a Leader and Manager (3 credits)

This course is designed to assist the baccalaureate nursing student apply leadership and management theories, concepts, and skills. Principles of stewardship, prioritization, delegation, quality improvement, patient safety, and evidence-based practice will be discussed. Students will examine the basic concepts of an organizational structure, mission, vision, philosophy, and

core values as they relate to individual ethics and values. Students will investigate power, accountability, conflict management and team-building within an interprofessional team. Legal, ethical, and political issues that impact quality and safety in the delivery of compassionate and competent patient care will be analyzed. Co-requisite/s: NUR 4110, NUR 3192. Prerequisite/s: NUR 3180 and NUR 3191.

NUR 4021 Transformational Nursing Leadership (3 credits)

This course focuses on evidence-based leadership and management skills and competencies needed by professional nurses to be full partners and work productively in interprofessional teams to facilitate the transformation of complex healthcare systems. Students will analyze current best practices related to leadership roles, organizational communications, team dynamics in learning organizations, quality improvement, safe patient-centered care, and the role nursing leadership related to information systems. The course will assist the students to differentiate the concepts of contemporary trends in leadership, management theories, development of self, and communication skills necessary to influence behaviors. Emphasis will be placed on organizational systems structure and culture, change management, human resource management, and performance improvement in care delivery systems. Legal and ethical issues related to leadership and management will be analyzed.

NUR 4030 The Business of Health Care (3 credits)

This course focuses on the financial environments of healthcare systems and how they relate to today's professional nursing roles in leadership, management, and patient-centered care, incorporating the values of stewardship, integrity and competence. Students will analyze the principles of financial management, healthcare reimbursement, regulatory processes, healthcare policy, and healthcare reform related to current nursing practice. This course will assist the student to differentiate the concepts of cost and revenue, accounting vocabulary, budgeting, human resource management, and financial processes, functions, and reports commonly utilized in healthcare systems. Emphasis will be placed on the political and economic forces that influence the development of health policy and professional nursing practice. Students will assess how financial management integrates with safety, information technology, patient-centered care, interprofessional teams, quality, and evidence-based practice.

NUR 4031 The Business of Healthcare in Complex Systems (3 credits)

This course focuses on the financial environments of healthcare systems and how they relate to today's professional nursing roles in leadership, management, and patient-centered care. Students will analyze the principles

of financial management, healthcare reimbursement, regulatory processes, healthcare policy, and healthcare reform related to current nursing practice. This course will assist the student to differentiate the concepts of cost and revenue, accounting vocabulary, budgeting, human resource management, and financial processes, functions, and reports commonly utilized in healthcare systems. Emphasis will be placed on the political and economic forces that influence the development of health policy and professional nursing practice. Students will assess the how financial management integrates with safety, information technology, patient-centered care, interprofessional teams, quality, and evidence-based practice.

NUR 4040 Community Nursing (3 credits)

This course provides the foundation for developing and using Newman's System Model and epidemiological theory and concepts in planning and implementing primary, secondary and tertiary levels of prevention for at-risk aggregates and communities. It focuses on the process of conceptualizing individuals, families, groups, and communities within their environment. Students will learn to facilitate health care delivery to aggregates and communities of diverse cultures utilizing effective communication, negotiation, problem solving skills, and collaboration with the interdisciplinary health care team and members of the community. Students will demonstrate an ability to evaluate health and wellness within primary, secondary, and tertiary levels of prevention using Neuman's System Model and principles of evidence-based practice. Students will examine the economic, sociocultural, and ethical influences on community-based nursing practice. Contemporary trends in community-based nursing practice will be discussed.

NUR 4050 Community Based Practicum (3 credits)

This course provides the foundation for developing and using Neuman's Systems Model in planning and implementing primary, secondary and tertiary levels of prevention for at-risk aggregates and communities. It focuses on the process of conceptualizing individuals, families, groups and communities within their environments. Students will learn to facilitate health care delivery to aggregates in communities of diverse cultures using effective communication, negotiation, problem solving skills, and collaboration with the interdisciplinary health care team and members of the community. Students will demonstrate an ability to evaluate health and wellness within primary, secondary, and tertiary levels of prevention utilizing Neuman's System Model and principles of evidence-based practice. Contemporary trends in community-based nursing practice will be discussed. Students will also examine the economic, sociocultural, legal and ethical influences on community-based nursing practice.

NUR 4060 RN to BSN Directed Study (3 credits)

Students select an area of study in cooperation with the course advisor and/or department coordinator. The project may include such items as work-related studies, program development, grant proposals and/or planning documents. A comprehensive paper will be developed and delivered according to the NSU Nursing requirements for written assignments. Student must receive departmental and advisor approval in order to be allowed to register for this course.

NUR 4061 RN to BSN Directed Study (1 credits)

Students select an area of study in cooperation with the course advisor and/or Program Director. The project may include work-related studies, program development, or investigation of a subject of interest. A presentation will be developed and delivered according to the NSU Nursing requirements for written assignments and presentations. Student must receive departmental approval in order to be allowed to register for this course.

NUR 4070 RN to BSN Directed Practicum (3 credits)

Students develop learning objectives and methods of demonstrating outcomes related to clinical practice in cooperation with the course advisor and/or department coordinator. Student must receive departmental and advisor approval in order to be allowed to register for this course.

NUR 4100 Advanced Theoretical Foundations in Nursing (3 credits)

This course explores the diverse nature of knowledge, values and beliefs foundational to professional nursing practice. The relationship of theories from nursing as well as various other fields to science, research, and practice is analyzed with an emphasis on understanding the development, testing and use of theory to promote high quality health care. Models, theories, paradigms and philosophies are examined through critical inquiry to facilitate development of a framework for graduate nursing practice.

NUR 4110 Primary Concepts of Adult Nursing II (6 credits)

This course provides opportunities for the entry level student to integrate nursing concepts in order to provide holistic and compassionate care for patients who have specific disorders. Students will integrate knowledge, skills and attitudes needed to provide safe, quality and effective nursing care. Students will continue to improve clinical/critical reasoning, communication and assessment skills to care for patients across the health illness continuum understanding the need for stewardship and integrity in this changing healthcare environment. Topics covered include cardiovascular, peripheral vascular, respiratory, neurological, musculoskeletal and sensory disorders. Co-requisite/s: NUR 3192, NUIR 4020. Prerequisite/s: NUR 3180 and NUR 3191.

NUR 4120 Advanced Concepts of Adult Nursing (5 credits)

This course provides opportunities for the entry level student to synthesize nursing concepts in order to create and manage holistic and compassionate care for patients who have complex needs. Students will incorporate knowledge, skills and attitudes needed to provide safe, quality and effective nursing care to patients who have multiple system disorders. Students will apply clinical/critical reasoning, communication and assessment skills to care for patients across the health illness continuum understanding the need for stewardship and integrity in this changing healthcare environment. Legal and ethical issues pertaining to patients who have complex multi-system health care needs will be analyzed. Co-requisite: NUR 4172. Prerequisite/s: NUR 3250, NUR 4150, NUR 4030.

NUR 4130 Concepts of Maternal-Child Nursing and Families (5 credits)

This course integrates developmental theories, theories from the biological and social sciences, family nursing theory, and evidence-based practice in order to provide holistic and compassionate care for the childbearing and child-rearing families. Health promotion and risk reduction, contemporary trends, social justice issues, and legal and ethical issues, will be addressed. Students will apply knowledge, skills and attitudes needed to provide safe, quality and effective nursing care. Students will apply clinical/critical reasoning, communication and assessment skills to care for patients across the health illness continuum. The students will examine the need for stewardship and integrity in this changing healthcare environment. Topics covered include care of the members of childbearing and child rearing families and specific disorders in these populations. Co-requisite/s: NUR 3050, NUR 4160. Prerequisite/s: NUR 4110, NUR 3192, NUR 4020.

NUR 4150 Population Health Nursing (4 credits)

This course provides the foundation for population-oriented nursing practice and focuses on the process of conceptualizing individuals, aggregates and communities as a single entity. Students are introduced to epidemiological theories and concepts that are relevant in planning and implementing primary, secondary, and tertiary levels of prevention for populations within their own environments. Students will provide stewardship to populations of diverse cultures through community empowerment so that they can access health care and promote healthy behaviors. Communication, negotiation, and clinical/critical reasoning skills will be practiced when collaborating with the targeted population, the interprofessional health care team and the community stakeholders. Principles of evidence-based practice will be utilized when implementing the nursing process within the population. Students will examine the legislative and regulatory processes relevant to the provision of safe,

quality health care. Corequisite: NUR 3250 Prerequisite/s: NUR 3050, NUR 4110, NUR 4130.

NUR 4151 Population Health:Promotion, Prevention, and Disease Management (4 credits)

This course is designed to prepare the practicing registered nurse to utilize evidenced based health promotion, health prevention, and disease management as it applies to diverse individuals, families, groups, communities, and populations. Essential concepts of epidemiology, community based assessment and evaluation, equity, vulnerable populations, and community resources are introduced. This course leads to an increased understanding of the relationships related to socio-cultural contexts, ethics, and health/illness beliefs and practices. Students will demonstrate an ability to facilitate health care delivery to populations of diverse cultures using effective communication skills that include negotiation, problem-solving skills, and collaboration with various interprofessional health care teams.

NUR 4160 Genetics for Nursing Practice (2 credits)

This course will focus on providing students with a fundamental understanding of human genetics and its role in diagnosis, disease management, risk reduction and health promotion. Students will learn ways to assess protective and predictive genetic factors, which influence the health of individuals, families, groups, communities, and populations in order to develop a basis for competent nursing care. Students will apply knowledge of inheritance and immuno-genetics in predicting the possible effect of genetics on disease development. This course will also address the ethical, social, political and economic impact of selected genetic diseases, DNA-based genetic diagnosis, and gene therapy. Co-requisite/s: NUR 3050, NUR 4130. Prerequisite/s: NUR 4110, NUR 3192, and NUR 4020.

NUR 4161 Genetic Concepts (2 credits)

This course will focus on building upon the previous experience and knowledge of the practicing registered nurse to develop a further understanding of genetics and its role in pathophysiology and the diagnosis and management of disease. Students will be introduced to basic concepts in human genetics that contribute to an understanding of nursing or related health care problems, as well as apply knowledge of inheritance and immunogenetics in predicting the possible effect of genetics on disease processes. This course will also analyze the ethical, social, political, and economic impact of selected genetic diseases, DNA-based genetic diagnosis, and gene therapy.

NUR 4165 Ethical Legal & Social Issues in Nursing (3 credits)

This course focuses on ethical theory, principles, and models for decision making in nursing. Students evaluate individual, family, community and health care situations

and determine appropriate actions within an ethical framework respecting personal values and beliefs. Implications of decisions are explored in relation to legal, economic, environmental, technological, and cultural issues. The issues of poverty and public health as they relate to the WHO (1978) definition of primary health care will be addressed. Human diversity, societal issues and cultural competence are emphasized.

NUR 4171 Nursing and Healthcare Trends (3 credits)

This course explores contemporary trends in health care delivery system and professional nursing practice. Students will integrate knowledge from previous courses further exploring health care system quality and safety, evidenced-based practice, technology, informatics, and the nurse's role in today's healthcare delivery system. This course examines the relationships between quality of care, cost of care, and safety as well as the regulatory effects on patient care and cost. Students will develop skills to address relevant issues within today's health care delivery system. Trends in healthcare informatics are explored and the effects of nursing informatics on communication and safety will be analyzed.

NUR 4172 Nursing in Today's Health Care Environment (3 credits)

This course integrates contemporary trends in the present complex healthcare delivery system with professional nursing practice. Students will synthesize knowledge from previous courses to further investigate health care system quality, safety, evidenced-based practice, technology, and the professional nurse's role. The importance of collaborative relationships among interprofessional team members and their impact on quality and value-based care, and patient safety will be analyzed. Students will further develop skills to address relevant legal, ethical and regulatory issues. Co-requisite/s: NUR 4120, NUR 4180. Prerequisite/s: NUR 3250, NUR 4150.

NUR 4175 Transition to Graduate Education (9 credits)

The course prepares the student for the transition into graduate nursing studies. It incorporates evidence-based research and various theories that may be utilized to enhance nursing practice. Students will be introduced to concepts and theories of leadership and business, relating these to nursing practice. Ethical and legal issues pertinent to graduate nurse practice environments will be explored. This course will provide an overview of the skills required to be successful as a leader in today's healthcare environment.

NUR 4180 Nursing Practicum (6 credits)

This seminar/ clinical capstone synthesizes all previously learned knowledge, integrating the concepts of physiological, psychological, sociocultural, developmental,

and spiritual variables as they pertain to client care. The student will focus on the synthesis and integration of complex concepts of nursing knowledge related to clinical practice and leadership and management skills. Within the seminar setting, students will utilize nursing theory to guide practice. Students will also apply leadership skills and client management theories in delegating, supervising, and evaluating other members of the health care team. The student will work with a registered nurse preceptor and other members of the health care team.

Prerequisite: Completion of all prior clinical and didactic courses; Corequisite: NUR 3175.

NUR 4250 Concepts of Psychiatric-Mental Health Nursing (4 credits)

This course applies theories and concepts from liberal education and evidence-based practice to provide nursing care for diverse populations who have specific psychiatric disorders. The focus is on designing nursing strategies that support mental health and wellness and reduce symptomatology following a reaction to stressors. Contemporary trends in treatment and mental health promotion will be emphasized. The legal and ethical issues pertaining to intrapersonal, interpersonal, and extrapersonal stressors of the psychological variable will be discussed. Students will also reflect on their own behaviors and methods of communication. The course will include both a clinical and didactic component.

NUR 4900 Transition to Advance Nursing Practice (6 credits)

This six credit course is designed to assist the registered nurse with a non-nursing bachelor's degree to develop the knowledge and skills to transition into the Masters of Science in nursing (M.S.N.) program. The student will build upon current nursing experience and knowledge as well as previous baccalaureate education in order to demonstrate recommended competencies in baccalaureate nursing prior to beginning M.S.N. course work.

NUT—Nutrition

NUT 3000 Nutrition for Health Professionals (3 credits)

This course explores the various nutrients, their sources, digestion, absorption, metabolism, interaction, storage, and excretion. Current research is presented against a background of basic nutritional concepts. Special emphasis is given to the role nutrition plays in the current health care delivery system and how nutrition can be implemented in health promotion and health maintenance.

OCMB—Marine Biology

OCMB 9410 Dis:Marine Protect Area Manage (3 credits)

Dis: Marine Protect Area Manage: This course will focus on the principles of marine protected areas, including legal and practical application.

OCUG—Ocean Undergrad

OCUG 3100 Life on a Water Planet (3 credits)

An introduction to the realization that we do live on a water planet, and the inherent challenges and opportunities this presents, arguably now as never before. This course, among other things, will explore a brief history of the evolution of life on our water planet; urban development, and the links between coast and community; marine life and biodiversity, and our impact upon it; population, consumption, and our ecological footprint.

OCUG 3200 Environmental Sustainability (3 credits)

This web-based distance education course highlights more than 25 years of international discussion, debate and ideas, with regard to the state of the environment and our actions towards it. Key considerations and voices are included, from both North and South. This unusual and challenging course avoids the usual categorizations, and instead examines in a fresh, cross cutting approach the environmental and social issues that effect our lives. Students become part of the “international learning community”, by participating in on-line closed discussion. The emphasis is on presenting an international range of perspectives and case studies, linking the issues and ideas to up-to-the-moment occurrences as they effect student, when they happen and wherever they are.

OCUG 3300 Marine Mammal Management (3 credits)

This course is essentially a demanding interdisciplinary approach to examining the present state of the relationship between marine mammals, people and the environment: as this has evolved over time, as it stands today and as it is likely to be for the future, whether by default or by design. The marine mammal-environment relationship is extremely complex and fluid. It changes depending upon place and time, and the rate of this change is accelerating along with related developments such as population and economic growth, technological capacity, and our expanding use of the world oceans and waterways. Although this course in many ways resists categorization, for the sake of simplicity it might be said to relate more to social processes and philosophical considerations, as well as the development of physical conditions, values and economic activities that have led to their present situation.

OCUG 3400 Biology of Sharks and Rays (3 credits)

Sharks and rays (collectively termed “elasmobranchs”) are creatures of biological elegance and perennial fascination. In recent years, new technologies have revealed fascinating details about the heretofore secret lives of elasmobranchs as well as demonstrated their population declines on an unprecedented and global scale. This unique 12-week course is a comprehensive, interdisciplinary introduction to the evolution, biology, ecology, and conservation of elasmobranch fishes.

OPS—Operations Management

OPS 3880 Operations Management (3 credits)

This course approaches Operations Management from the “inside-out.” It develops the student’s personal understanding of processes, process capabilities and results and then transfers those into the business environment. The course builds on an understanding of applied statistics to develop an understanding of the planning and the processes involved in the creation of value both through provision of services and manufacture of goods. Topics include process flow and capability, operations strategy, total quality management (TQM), supply chain and capacity management, process improvement, project management. Prerequisites: Math 3020 or Math 3020H, or Math 2020, or Math 2020H.

PADM—Public Administration

PADM 1000 Introduction to Public Administration (3 credits)

Public Administration is a multi-disciplinary discipline that provides students with the basic skills necessary for employment in government, public service, and non-profit organizations. This course is a survey of the field of public administration, and will introduce the student to the history, theories, concepts, and practice of public administration. This course will provide an overview of the major sub-fields in public administration and will serve as a basis for further study in the field.

PADM 2000 Organizational Behavior (3 credits)

Organizational behavior is the scientific study of the behavioral processes that occur in human groups and formal organizations. The field of organizational behavior borrows many concepts, theories, and methods from disciplines, such as psychology, sociology, political science, and management. This course introduces students to the core concepts and theories of organizational behavior including group dynamics, authority and power, organizational culture, motivation, job stress, ‘problem employees’, leadership, and decision making. Prerequisite: PADM 1000.

PADM 2100 Principles of Management in Public Administration (3 credits)

This is an introductory course focusing on basic management theories, concepts, principles, and practices. Topics include organizational culture and change, human resource management, groups, teams, motivation, leadership, and managerial functions. Students are challenged to explore and evaluate techniques for structuring and resolving managerial problems in public and nonprofit organizations. Prerequisite: PADM 1000.

PADM 2200 Leadership of Public Organizations (3 credits)

This course exposes students to definitions and conceptualizations of organizational leadership with emphasis on leadership of public bureaucracies. Theories of leadership are examined to identify the skills, qualities and characteristics commonly attributed to the effective leader. Leadership will be examined and linked to various organizational contexts including power, gender, personality, culture, and development. Differences in leadership roles in public and private sector organizations are also explored. Prerequisite: PADM 1000.

PADM 2300 Public Sector Employment and Benefits Management (3 credits)

Human resource management personnel are actively involved in the selection, hiring, training, compensation, job analysis, and performance evaluation functions in public and nonprofit organizations. This course explores each of these functions in turn. Additionally, this course is an introduction to issues encountered by human resource management personnel in the public sector as they perform this vital work. This overview course provides students, future government employees, and future government managers with a foundation for developing human resource management skills and an appreciation for the fact human resource management involves much more than “red tape” and “pushing paper”. Prerequisite: PADM 1000.

PADM 2500 Administrative Ethics (3 credits)

This course will provide students with an understanding of the core assumptions of the major ethical theories. Armed with this knowledge, students will evaluate ethical dilemmas in the public service, and analyze the role social and political forces play in shaping these dilemmas. Prerequisite: PADM 1000.

PADM 2600 Public Administration Theory (3 credits)

This course exposes students to the historical foundations and philosophical assumptions of Public Administration theory. Course readings include the “classic” works of the discipline’s pioneers supplemented with works of contemporary public administration scholars. Upon completion of this course the student will understand

the social and political influences that have shaped the field’s development, and be challenged to evaluate the relevance of public administration thought for the practice of governance. Prerequisite: PADM 1000.

PADM 2900 Research Methods in Public Administration I (3 credits)

This course is an introduction to analytical tools used in government research. Topics covered include descriptive and inferential statistics, sampling, and hypothesis testing. Additionally, students will use SPSS software, and evaluate research data from public administration journals. Prerequisite: PADM 1000.

PADM 3000 Public Policy (3 credits)

This course focuses on the public policy process in the United States and how potential ideas for government action are translated from concepts into reality. In addition to providing a basic overview of the processes of policy formulation and implementation, this course introduces some of the major stakeholders and actors, both formal and informal, in the world of policymaking. This course examines the policy process at the national level as well as policy-making by state and municipal governments, and explores the political contexts in which policies are made, administered, analyzed, and challenged. Prerequisite: PADM 1000.

PADM 3200 Public Budgeting (3 credits)

Public budgeting is the study of how scarce public resources are allocated among competing interests in a political environment. Though resource allocation decisions are essentially economic, fiscal policy decisions are made through public institutions and political processes. This course introduces students to the policies, procedures, and skills relevant to financial management in public sector organizations. The emphasis is on the practice of budgeting, financial reporting, revenue generation, capital budgeting, and debt management. The purpose of the course is to provide the knowledge and skills that all public administration students need as preparation for careers in public policy and management, and to provide a solid foundation for those who wish to study more advanced topics in government policy and finance. Prerequisite: PADM 1000.

PADM 3400 Managing Nonprofit Organizations (3 credits)

Nonprofit organizations are vitally important in today’s society. Many essential goods and services are channeled through nonprofits. Nonprofits are the primary source of service delivery for many charitable resources and services under-produced by the private sector. Nonprofits are becoming increasingly more involved in political and public- policy setting activities. This course is an introduction to managing issues in nonprofit organizations. Topics covered include establishing and fulfilling

organizational missions, staffing and personnel issues, marketing and resourcing, and relationships with private and public sector organizations. Prerequisite: PADM 2100.

PADM 3900 Research Methods in Public Administration II (3 credits)

This course explores research methodology commonly used in public administration. It is designed to expose the student to basic concepts and problems encountered in quantitative and qualitative investigation, including types of data and measurement, sampling, probability, and research design. Students will evaluate research findings in public administration journals and will design a research project. Prerequisites: PADM 2600 and PADM 2900.

PADM 4000 Public Safety and Emergency Management (3 credits)

This course explores the field of emergency management. Students will learn the theories, concepts, and terminology used in emergency management environments. Topics include a discussion of legal and ethical responsibilities related to emergency management, hazard identification, risk assessment, and mitigation. Students will learn the “incident command” and “unified command” systems and apply these structures to simulated emergency planning sessions. Prerequisite: PADM 2100.

PADM 4400 Public Sector Labor Relations (3 credits)

This course explores public sector collective bargaining and labor relations. Topics include the historical background of collective bargaining, current bargaining practices, labor and management bargaining strategies, and contract maintenance. Students will participate in simulated collective bargaining negotiations. Prerequisite: PADM 2300.

PADM 4600 Qualitative Research Methods (3 credits)

This course explains the assumptions, theories, and practice of qualitative research methods. Students will explore five different qualitative research methodologies: biographical research, phenomenological research, grounded theory, ethnography, and case study research. Each student will design and conduct a biographical or phenomenological research project. Prerequisite: PADM 3900.

PADM 4700 Public Policy Analysis (3 credits)

Public managers are often asked to gather and analyze data on public policy and social programs. This course provides students of government with the basic skills needed to critically evaluate public policy issues. Students will apply these basic skills to evaluate a wide range of public policy issues in order to become intelligent producers and consumers of public policy information. Emphasis in this course will be in linking program goals

and outcomes in order to produce effective policy recommendations. Prerequisites: PADM 3000 and PADM 3900.

PADM 4880 Senior Seminar in Public Administration (3 credits)

Public agencies have been referred to as “the fourth branch of government”. Government agencies wield considerable power and influence in social affairs, yet there is no specific mention of them in the United States Constitution, or the constitutions and charters of most state and local governments. Classical theorists in public administration considered the “political” and “administrative” functions of government to be separate and distinct; elected officials “steered and navigated” while non-elected public officials “rowed”; “politics” was base and profane whereas “administration” was selfless, pure, and noble. Later scholars recognized many non-elected public employees are actively involved in policy-making and political activities. This course challenges students to evaluate the question of “legitimacy” of public agencies and public employees by considering the following questions: Do public agencies and non-elected public officials have a legitimate role in governance? Do policy-making and political activity by government employees undermine and circumvent the intent of our founding fathers and authority of our elected officials? Does autonomy of the public service function as a potential buffer against extreme political regimes, thereby serving to safeguard and preserve individual rights and liberties? Prerequisites: PADM 2600, PADM 3900, and 2 additional PADM 3000/4000 courses.

PADM 4950A Internship in Public Administration A (3 credits)

This course is designed to provide students with an opportunity to integrate academic and experiential knowledge in the field of Public Administration. Students will be placed with an agency or organization, of their choice, related to the practice of public and nonprofit administration. All internship placements must be approved by the Academic Internship Supervisor before the commencement of the internship. Students will be required to complete a minimum of 140 hour contact hours at the internship placement site during the 16 weeks of enrollment. Prerequisites: (1) a minimum grade point average of 2.5 as calculated by NSU; (2) completion of 60 credit hours and PADM 3900; (3) an approved placement site prior to enrolling in the course; and (4) permission from the academic director.

PADM 4950B Internship in Public Administration B (3 credits)

This course is designed to provide students with an opportunity to integrate academic and experiential knowledge in the field of public administration. Students will be placed with an agency or organization, of their choice, related to the practice of public and nonprofit administration. All internship placements must be

approved by the Academic Internship Supervisor before the commencement of the internship. Students will be required to complete a minimum of 140 hour contact hours at the internship placement site during the 16 weeks of enrollment. Prerequisites: (1) a minimum grade point average of 2.5 as calculated by NSU; (2) completion of 60 credit hours and PADM 3900; (3) an approved placement site prior to enrolling in the course; and (4) permission from the academic director.

PHED—PHED-Physical Education

PHED 3200 Methods of Teaching Physical Education (3 credits)

This course involves the study and practical application of the instructional design and content of physical education for grades K-12. It is designed to offer the student with the knowledge base, skills, methodology, and techniques to teach a full range of activities to elementary, middle, and secondary students in these grades. Instructional content and curriculum will include recreational team sports, individual lifetime sports, and personal fitness/wellness activities. Prerequisite/s: EDUC 1100.

PHIL—Philosophy

PHIL 1010 Introduction to Philosophy (3 credits)

An introduction to the nature of philosophy, philosophical thinking, major intellectual movements in the history of philosophy, and specific problems in philosophy. Prerequisite: COMP 1500 or COMP 1500H.

PHIL 1400 Introduction to Logic (3 credits)

A study of the principles and evaluation of critical thinking including identification and analysis of fallacious, as well as valid reasoning. Traditional and symbolic logic will be considered and foundations will be laid for further study in each area. Prerequisite: COMP 1500 or COMP 1500H.

PHIL 2000 Moral Issues (3 credits)

This course provides an introduction to moral reasoning through a philosophical examination of important ethical concepts, such as ethical theory, relativism, egoism, and virtue. Topical moral problems such as world hunger, abortion, and animal rights (among others) will be used as illustrative examples. Students will be introduced to the idea that ethical problems are largely a matter of reason and that progress toward solutions can be gained through an application of normative ethical (philosophical) theory. Prerequisite: COMP 1500 or COMP 1500H.

PHIL 2400 Symbolic Logic (3 credits)

Rigorous analyses of the concepts of proof, consistency, equivalence, validity, implication, and truth as exemplified

in propositional logic and predicate logic. Prerequisite: COMP 1500 or COMP 1500H.

PHIL 3010 Ethical Issues in Communication (3 credits)

This course provides an introduction to moral reasoning through a philosophical examination of major ethical problems in communications, such as those encountered by media professionals; conflicts of interest, morally offensive content, media influences on anti-social behavior, confidential sources, privacy, truth and honesty in reporting, among others. Student will be introduced to the idea that ethical problems are largely a matter of normative ethical (philosophical) theory. Prerequisite: COMP 2000, COMP 2010, or COMP 2020 or COMP 2000H.

PHIL 3180 Biomedical Ethics (3 credits)

This course provides an introduction to moral reasoning through a philosophical examination of major problems in biomedical ethics, such as abortion, euthanasia, allocation of resources, medical experimentation, genetic engineering, confidentiality, among others. Students will be introduced to the idea that ethical problems are largely a matter of reason; that progress toward solutions can be gained through an application of normative ethical (philosophical) theory. Prerequisite: COMP 2000, COMP 2010 or COMP 2020 or COMP 2000H.

PHIL 3180H Biomedical Ethics Honors (3 credits)

This course provides an introduction to moral reasoning through a philosophical examination of major problems in biomedical ethics, such as abortion, euthanasia, allocation of resources, medical experimentation, genetic engineering, confidentiality, among others. Students will be introduced to the idea that ethical problems are largely a matter of reason, that progress toward solutions can be gained through an application of normative ethical (philosophical) theory. Prerequisite: COMP 2000, COMP 2010, or COMP 2020 or COMP 2000H. Honors students only.

PHIL 3200 Ethics and Sport (3 credits)

This course provides an introduction to moral reasoning through a philosophical examination of major problems in sports, such as the nature of sportsmanship, drugs, violence, commercialization, and gender equality, among others. Students will be introduced to the idea that ethical problems are largely a matter of reason; that progress toward solutions can be gained through an application of normative ethical (philosophical) theory. Prerequisite: COMP 2000, COMP 2010 or COMP 2020 or COMP 2000H.

PHIL 3220 Philosophy of Science (3 credits)

A study of the conceptual foundations of modern science. The course focuses on the philosophical analysis of

scientific method and its basic concepts and assumptions. Prerequisite: COMP 2000, 2010, or 2020 or COMP 2000H.

PHIL 3360 Environmental Ethics (3 credits)

This course provides an introduction to moral reasoning through the philosophical examination of major problems in environmental ethics, such as the relationship between human beings and living and non-living environments, controlling nature, and land use, assessing risk, responsibility to future generations, and the role of science, among others. Students will be introduced to the idea that ethical problems are largely a matter of reason; that progress toward solutions can be gained through an application of normative ethical (philosophical) theory. Prerequisite: COMP 2000, COMP 2010, or COMP 2020 or COMP 2000H.

PHIL 3510 Ancient Philosophy (3 credits)

A study of the classic works of philosophy focusing on Plato and Aristotle, and might include discussion of various Pre-Socratic and Hellenistic philosophers. The emphasis throughout will be on understanding, analyzing, and evaluating arguments of the philosophers. Prerequisite: COMP 2000, 2010, or 2020 or COMP 2000H.

PHIL 3520 Modern Philosophy (3 credits)

A study of the classic works of philosophy focusing on the rationalists, the empiricists, and Kant. The emphasis throughout will be on understanding, analyzing, and evaluating arguments of the philosophers. Prerequisite: COMP 2000, 2010, or 2020 or COMP 2000H.

PHIL 3660 Philosophy of Law (3 credits)

A critical examination of basic analytic and normative questions pertaining to law. The course may include such topics as the nature of law, law and morality, legal responsibility, civil disobedience, and the justification of punishment. Prerequisite: COMP 2000, COMP 2010, or COMP 2020 or COMP 2000H.

PHIL 3670 Social and Political Philosophy (3 credits)

This course will examine significant philosophical contributions to an understanding of politics and society. Among the questions it will address are: What is the nature and basis of the state? Which form of government is best? How do we determine whether political institutions are just? What conceptions of human nature underlie various political philosophies? How are social goods and burdens justly divided? This course will draw from classical, modern, and contemporary sources in political philosophy. Prerequisite: COMP 2000, 2010, or 2020 or COMP 2000H.

PHIL 4100 Metaphysics (3 credits)

This course will examine the nature of metaphysical inquiry in general and the specific arguments advanced by philosophers to resolve or clarify fundamental metaphysical problems. The course may include topics such as the nature of existence, the debate between realists and antirealists, the nature of truth, the relationship between conceivability, possibility, and actuality, the status of substances and properties, the persistence of entities through change, and the problem of free will. Prerequisite: one PHIL course and COMP 2000, 2010 or 2020 or COMP 2000H.

PHIL 4200 Epistemology (3 credits)

This course will examine the nature of the philosophical study of human knowledge in general and the specific arguments advanced by philosophers to resolve or clarify fundamental epistemological problems. The course may include topics such as skepticism, the analysis of knowledge, the status of a priori knowledge, and theories of justification, memory, and perception. Prerequisite: one PHIL course and COMP 2000, 2010 or 2020 or COMP 2000H.

PHIL 4900 Special Topics in Philosophy (3 credits)

A careful and critical study of one or more of the outstanding works in philosophy and/or an in-depth study of one philosophical issue. May be repeated once for credit if content changes and with written consent of division director. Prerequisites: one PHIL course; and COMP 2000, COMP 2010, or COMP 2020.

PHIL 4990 Independent Study in Philosophy (1–3 credits)

The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. Written consent of instructor and division director required. Prerequisites: one PHIL course; and COMP 2000, COMP 2010, or COMP 2020 or COMP 2000H or PHIL 3180H.

PHS—Physiology

PHS 4904 Advanced Anatomy & Physiology for Health Professions (4 credits)

This course is a survey course of human physiology including functional anatomy. This course will be presented using an organ system approach and will cover cellular physiology, cardiovascular, renal, respiratory, gastrointestinal, endocrine, reproductive and nervous systems. The course emphasizes the correlation between anatomical structure and function, clinical application, and usage of correct anatomical terminology. Topics include cellular anatomy with an emphasis placed on the structural organization of the integument, musculoskeletal, cardiovascular, respiratory, digestive, renal, reproductive,

and nervous systems. Students apply these concepts in the anatomy laboratory setting using resources such as cadaver dissection, radiographs, MRI, CT scans.

PHS 5904 Advanced Anatomy and Physiology for Health Professions (5 credits)

The anatomy and physiology component is an intensive study of the human body and introduces the student to the macroscopic structure of the human body by using a regional approach. The course emphasizes the correlation between anatomical structure and function, clinical application, and usage of correct anatomical terminology. Topics include cellular anatomy with an emphasis placed on the structural organization of the integument, musculoskeletal, cardiovascular, respiratory, digestive, renal, reproductive, and nervous systems. Students apply these concepts in the anatomy laboratory setting using resources such as cadaver dissection, radiographs, MRI CT scans. The pathophysiology component is a comprehensive study of normal human physiology and focuses on the properties of living cells and tissues and the function of organ systems. Emphasis is placed on integration and control of systems with correlation to anatomical principles.

PHTT—Hybrid Entry DPT

PHTT 6802 Application of Evidence Based Practice (3 credits)

Evidence-based practice (EBP) integrates evidence from three sources to answer clinically relevant questions: 1) research literature; 2) clinician knowledge, experience, and judgment; and 3) patient values and circumstances. This course reviews and builds on content introduced in Introduction to Evidence-Based Practice, developing the role of the physical therapist as a scientific, evidence-based practitioner of physical therapy, and continuing to integrate critical inquiry and evidence-based practice throughout the curriculum. Emphasis will be on the use of statistical tools in appraising evidence, as well as the introduction of more complex sources of evidence, such as systematic reviews, meta-analysis, Cochrane reviews, clinical prediction rules, and clinical practice guidelines. The role of qualitative and mixed-methods research designs also will be explored.

PHYS—Physics

PHYS 1020 Concepts in Physical Science (3 credits)

This course is designed to introduce the student to the basic concepts of physical science. By surveying the fundamentals of physics and related sciences the student will obtain an appreciation of the basic tenets of science in general. The emphasis will be on the nature of science as a creative human enterprise, the key role that it plays in modern society, its relationship to technology and thereby

to the environment, its open-ended character as reflected in the dynamic nature of scientific concepts, and the human qualities of scientists and their social responsibility. Prerequisites: MATH 1030 or higher and COMP 1000 or higher.

PHYS 1500 Introduction to Astronomy (3 credits)

General survey of main topics in astronomy, including the sun/planets, the solar system, galaxies/nebulae, black holes/neutron stars, stellar evolution, and cosmology.

PHYS 2160 Essentials of Earth and Space Science (3 credits)

This course will cover topics from earth science, including the basic concepts needed to understand geology, oceanography, the atmosphere, the weather, and earth history. Topics from space science will include the sun, planets, solar system, the galaxy and larger structures, the composition and evolution of stars, cosmology, and exotic objects such as quasars and black holes. Prerequisite: PHYS 1020.

PHYS 2350 General Physics I/Lab (4 credits)

First of a two-part series covering mechanics, thermodynamics, vibrations, and waves. Includes laboratory sessions. This course has been exempted from the requirements of the Writing Across the Curriculum policy. Prerequisite: MATH 1250 or MATH 2100 or MATH 2100H.

PHYS 2360 General Physics II/Lab (4 credits)

Second of a two-part series covering electricity and magnetism, optics, and modern physics. Includes laboratory sessions. This course has been exempted from the requirements of the Writing Across the Curriculum policy. Prerequisites: PHYS 2350 and either MATH 1250 or MATH 2100 or MATH 2100H.

PHYS 2400 Physics I/Lab (4 credits)

This course covers the basic principles of kinematics, dynamics, work and energy, momentum, rotational motion, gravitation, oscillatory and wave motion, fluid mechanics, and thermodynamics. Includes laboratory sessions. This course has been exempted from the requirements of the Writing Across the Curriculum policy. Prerequisite: MATH 2200.

PHYS 2500 Physics II/Lab (4 credits)

This course covers the basic principles of electrostatics, magnetostatics, DC and AC circuits, electromagnetic waves, optics, and modern physics, in particular, the special theory of relativity, early quantum theory, semiconductor diodes, and transistors. Includes laboratory sessions. This course has been exempted from the requirements of the Writing Across the Curriculum policy. Prerequisite: PHYS 2400.

PHYS 3000 History of Physics (3 credits)

This course covers some of the major developments in physics from antiquity to the present, puts the physics into a historical context, and introduces some of the associated philosophical issues, in particular, how physics has influenced conceptions of the nature of reality.

Prerequisites: PHYS 2500 or both MATH 2100 or MATH 2100H and PHYS 2360.

PHYS 3100 Introduction to Biophysics (3 credits)

Applications of physical principles to aspects of biology and medicine. Topics include: Diffusion and osmosis, the thermodynamics of living systems, fluid mechanics, medical imaging and radiation therapy, the nervous system and the physical basis of perception, hydrophobic and hydrophilic interactions, protein folding and aggregation, and cell signaling. Prerequisites: BIOL 1500 and MATH 2100 or MATH 2100H, and PHYS 2360 or PHYS 2500.

PHYS 3200 Thermodynamics (3 credits)

This is an intermediate course in thermodynamics. The course covers classical thermodynamics and introduces statistical mechanics. Prerequisites: PHYS 2500 and MATH 3200.

PHYS 3300 Fundamentals of Optics (3 credits)

This is an introductory optics course that covers the fundamental principles of geometrical and physical optics with some emphasis on the optics of vision. It also serves as an introduction for students of optometry and related sciences. This course has been exempted from the requirements of the Writing Across the Curriculum policy. Prerequisites: PHYS 2350 or higher and MATH 2100 or MATH 2100H.

PHYS 3400 Astronomy and Astrophysics I (3 credits)

This is the first of a two-part series covering the concepts of astrophysics including the analysis of electromagnetic radiation from space, telescope technology, celestial mechanics and stellar evolution. Students will study the importance of astrophysics in our society and the topics and methods of modern astronomical research in the field of stellar and galactic astrophysics and instrumentation. Prerequisite: PHYS 2360 or higher, and MATH 2200.

PHYS 3450 Astronomy and Astrophysics II (3 credits)

The second of a two-part series covering the concepts of astrophysics such as the structure and physics of galaxies, the distribution of objects in the expanding universe, the Big Bang theory, and the evolution of celestial bodies. Students will study and apply the topics and methods of modern astronomical research in the field of extragalactic astronomy, cosmology, and space science. Prerequisite: PHYS 3400.

PHYS 3500 Introduction to Mechanics (3 credits)

This course covers basic topics in the mechanics of systems of particles and rigid bodies. Topics covered include vectors, rectilinear and planar motion, non-inertial coordinate systems and fictitious forces, oscillations, three-dimensional motion, gravity, central forces, and Lagrangian mechanics. This course has been exempted from the requirements of the Writing Across the Curriculum policy. Prerequisites: PHYS 2500 and MATH 3400.

PHYS 3550 Non-linear Dynamics (3 credits)

This course introduces the student to the basic concepts of nonlinear dynamics, chaos, and related topics in nonlinear dynamics, via numerical simulations, and the detection and quantification of chaos in experimental data. Emphasis will be on the physical concepts and examples, rather than mathematical proofs and derivations. Topics covered include: phase planes, limit cycles, bifurcations, Lorenz equations, fractals, and strange attractors. The course will be taught at a level accessible to advanced undergraduate students in all fields of science and engineering. Prerequisites: PHYS 2500 and MATH 3400.

PHYS 3610 Electromagnetic Theory I (3 credits)

This course covers the fundamentals of electromagnetic theory. Topics covered include vector calculus, electrostatics, magnetostatics, solutions of Laplace and Poisson equations, electric and magnetic fields inside matter. Prerequisites: PHYS 2500 and MATH 3200.

PHYS 3650 Electromagnetic Theory II (3 credits)

This is the continuation of Electromagnetic Theory I. Topics covered include Maxwell's equations, electromagnetic waves, radiation, and relativity. Prerequisite: PHYS 3610.

PHYS 3700 Modern Physics (3 credits)

This is an introductory modern physics course covering special relativity, quantum mechanics, nuclear, and particle physics. The concepts will be applied to a variety of situations, including some in the field of medicine. This course has been exempted from the requirements of the Writing Across the Curriculum policy. Prerequisite: PHYS 2500.

PHYS 3750 Modern Physics II (3 credits)

Continuation of PHYS 3700. This course covers introductory quantum mechanics, including Hilbert spaces, the Schrodinger equation, spin, and perturbation theory. Applications to one-dimensional problems, the harmonic oscillator, and the hydrogen atom are included. This course has been exempted from the requirements of the Writing Across the Curriculum policy. Prerequisite: PHYS 3700.

PHYS 3800 Introduction to Elementary Particle Physics (3 credits)

Introduction to particle physics, covering topics that include group theory, properties of elementary particles, the electromagnetic, strong and weak nuclear interactions, gauge theories, and unification. This course has been exempted from the requirements of the Writing Across the Curriculum policy. Prerequisites: PHYS 3650 or PHYS 3750.

PHYS 3900 Mathematical Methods for Physicists (3 credits)

This course introduces and applies the relevant mathematics required to solve advanced problems in physics. Among the topics included are vector analysis, linear algebra, Fourier series and transforms, differential equations, special and complex functions, and probability and statistics. Prerequisite: PHYS 3500 and MATH 3200.

PHYS 4000 Advanced Physics Laboratory I (2 credits)

This is an upper-level laboratory course in which a variety of advanced experiments will be performed. This is an intensive laboratory course, with a strong emphasis on independent data analysis and dissemination of results. Students will learn laboratory skills and also gain valuable practice using statistical methods of data analysis. Prerequisite: PHYS 3700.

PHYS 4050 Advanced Physics Laboratory II (2 credits)

This is the second part of an upper-level laboratory course in which a variety of advanced experiments will be performed. This is an intensive laboratory course, with a strong emphasis on independent data analysis and dissemination of results. Students will learn laboratory skills and also gain valuable practice using statistical methods of data analysis. Prerequisite: PHYS 4000.

PHYS 4400 Science of Planets and Solar Systems (3 credits)

This interdisciplinary course is an advanced introduction to the linked research of planetary systems, extrasolar planets, astrobiology, astrochemistry, and astronautics, as well as the cultural changes expected from future discoveries in those fields. Topics include the physics of the solar system such as the sun, planets, moons, comets and asteroids; the properties of other solar systems and ultimately the search for another Earth and life in space. This course is designed for physics and science students and is also suited for engineering students interested in space science and astronautics. Prerequisite: PHYS 3400.

PHYS 4500 Advanced Mechanics (3 credits)

This course will cover advanced topics in mechanics. Topics to be covered include Lagrangian mechanics,

two-body central force problems, coupled oscillators and normal modes, Hamiltonian mechanics, non-inertial frames, and rigid body motion. Prerequisite: PHYS 3500.

PHYS 4600 Quantum Mechanics I (3 credits)

First of a two-part series covering the fundamentals of quantum mechanics, covering the wave function, the Schrödinger equation, and elementary statistical mechanics. Prerequisites: PHYS 3500 and PHYS 3700 and MATH 3200.

PHYS 4650 Quantum Mechanics II (3 credits)

This course is a second of two-part series covering the fundamentals of quantum mechanics, applications using the time-dependent Schrödinger equation, time-independent and time-dependent perturbation theory, the variational principle, the WKB approximation, the adiabatic approximation, and scattering. Prerequisites: PHYS 4600

PHYS 4900 Special Topics in Physics (1–3 credits)

Topics in physical science that are not included in regular course offerings and may be taken without prerequisites. Special content is announced in the course schedule for a given term. Students may re-enroll for special topics covering differing content.

PHYS 4950 Internship in Physics (1-12 credits)

A work experience for 16 weeks in the student's major area of study or area of career interest. Consult academic division for specific details and requirements. Prerequisites: cumulative GPA of 2.5 or higher, major GPA of 3.0 or higher, completion of 60 or more credit hours, supervision of instructor, and permission of academic director.

PHYS 4990 Independent Study in Physics (1–12 credits)

The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. Prerequisite: to be determined by the faculty and division director.

PHYS 4990A Independent Study in Physics (A) (1–12 credits)

The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. Prerequisite: to be determined by the faculty and division director.

PHYS 4990B Independent Study in Physics (B) (1–12 credits)

The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. Prerequisite: to be determined by the faculty and division director.

PHYS 4990C Independent Study in Physics (C)
(1–12 credits)

The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. Prerequisite: to be determined by the faculty and division director.

POLS—POLS-Politics and Public Affairs

POLS 1010 American Government and Politics
(3 credits)

An introduction to the processes of the American national and local forms of government. Included are the nature and structure of government, its characteristics and functions, and the intimate relation of government to other interests.

POLS 1200 Introduction to Political Science
(3 credits)

This course will provide the student with an overview of political science with an emphasis on such topics as: the formation and evolution of government institutions and structures; the evolution of political participation, culture and ideology in both a domestic and international context; and policy formation and implementation (both domestic and foreign); and international relations. In doing this, students will be introduced to the basic vocabulary of the discipline, learning about the different ways that political issues and processes are studied.

POLS 2010 Comparative Government (3 credits)

This course will examine the elements of foreign political systems such as constitutions, political parties, institutions, historical development, and ideology using the United States as a frame of reference. Attention will be given to how legislation is enacted, how elections are conducted, and the relationship between the judicial, executive, and legislative branches of government.

POLS 2100 State and Local Government (3 credits)

This course is designed to provide a basic knowledge of how state and local governments operate, and how political decisions are made by these governments. The course will also address how federalism impacts these units of government. It will examine the political actors—legislators, governors, interest groups—that affect state and local politics, as well as specific local/state policy issues. Prerequisite: COMP 1500 or COMP 1500H.

POLS 2300 International Relations (3 credits)

This course will introduce students to various theories and concepts used by scholars in the field of international relations and demonstrate their practical application to understanding major issues in contemporary international

politics such as war, globalization, international trade and finance, the role of international organizations, ethnic conflict and peacekeeping, proliferation of nuclear weapons, migration and poverty, and the role of international organizations and NGOs. Prerequisite: COMP 1500 or COMP 1500H.

POLS 2915 Research Methods in Political Science
(3 credits)

This course provides an introduction to the methods that political scientists use to answer questions. The course is intended to provide students with analytic tools with which they can critically evaluate political science research, and train the student to pose and answer research questions of their own. Students will learn how to formulate research questions, how to prepare hypotheses, design a research plan to test their hypotheses, select the correct methodology and analyze the information collected. This course will cover both quantitative and qualitative methodologies. The course will discuss statistical analyses, historical case studies, interview techniques, formal modeling and computational modeling. Prerequisites: POLS 1200 and COMP 2000 or 2020 or COMP 2000H.

POLS 3100 Political Theory (3 credits)

This course is designed to familiarize students with major authors and concepts in political theory. Emphasis is placed on both historical and contemporary debates surrounding important political concepts such as authority, justice, liberty, and democracy. The course will also consider major political theories and political ideologies that influenced past societies and continue to shape the world. Prerequisites: POLS 1200 and COMP 2000 or 2020 or COMP 2000H.

POLS 3200 The Congress (3 credits)

This course is an intensive look at the legislative branch of the American government, exploring the politics, processes, and policies that make up the Congress. The course focuses on how Congress works, including factors such as constituent pressures, the media, lobbyists, campaigns, representation and elections, party leadership, committee power, rules and procedures, and inter-branch relations. Emphasis is given to the modern Congress and how historical developments have impacted the modern political process, through attention to a variety of current issues such as homeland security, health care, immigration, defense policies, education, and the environment. Prerequisite: POLS 1010 or POLS 1200 and COMP 2000 or 2020 or COMP 2000H.

POLS 3400 The Presidency (3 credits)

This course provides a comprehensive overview of the American presidency, including the evolution of the office; presidential powers; relations with Congress, the courts, the mass media and interest groups; public opinion;

electoral politics; White House decision-making; and the president's impact in domestic and foreign affairs. This course will examine both individual presidents and the presidency as an institution. Prerequisites: POLS 1010 or POLS 1200 and COMP 2000 or 2020 or COMP 2000H.

POLS 3500 Global Politics (3 credits)

This course offers an issue-based examination of world politics. Drawing on theories and practices in the field of international relations, the course will examine pressing and important problems in the world today such as global warming, terrorism, failed states, international public health, transnational organizations, human rights, drug trafficking and global crime. Each issue will be framed in appropriate theoretical, historical and contemporary perspectives, and problem solving exercises will be utilized in order to arrive at a fuller understanding of the dynamics of world politics. Prerequisites: POLS 2300 and COMP 2000 or 2020 or COMP 2000H.

POLS 3600 Voting and Elections (3 credits)

This course will focus on the process and procedures by which American public opinion is formally tallied: voting in elections. Emphasis will be placed on deepening an understanding of the theory and practice of American politics by exploring the right to vote, the forces that shape who votes, and the many ways that the vote can be manipulated without breaking the law. Prerequisites: POLS 1010 or POLS 1200 and COMP 2000 or 2020 or COMP 2000H.

POLS 4100 European Union (3 credits)

This course will examine the historical development, the political parties, and the institutions (Commission, Parliament, Council of Ministers) of the European Union. Attention will be given to how European Union policies are developed, enacted and enforced as well as the effect of European rules upon the domestic legal systems of the twenty-seven member states. Students will consider to what extent the European Union will continue its development in terms of both increased horizontal and vertical integration. Students will also appraise to what extent the European Union protects the human rights and economic interests of its citizens and how effectively it functions as a unit in the international arena. Prerequisites: POLS 1200 and COMP 2000 or 2020 or COMP 2000H.

POLS 4200 Latin American Politics (3 credits)

This course will examine the politics of Latin America. Emphasis will be placed on the political, economic, and social developments that have contributed to Latin America's current state of development. The course will also examine the political development of Latin American states, the impact of the Cold War, internal political conflict and the role of the military in these conflicts, and democratization and social movements. Some of the aspects that will be highlighted are the effect

of colonization on the region's economic development, the impact of revolution, and the effects of migration. Prerequisite: POLS 1200 and COMP 2000 or 2020 or COMP 2000H.

POLS 4300 Middle Eastern Politics (3 credits)

This course will examine the politics of the Middle East. Emphasis will be placed on the political, economic and social developments that have contributed to current tensions in the Middle East. The course will also examine the political development of Middle Eastern states, the phenomenon of Arab nationalism, Islamism, the Palestinian-Israeli conflict, democratization, oil and economic development and regional security. Some of the aspects that will be highlighted are an understanding of the Arab-Israeli conflict, events surrounding Iraq, and changing patterns in other countries such as Iran, Syria, Lebanon and Egypt. Prerequisite: POLS 1200 and COMP 2000 or 2020 or COMP 2000H.

POLS 4900 Special Topics in Politics and Public Affairs (3 credits)

An advanced course in selected topics in politics/public affairs. Specific focus to be announced. May be repeated once for credit, if content changes and with written consent of division director. Prerequisites: one POLS course and COMP 2000, 2010, or 2020 or COMP 2000H.

POLS 4990 Independent Study in Politics and Public Affairs (1–3 credits)

The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. Written consent of instructor and division director required. Prerequisites: One POLS course and COMP 2000, COMP 2010 or COMP 2020 or COMP 2000H.

PSYC—Psychology

PSYC 1020 Introduction to Psychology (3 credits)

An introduction to theory, research, and applications in the field of psychology. Topics include biological bases of behavior, perception, learning and memory, psychological development, personality, social psychology, and the identification and treatment of mental illness.

PSYC 1020H Introduction to Psychology Honors (3 credits)

An introduction to theory, research, and applications in the field of psychology. Topics include biological bases of behavior, perception, learning and memory, psychological development, personality, social psychology, and the identification and treatment of mental illness. Prerequisite: Honors Students Only.

PSYC 1410 Personal Career Development (3 credits)

The process of career development applied to oneself: identifying vocational interests and aptitudes, obtaining information about occupations, and establishing career plans. Useful for students adjusting to the college role.

PSYC 2000 Introduction to the Counseling Profession (3 credits)

Overview of the history and foundational aspects of counseling including legal aspects, the importance of the helping relationship, basic skills, requirements for working in specific settings, and the expertise needed for working with special populations.

PSYC 2010 Cognitive Processes (3 credits)

This course will provide an introduction to experiments (methods and results) and theory in cognitive psychology. Topics covered will include object recognition, attention, memory, concepts, language, imagery, problem solving and reasoning and the neural bases of cognitive processes. Prerequisite: PSYC 1020 or PSYC 1020H.

PSYC 2020 Foundations of Clinical and Counseling Psychology (3 credits)

This course serves as an overview of Clinical and Counseling Psychology. It will define clinical/counseling psychology, discuss the training and employment of clinical/counseling psychologists, examine the assessment and treatment tools routinely used by clinical/counseling psychologists, review some of the current and emerging clinical/counseling psychology subspecialties, and discuss current trends and issues found within the field of clinical/counseling psychology. Prerequisite: PSYC 1020 or PSYC 1020H.

PSYC 2100 Biological Bases of Behavior (3 credits)

This course provides a survey of genetic, neural, and endocrine bases of behavior. Focus topics include brain neuroanatomy, neural communication, sensory processes, motivation, emotion, and arousal. Prerequisite: PSYC 1020 or PSYC 1020H.

PSYC 2110 Human Sexuality (3 credits)

Anatomy/ physiology of the human sexual system, the human sexual response, the range of sexual behaviors, and sources of attitudes and beliefs about sexuality. Prerequisite: PSYC 1020 OR PSYC 1020H OR SOCL 1020.

PSYC 2110H Human Sexuality Honors (3 credits)

Anatomy/ physiology of the human sexual system, the human sexual response, the range of sexual behaviors, and sources of attitudes and beliefs about sexuality. Prerequisite: PSYC 1020 OR PSYC 1020H OR SOCL 1020. Honors Students Only.

PSYC 2160 Social Psychology (3 credits)

This course provides an introduction to the scientific study of how people's thoughts, feelings, and behaviors are influenced by the real or imagined presence of other people. Topics such as self-perception, judgment and decision-making, rationalization, attitude change, conformity, social influence, obedience, attraction, love, aggression, violence, altruism, deception, nonverbal communication, and prejudice will be covered. Prerequisite: PSYC 1020 or PSYC 1020H.

PSYC 2160H Social Psychology Honors (3 credits)

This course provides an introduction to the scientific study of how people's thoughts, feelings, and behaviors are influenced by the real or imagined presence of other people. Topics such as self-perception, judgment and decision-making, rationalization, attitude change, conformity, social influence, obedience, attraction, love, aggression, violence, altruism, deception, nonverbal communication, and prejudice will be covered. Prerequisite: PSYC 1020 or PSYC 1020H and Honors Students Only.

PSYC 2300 Behavior Modification (3 credits)

This course introduces students to the concepts and principles of behavior analysis and behavior modification techniques applied to diverse areas such as mild and severe behavior problems in children and adults, behavior medicine, organizational behavior, sports psychology, and self-management. Prerequisite: PSYC 1020 or PSYC 1020H.

PSYC 2330 Interpersonal Communication (3 credits)

Study of human communications, interpersonal relationships, and the impact of communication on behavior. Topics include verbal and nonverbal behavior, development of relationships, and conflict management skills. Experiential learning included.

PSYC 2350 Life-Span Human Development (3 credits)

This course is designed to provide the student with an understanding of systematic changes within the individual from conception through death. Unlike many studies of development, this course is structured around issues of development rather than examination of development from a chronological perspective. This structure will allow the student to more completely grasp life-span issues. Family, social roles, lifestyle, psychological disorders, mental abilities, and death and dying will be examined. Prerequisite: PSYC 1020 or PSYC 1020H.

PSYC 2360 Adolescent Psychology (3 credits)

This course will provide an overview of the principles, theories, and research pertaining to the development of the adolescent. Topics include physical, emotional, social,

intellectual, moral, and personality development, as well as the importance of the home, school, and community. Prerequisite: PSYC 1020 or 1020H.

PSYC 2370 Early Childhood Growth and Development (3 credits)

Students in this course will critically examine theories and research concerning the cognitive, social-emotional, and physical development of the typical and atypical child from birth to age eight. Emphasis will be placed on the ability to observe and describe child behavior and to understand the principles and processes that govern growth and development in the early childhood years. Implications of knowledge of child development for parental behavior, professional practices, and social policy will also be considered. Prerequisite: PSYC 1020 or 1020H.

PSYC 2390 Adulthood and Aging (3 credits)

Developmental experiences of maturity. Physiological and psychological aspects of aging. Prerequisite: PSYC 1020 or 1020H.

PSYC 2450 Forensic Psychology (3 credits)

This course describes various interactions between psychology and the legal system. It discusses how psychologists assist law enforcement agencies in the selection, training, and evaluation of law enforcement officers and in conducting criminal investigations. It also describes the various forensic psychology roles in civil and criminal proceedings. Lastly, this course will highlight ways in which forensic psychologists can work to influence public policy. Prerequisite: PSYC 1020 or 1020H.

PSYC 2460 Health Psychology (3 credits)

This course covers stressors and health, health behavior promotion, and psychological treatment for cancer, heart disease, and other medical disorders. Prerequisites: PSYC 1020 or 1020H.

PSYC 2470 Loss, Grief, and Bereavement (3 credits)

This course addresses the issues of loss accompanying the death of a loved one and the handling of grief for people of all ages. Sensitizes students to their own feelings about death, describes the rites of passage, and identifies methods of resolution for grief. This course will be beneficial to individuals in their own lives, as well as those who will be involved in counseling. Prerequisite: PSYC 1020 or 1020H.

PSYC 2630 Ethical and Professional Issues in Mental Health (3 credits)

This course examines ethical issues faced by mental health professionals today. Conflicts among personal, legal, and professional demands will be explored in depth. This course will also focus on how mental health professionals are challenged by and learn to manage

ethical dilemmas around such issues as self-disclosure, harm reduction, dual relationships, and limits of confidentiality.

PSYC 2900 Introduction to Quantitative Psychology (3 credits)

This course is an introduction to the quantitative methods employed by psychologists and other social scientists to answer their empirical questions. You will learn both descriptive and inferential statistics during the semester. After you have taken this course, you should be better able to understand and interpret the results sections of articles in scientific journals. You will understand, for example, what it means to say that two groups have different levels of anxiety at a statistically significant level, and what calculations are involved in drawing such a conclusion. As another example, you should come away from this class with a good understanding of what it means (and, importantly, what it does not mean) to say that crime rates and ice cream sales are positively correlated. Prerequisites: MATH 2020 or MATH 2020H or MATH 3020 or MATH 3020H and PSYC 1020 or PSYC 1020H.

PSYC 3000 Psychological Research Methods (3 credits)

This course covers the methodological tools used in psychological research studies, with specific emphasis on observational, correlational, experimental, and quasi-experimental designs. Students will develop testable hypotheses, design a quantitative experimental research study, and use APA-format to write a report similar to those found in professional psychological journals. Prerequisites: PSYC 2900.

PSYC 3030 Experimental Psychology (3 credits)

This course offers laboratory experience in various areas of experimental psychology. Fundamental assumptions and principles of scientific observation and research design are discussed. Students will learn how to conduct and report experiments in various core areas of psychology. Students will learn how to conduct, interpret and evaluate research and to communicate research findings. Prerequisite: PSYC 3000.

PSYC 3070 Stress Management (3 credits)

This course examines the process and complexities of stress management, its impact on the work place, and the overall quality of work life in an organization. Stressful events and conditions will be presented and analyzed from three perspectives: individual vulnerability to stressors, the environment in which vulnerability is exposed to stressors, and the resulting behavioral symptoms. Prerequisites: PSYC 1020 or 1020H.

PSYC 3180 Stereotypes, Prejudice, and Discrimination (3 credits)

This course examines how individuals, groups, and

cultures develop stereotypes. The course also explores how these stereotypes are used for prejudicial and discriminatory purposes toward other individuals and/or groups. Finally, the course explores the impact of both implicit and explicit prejudice. Prerequisite: PSYC 1020 or 1020H.

PSYC 3200 Evolutionary Psychology (3 credits)

This course will serve as an overview to the theoretical approach of evolutionary psychology as well as a survey of some of the major topics areas that have been approached from an evolutionary perspective. Adaptationism is the position of claiming that many of the traits we observe in organisms (including present-day humans) exist in their current form because of past evolutionary benefits. Students are expected to develop the ability to evaluate adaptationist hypotheses, to understand the fundamental differences between the evolutionary approach and traditional social science approaches (esp. tabula rasa behaviorism), and to recognize/avoid the common errors of naïve adaptationism. Prerequisite: PSYC 1020 or 1020H.

PSYC 3210 Personality (3 credits)

Survey of psychoanalytic, humanistic, cognitive, and behavioral theories of personality. Current issues and personality research. Prerequisites: PSYC 1020 or 1020H.

PSYC 3260 Abnormal Psychology (3 credits)

Diagnoses, causes, and prognoses for the various categories of psychological disorders. Case studies supplement and illustrate theory and research. Prerequisite: PSYC 1020 or 1020H.

PSYC 3270 The Psychology of Criminal Behavior (3 credits)

This course provides an overview of the psychology related to criminal actions. The course will focus on some of the developmental, biological, neurological, behavioral, cognitive, and social forces shown to influence criminal thinking and behavior. The class will also cover characteristics of several specific criminal subpopulations including psychopaths, sexual predators, female offenders, substance abusers, serial killers, and mentally disordered criminal offenders. Prerequisite: PSYC 1020 or 1020H.

PSYC 3280 Child and Adolescent Psychopathology (3 credits)

This course will review prevalence, etiology, diagnostic criteria, co-morbidity, sampling patterns and outcome across the major childhood and adolescent behavioral disorders. Prerequisite: PSYC 2350 or PSYC 2370 or PSYC 2380.

PSYC 3330 Principles of Applied Behavior Analysis (3 credits)

This course will focus on the basic principles of applied behavior analysis (ABA). Students will learn the philosophy and science of applied behavior analysis and their relation to behavioral interventions, the basic vocabulary and concepts in the field, strategies for measuring, increasing, and decreasing behaviors, and ethical considerations in the application of ABA in a variety of settings. Prerequisite: PSYC 2300.

PSYC 3350 Assessment in Applied Behavior Analysis (3 credits)

This course covers the selection of assessments in Applied Behavior Analysis (ABA), behavioral intervention strategies and change procedures, evaluation and assessment strategies, and methods of accountability in ABA interventions. In addition, focus will be placed on the experimental evaluation of interventions, measurement of behavior, and displaying and interpreting data using single-subject and small group design. The course will also address the ethical use of intervention strategies and making decisions regarding ethical treatment for individuals with a variety of challenges. Prerequisite: PSYC 2300.

PSYC 3360 Psychology of Gender (3 credits)

This course examines theories about, as well as the psychological and social factors related to, gendered identities, roles, and behaviors. Prerequisite: PSYC 1020 or 1020H or SOCL 1020.

PSYC 3370 Interventions in Applied Behavior Analysis (3 credits)

This course will focus on behavior change procedures and system supports for those interventions. The course will also consider evaluation strategies used in both research and in the ethical provision of interventions. It will cover a variety of effective behavioral strategies as well as measurement and assessment of strategies. Additional focus will be placed on the interpretation of the research literature to make sound decisions about assessment and intervention strategies for a variety of populations. Prerequisite: PSYC 2300.

PSYC 3400 Sports Psychology (3 credits)

This course includes an analysis of the social and psychological dimensions in sport. Emphasis is placed on social and psychological theories and research related to physical activity, physical education, corporate fitness, and athletic programs. Prerequisite: PSYC 1020 or 1020H.

PSYC 3450 Foundations of Therapeutic Interviewing (3 credits)

General principles of effective interviewing. Skills and techniques for achieving various interview goals, with an

emphasis on counseling interviews and the establishment of helping relationships. Prerequisite: PSYC 2000 or PSYC 2020.

PSYC 3480 Industrial/Organizational Psychology (3 credits)

Survey of psychology as applied to work emphasizing a general knowledge of industrial/organizational psychology as well as its application to the solving of real-world problems. Discussion of personnel decisions, organizational training, organizations and their influence on behavior, job satisfaction, job design, and organizational development, human factors, and environmental stressors on workers. Prerequisite: PSYC 1020 or 1020H.

PSYC 3500 Community Psychology (3 credits)

Prevention, recognition, and mobilization of individual and community resources for helping solve psychological problems. The role of psychologically trained change agents in the human services field. Prerequisites: PSYC 1020 or 1020H.

PSYC 3520 Principles of Learning (3 credits)

Principles of Learning examines theories and research concerning the basic principles and concepts of learning. Theories of classical and operant conditioning will be explored, in addition to selected theories which explore the interaction between learning, memory and motivation. Additionally, basic neuroanatomy and neurochemistry underlying various learning processes will also be introduced. Prerequisite: PSYC 1020 or 1020H.

PSYC 3570 Psychology and Physiology of Substance Abuse (3 credits)

This course will provide a sound introduction to the pharmacology and physiology of licit and illicit drugs. Psychological effects of psychoactive substances will be explored. Signs and symptoms of substances abuse, diagnostic criteria for evaluating chemical dependency (including familiarization with the Diagnostic and Statistical Manual of Mental Disorders) and physical and psychiatric disorders related to substance abuse will be studied. Among the topics covered will be HIV/AIDS, an introduction to dual diagnosis, relapse, and relapse prevention. Prerequisite: PSYC 1020 or PSYC 1020H.

PSYC 3580 Rehabilitation Strategies for Substance Abuse (3 credits)

This course will focus on the various types of therapeutic approaches that may be successfully employed in the treatment of substance abuse problems and the types of facilities available. Treatment planning, clinical documentation and supervision, influences of managed care and other third-party payers will be thoroughly examined. Special needs and approaches to rehabilitation for women, adolescents, and specific cultural groups will be addressed. Intervention strategies, including

information and referral services, self-help groups, and employee-assistance programs will be covered. Ethical and treatment issues related to managed care and the rehabilitation process will be discussed. Prerequisite: PSYC 1020 or PSYC 1020H.

PSYC 3600 Criminal Justice and Substance Abuse (3 credits)

This course will focus on the interface between treatment providers and the criminal justice system. The student will learn how to work within the various levels of the court system (juvenile, appellate, superior), as well as diversionary programs, such as drug court. Involuntary commitment procedures, state regulations, and federal requirements will be explored in detail. In addition, the social impact and historical influences of drugs on society will be examined. Prerequisite: PSYC 1020 or PSYC 1020H.

PSYC 3620 Drug Prevention and Education (3 credits)

The classification and identification of drugs as well as behavioral criteria for recognizing alcohol and drug abuse are reviewed. Specific attention is paid to prevention, intervention, and education strategies within the family, school, and the community. Methods for designing, implementing, and evaluating effective prevention programs among various cultures are examined. This course is designed to be of immediate practical use to counselors, teachers, and other professionals interested in effective drug prevention and education.

PSYC 3710 History and Theories of Psychology (3 credits)

Exploration of the historical roots of psychology, and the bases and growth of psychology as a science. Examines the major historical and contemporary theories of psychology with an emphasis on enduring issues. Prerequisite: PSYC 1020 or 1020H.

PSYC 3760 Multicultural Issues in Psychology (3 credits)

Issues relevant to the field of psychology. Examinations of different cultural groups and their values as they pertain to the individual, the family, time, proxemics (personal and interpersonal space), communication styles, and body language. Different cultural worldviews will be explored as they pertain to locus of control, conception of mental illness, and attitude toward seeking psychological help. Prerequisite: PSYC 1020 or 1020H.

PSYC 3800 Current Psychotherapies (3 credits)

This course is a comprehensive introduction into the most popular counseling theories and techniques currently in use. The needs of special populations, including substance abuse clients, adolescents, and clients from other cultures are examined. Prerequisite: PSYC 1020 or PSYC 1020H.

PSYC 3900 Neuropsychology (3 credits)

This course will introduce students to higher cognitive functioning including language, memory and executive functioning. Neurological syndromes associated with damage to specific brain areas will be discussed along with their behavioral manifestations. Additionally, cerebral asymmetry and sex differences in brain organization will be introduced. This course will conclude with a review of neuropsychological instruments. Prerequisite: PSYC 1020 or 1020H.

PSYC 3920 Sensation and Perception (3 credits)

This class will cover the fundamentals of the sensory world, such as taste, touch, vision, hearing and extrasensory phenomenon. Students in sensation and perception will explore the value of each sense in the perceptual world and will be encouraged to consider what life would be like without each sense. Perceptual illusions will be employed in order to encourage students to delve into the neural underpinnings of sensory perception. Through studying the pathways from sensations to perceptions, students will gain an appreciation of the fragility of perceptions. Prerequisite: PSYC 1020 or 1020H.

PSYC 4300 Psychophysiology (3 credits)

This course is designed to introduce students to the field of psychophysiology, with a focus on human psychophysiology and physiological measures of emotion and cognition. Students in this course will examine the theory of psychophysiology as well as common psychophysiological techniques. Prerequisite: PSYC 1020 or 1020H.

PSYC 4400 Hormones and Behavior (3 credits)

Students in Hormones and Behavior will develop an understanding of the many topics related to behavioral endocrinology. This course will review the interrelationships among the major classes of hormones, brain and behavior. Prerequisite: PSYC 1020 or 1020H.

PSYC 4700 Practicum in ABA I (3 credits)

This introductory practicum is designed to partially meet the supervision requirements for the BCABA certification. Students will participate in at least 6 hours per week in a supervised experience that will allow them the opportunity to apply ABA principles. Supervision will take place weekly in an individual and group format and will address both increasing and decreasing behavior. 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: PSYC 3330.

PSYC 4800 Practicum in Psychological Research (3 credits)

This course provides practical experience in conducting psychological research, under the supervision of the Division of Social and Behavioral Sciences. Students will read relevant research literature in professional psychological journals, develop a testable hypothesis, design and run an empirical research study, analyze data from the study, and write a full APA-format research paper. Prerequisite: PSYC 3000.

PSYC 4810 Practicum in Community Psychology (3 credits)

Experience in applying psychological principles in a human services agency. Supervision onsite; weekly team meetings at the university. Written reports required. Prerequisites: PSYC 2000 or PSYC 2020 and PSYC 3450.

PSYC 4840 Advanced Practicum in Psychology (3–6 credits)

Students will gain experience in a specialty area of psychology by working with teams of faculty members and graduate students. They will be able to observe and participate in both research and applied clinical work. Prerequisites: PSYC 3000.

PSYC 4880 Senior Seminar in Psychology (3 credits)

Students will have the opportunity to integrate information from a variety of specialties in psychology. Each seminar will have a focal theme that will allow students to gain new perspectives, as well as apply knowledge from prior courses and experiences. This course is presented as a capstone experience, therefore students with advanced standing in the psychology major will benefit the most from the seminar. Prerequisite: PSYC 3000.

PSYC 4900 Special Topics in Psychology (3 credits)

Advanced study in selected areas in psychology. Specific focus to be announced. May be repeated once for credit if content changes. Prerequisite: PSYC 1020 or 1020H.

PSYC 4901 APS Capstone Course in Psychology/ Substance Abuse Studies (3 credits)

APS Capstone Course in Psychology/Substance Abuse Studies: This course is reserved for students who are enrolled in the Applied Professional Studies Program. Through a series of written assignments, this course provides students with an opportunity to integrate previous learning and experience with a concentration in either psychology or substance abuse studies to form a unique course of academic study. Given that the APS major is individualized to a large extent based on a student's interests and past experiences, this course ordinarily will be conducted as an independent study and will be taken during the student's last semester prior to receipt of their degree. Prerequisite: "written consent from Division Director" (3 credits)

PSYC 4950 Internship in Psychology (1–3 credits)

A 10-20 hour per week, paying or nonpaying work experience for 16 weeks (or more) in the student's major area of study. Consult academic division for specific details and requirements. Prerequisites: PSYC 3000, cumulative GPA of 2.5 or higher, completion of 36 or more credit hours, and permission of academic director.

PSYC 4950A Internship A in Psychology (1–3 credits)

A 10-20 hour per week, paying or nonpaying work experience for 16 weeks (or more) in the student's major area of study. Consult academic division for specific details and requirements. Prerequisites: PSYC 3000, cumulative GPA of 2.5 or higher, completion of 36 or more credit hours, and permission of academic director.

PSYC 4950B Internship B in Psychology (1–3 credits)

A 10-20 hour per week, paying or nonpaying work experience for 16 weeks (or more) in the student's major area of study. Consult academic division for specific details and requirements. Prerequisites: PSYC 3000, cumulative GPA of 2.5 or higher, completion of 36 or more credit hours, and permission of academic director.

PSYC 4990 Independent Study in Psychology (1–6 credits)

The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. Prerequisites: Written consent of instructor and division director.

PSYC 4990A Independent Study in Psychology A (1–3 credits)

The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. Prerequisites: Written consent of instructor and division director.

PSYC 4990B Independent Study in Psychology B (1–3 credits)

The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. Prerequisites: Written consent of instructor and division director.

PSYC 4990C Independent Study in Psychology C (1–3 credits)

The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. Prerequisites: Written consent of instructor and division director.

PSYC 4990D Independent Study in Psychology D (1–3 credits)

The student selects, and carries out independently, library

and/or empirical research. Faculty supervision is provided on an individual basis. Prerequisites: Written consent of instructor and division director.

QNT—Quantitative Methods**QNT 4610 Business Research Methods (3 credits)**

Examines research designs commonly used in business decision making. Topics include survey, observation, data analysis, sampling, and quasi-experiments as they relate to problems in an organizational setting. Students submit a research proposal as part of the course requirements. Prerequisite: MATH 2020 or MATH 3020.

RAZR—Razor's Edge Program**RAZR 1000 Self Leadership (1 credits)**

This seminar provides Razor's Edge participants a coherent and marketable approach to building their leadership portfolio. This particular seminar involves those concepts and skills required to Lead the Self. Students will be exposed to specific skills areas that will enhance their ability to successfully navigate their new role as an emerging leader such as emotional intelligence, ethics, the role of discipline, etc. as well as provide a character-based leadership development curriculum designed to help students identify and act upon their own personal value system.

RAZR 2000 Connecting With Others (1 credits)

The seminar involves those concepts and skills required to Connect with Others as a critical leadership capacity. Upon completion of this class, Razor's Edge participants will explore the skills critical in connecting with others and followers such as effective communication, social awareness, handling conflict, etc. Participants will also be provided continued education on connective leadership theories and models such as Servant Leadership, Relational Leadership, etc.

RAZR 3000 Leadership 3000 (3 credits)

A leadership course designed specifically for campus leaders of student organizations whereby the organizations become the 'lab' from which to apply weekly theories and concepts regarding leadership.

RAZR 3500 Leading Others (1 credits)

RAZR3500 is intended for those students enrolled in the Razor's Edge Leadership Scholarship program to facilitate their awareness of and skills associated with effectively leading others. Students will learn both conceptual and practical information to increase their leadership capacity in leading others whether individually or in groups. Prerequisites: RAZR 1000, RAZR 2000 and RAZR 3000.

RAZR 4000 Leading Change (1 credits)

RAZR4000 is intended for those students enrolled in the Razor's Edge Leadership Scholarship program to facilitate their awareness of and skills associated with effectively leading others. Students will learn both conceptual and practical information to increase their leadership capacity in leading others whether individually or in groups. Prerequisite/s: RAZR 1000, RAZR 2000, RAZR 3000, and RAZR 3500.

RCP—Respiratory Therapy

RCP 3002 Cardiopulmonary Anatomy and Physiology w/Lab (3 credits)

This course will provide a comprehensive study of cardiopulmonary anatomy and physiology. Topics include normal ventilation, lung mechanics, pulmonary circulation, diffusion, and gas transport in the blood. The course will also include the natural and chemical regulation of breathing, blood flow and pressure, cardiac output with an emphasis on heart-lung relationship, clinical applications of respiratory care and commonly associated disorders. The renal system will be included.

RCP 3003 Fundamentals of Respiratory Care w/Lab (4 credits)

Provides students with an introduction to the field of respiratory care. Historical development of the professions, the principles of chemistry and physics as they apply to respiratory care, cardiopulmonary anatomy and physiology as well as respiratory care procedures are covered. This course will include oxygen delivery devices, humidifiers, aerosol generators, gas delivery, metering and analyzing devices, precursors, vibrators, environmental devices, manometers and gauges and vacuum systems. Specific modes of respiratory care are examined to understand the indications, hazards, contraindications and evaluation of therapy. Modes of care include medical gases, humidity/aerosol therapy, aerosol medications, positive pressure breathing, incentive spirometry, expiratory resistance, postural drainage and percussion/vibration.

RCP 3004 Respiratory Basics and Patient Assessment w/ Lab (4 credits)

Essentials of respiratory assessment will be covered to include review of existing data in the patient record, patient history, physical examination, oximetry, blood gases, respiratory monitoring, laboratory studies, chest and upper airway radiographs, bedside EKG interpretation, cardiovascular monitoring, and nutritional assessment. Basic life support will be covered to include cardiopulmonary resuscitation, artificial ventilation and circulation, endotracheal intubation, airway care, tracheostomy care, recognition and treatment of arrhythmias. Related equipment will also be reviewed to include manual resuscitators, artificial airways, defibrillators and cardiac monitors.

RCP 3007 Pulmonary Disease (3 credits)

The course provides a comprehensive approach to etiology, pathophysiology, clinical manifestations, diagnosis, treatment, and prognosis of common pulmonary diseases and syndromes. Main topics include obstructive and restrictive pulmonary and cardiovascular disorders, neoplastic disease of the lung, disordered breathing, cardiac and cardiovascular disorders, neuromuscular disorders, shock, near drowning, burns, smoke inhalation, and carbon monoxide poisoning.

RCP 3008 Pharmacology For Respiratory Therapy (3 credits)

The purpose of this course is to cover the physiologic and pharmacologic basis of pulmonary and cardiac medications. Preparation, calculation of dosages and mixtures and general principles of pharmacology will be covered followed by an in-depth discussion of the most commonly used respiratory drugs. This will include bronchoactive drugs, and drug groups related to the cardiopulmonary system, neuromuscular blocking agents, central nervous system depressants, cardiovascular agents, diuretics, and commonly used antibiotics, and antifungals.

RCP 3009 Patient Monitoring w/ Lab (4 credits)

This course provides a study of invasive and non-invasive patient monitoring techniques and equipment. Invasive topics include hemodynamic monitoring, arterial pressure monitoring, central venous and pulmonary artery catheters, as well as cardiac output measurement. Non-invasive monitoring topics include pulse oximetry, transcutaneous monitoring, inductance plethysmography, capnography, and electrocardiogram. This course will also include the recognition and treatment of arrhythmias and cardiovascular pharmacology. ACLS instruction will be provided.

RCP 3011 Mechanical Ventilation w/lab (4 credits)

This course provides instruction in the theory, setup, operation, and maintenance of mechanical ventilators and related equipment. Topics include mechanical ventilator theory, ventilator operation, ventilator maintenance, and troubleshooting. Lab hours will provide students hands on practice in these areas.

RCP 3012 Cardiopulmonary Diagnostics and PFT w/ lab (3 credits)

An overview of the various areas comprising cardiopulmonary diagnostics, including normal and abnormal pulmonary function and related technology. The student will learn to perform, interpret, and evaluate pulmonary function studies. In addition, the student will learn the operation and maintenance of pulmonary function and gas analysis equipment. Other topics include stress and exercise testing, metabolic testing, ventilation/perfusion scanning, cardiac catheterization laboratory, nutrition, and non-invasive cardiology. Lab hours will provide students hands on practice.

RCP 3013 Human and Infectious Disease (non-pulmonary) (3 credits)

This course will cover non-respiratory diseases managed in the critical care unit and will include neurologic

464 Nova Southeastern University • Undergraduate Student Catalog • 2014–2015 Course Descriptions disorders, shock, trauma, sepsis, drug overdose, renal failure, acute G.I. disturbances, and respiratory care of the post-operative patient will be reviewed. Includes common infectious diseases such as HIV/AIDS, hepatitis, SARS, and influenzas.

RCP 3501 Clinical 1 (One 12 hr. day/week) (1 credits)

This course introduces students to clinical practice in basic respiratory care procedures. Topics include: introduction to the clinical affiliate, patient assessment, chart review, medical documentation, medical gas therapy, oxygen therapy, aerosol therapy, incentive spirometry, and patient assessment. In addition, intermittent positive pressure breathing, and chest physiotherapy and airway care using nasal, endotracheal, and tracheal tubes is introduced in basic care situations. Critical respiratory care is introduced to include basic care as applied in the intensive care unit including arterial puncture and blood gas analysis, and EKG services (observation and analysis only).

RCP 3502 Clinical 2 (Two 12 hr. days/week) (3 credits)

Critical respiratory care is further introduced to include all tasks presented in Clinical Practice I as applied to the intensive care unit. In addition, tracheostomy care, ventilator monitoring, arterial puncture and blood gas analysis, endotracheal intubation, EKG services, and bronchoscopy observation are introduced. Case presentations are required to integrate clinical and classroom theory.

RCP 4001 Neonatal/Pediatric Respiratory Care w/Lab (4 credits)

This course provides an overview of the most important concepts to understand the neonatal and pediatric patient. From fetal growth to infant's development, students will learn how to assess, identify, and treat the most common respiratory diseases that affect the neonatal and pediatric patient. An overview of common congenital diseases, including the respiratory, cardiac, gastrointestinal, and neurologic systems, will be included. Also included is neonatal and pediatric critical care and mechanical ventilation. Laboratory time will allow students to work with respiratory care equipment used to care for neonates and pediatric patients to include: isolettes, ventilators, specialty gases, intubation, manual resuscitators, airway clearance devices, and airway maintenance.

RCP 4002 Cardiopulmonary Technology/ Specialties (3 credits)

An overview of the various areas comprising cardiopulmonary diagnostics and related technology will be provided. Topics include sleep laboratory, disaster management, extracorporeal membrane oxygenation, mechanical circulatory assistance, hyperbaric medicine, bronchoscopy (laser, etc.), flight and ground transport, and perfusion technology. This course will also cover the genetics and development of humans including application of genetic technology with regards to the pulmonary system.

RCP 4003 Alternate Respiratory Disciplines (online) (3 credits)

This course provides an overview of the concepts, procedures, and equipment utilized in the delivery of long-term care to persons with a chronic cardiopulmonary disorder. The development and implementation of disease management programs for the care of patients with asthma, COPD, and other chronic conditions is presented. Pulmonary rehabilitation, patient education, and smoking cessation programs are reviewed. Provision of health care services in the home and other non-acute settings is examined.

RCP 4005 Health Research and Evidence-Based Practice (3 credits)

This course is designed as an introduction to critical analysis of research and medical literature as well as basic research methods. The course includes an introduction to descriptive and inferential statistics and research design. Statistical and research concepts and procedures are combined with an emphasis on Evidenced based research in Respiratory Care.

RCP 4006 Leadership and Management in Respiratory Care (3 credits)

This course will provide extensive examination of current practices/trends of techniques used in the leadership of the health care environment. Emphasis will be placed upon specific skill sets used by the managers of today's cardiopulmonary/respiratory workforce. Topics such as reimbursement and understanding and communicating with diverse populations will be included.

RCP 4009 Legal and Ethical Considerations in Respiratory Care (3 credits)

This course will provide a forum for discussion of current ethical, legal and professional issues. We will refer to historical and emerging controversies in health care and society that influence the patient-patient care giver relationship. The method of instruction will primarily be student presentation and classroom discussion of current issue. Prerequisite: Statistics.

RCP 4100 Clinical Seminar 1(RT Protocols, CRT Review) (2 credits)

This is a hybrid course. Legal and ethical considerations in Respiratory Care will be discussed in the online environment and will cover current ethical, legal and professional issues faced by practitioners. Review of respiratory care as it pertains to the credentialing examinations administered by the National Board for Respiratory Care (NBRC). A series of written and simulation examinations will be used to prepare the students for these exams. Emphasis will be placed on decision-making and problem solving as they relate to clinical respiratory care. In conjunction with the review, a final case study presentation will be required and presented to the Program Director, Medical Director, Director of Clinical Education and faculty (at a minimum) to assess the understanding of being a respiratory therapy professional. Students will also obtain Medical Error certification necessary for licensure. Current processes for Respiratory Therapy Protocol development and initiation will be discussed.

RCP 4101 Clinical Seminar 2 (1 credits)

This is a hybrid course. Continued review of respiratory care as it pertains to the registry (RRT) credentialing examinations administered by the National Board for Respiratory Care (NBRC). A series of written and simulation examinations will be used to prepare the students for these exams. Emphasis will be placed on decision-making and problem solving as they relate to clinical respiratory care. In conjunction with the review, a final case study presentation will be required and presented to the Program Director, Medical Director, Director of Clinical Education and faculty (at a minimum) to assess the understanding of being a respiratory therapy professional.

RCP 4501 Clinical 3 (Two 12 hour days/week) (5 credits)

Students will have an opportunity to further develop skills required in the intensive care of the respiratory patient. Topics include comprehensive ventilator management, measurement and evaluation of hemodynamic variables, noninvasive monitoring, and pulmonary function laboratory. Specialty rotations include: intubation, hyperbaric oxygen therapy units, cardiac catheterization, echocardiography, pulmonary rehabilitation, and home care. Case presentations are required to integrate clinical and classroom theory. Bronchoscopy observation is introduced.

RCP 4502 Clinical 4 (Three 12 hr. days/week) (5 credits)

This course focuses on perinatal, neonatal, and pediatric respiratory care. Topics include: medical gas therapy, oxygen delivery devices, aerosol therapy, hyperinflation therapy, airway clearance devices, patient assessment, monitoring (invasive and noninvasive), airway care, vent

management, and labor and delivery assistance. Specialty rotations include the burn unit. Case presentations are required to integrate clinical and classroom theory.

RCP 4503 Specialization Clinical 5 (student picks preferred area) (Three 12 hr. days/week) (5 credits)

Students will have an opportunity for in-depth application and reinforcement of adult intensive care. In addition, students are provided with the opportunity to develop an area of specialization. Specialization areas may include neonatal/pediatrics, adult critical care, pulmonary function laboratory, advanced diagnostics, pulmonary rehabilitation, home care, management, research, or education.

RRT—Reg. Respiratory Therapy

RRT 3014 Advanced Patient Monitoring and Assessment (3 credits)

Techniques and methods used to analyze and evaluate the health status of critically ill adult patients with emphasis on the respiratory, cardiovascular, and renal systems.

RRT 3015 Pathophysiology in Critical Care for Respiratory Therapists (3 credits)

A survey of the disease processes which affect the tissues, organs or, the body as a whole. Special emphasis is placed on infectious diseases, their causes, prevention and treatment in the critical care setting.

RRT 3016 Advanced Cardiopulmonary Physiology (3 credits)

Advanced physiology of the cardiovascular and pulmonary systems. This course includes study of respiratory physiology, cardiac and circulatory function with relevant clinical application of concepts in ECG interpretation, blood pressure regulation, gas exchange and transport, breathing regulation, respiratory insufficiency and congenital abnormalities.

RRT 3017 Outpatient Services in Respiratory Therapy (3 credits)

This course is an introduction to the history, trends, issues, and evolution of the outpatient services and reimbursement for respiratory therapy services. The course includes selected respiratory care theories and practices in alternate-care sites including pulmonary diagnostics, pulmonary rehabilitation, home care, sub-acute care.

RRT 3018 Advanced Pharmacology in Respiratory Therapy (3 credits)

This course builds upon a basic understanding of the concepts and principles of pharmacology as applied in the respiratory therapy in the management of patient with cardiopulmonary disease and critical care.

RRT 3020 Quality Improvement in Healthcare (3 credits)

Introduction and evaluation of current approaches to assessing risk and improving health care quality through the practice of continuous quality improvement. Focuses on conceptual understanding and experiential learning.

RRT 3021 Sleep Medicine (3 credits)

The course provides an in-depth overview of sleep medicine to include the anatomical and physiological considerations of sleep and breathing. Sleep disorders and polysomnography are explored to include monitoring techniques and instrumentation.

RRT 4005 Evidence-Based Practice (3 credits)

This course will provide the student with an introduction to evidence-based practice, and an opportunity to acquire the skills necessary to incorporate evidence and best practices into professional work. This will include an understanding of research methods and critical appraisal of the research literature. Prerequisite: Statistics.

RRT 4006 Leadership and Management for Health Care Professionals (3 credits)

Extensive examination of current practices/trends of techniques used in the leadership of the health care environment. Emphasis will be placed upon specific skill sets used by the managers of today's workforce.

RRT 4007 Education Principles in Health Care (3 credits)

An introduction to basic principles of education and their application to the current health care environment. Course content includes information on designing a lecture or course for the classroom, as an in-service or in a continuing education program. It focuses on assessing educational needs, organizing instruction, instructional methods and education.

RRT 4009 Legal and Ethical Considerations in Respiratory Care (3 credits)

This course will provide a forum for discussion of current ethical, legal and professional issues. We will refer to historical and emerging controversies in health care and society that influence the patient-patient care giver relationship. The method of instruction will primarily be student presentation and classroom.

RRT 4502 Practicum (3 credits)

This course includes experiences in a chosen focus area (clinical, administrative, or population-based). This experience will culminate in a capstone project in the form of research, or other scholarly activity that articulates the design, organization, statistics and data analysis used and includes a written presentation of the project. Prerequisite: Statistics, all core courses.

RRT 4505 Scientific Investigation (3 credits)

This course provides the student with an opportunity to gain experience in applying the scientific method. Emphasis will be on literary inquiries, statistical analysis, research design, and the preparation of material for publication. The student will develop an independent project or thesis proposal under the supervision of a faculty adviser, and prepare and submit a final report prior to the end of the students academic program. Prerequisite: A course in statistics, and all core courses .

RRT 4506 Internship (3 credits)

Designed to have the student demonstrate competency related to clinical processes in an advanced practice area (neonatal critical care, pediatric critical care, adult critical care, pulmonary rehabilitation, pulmonary function laboratory, polysomnography, hyperbaric therapy, respiratory care management or respiratory care education). Students should select the specialty section that reflects their area of expertise. A written presentation will be required. Prerequisite/s: RRT 3016, RRT 3018, RRT 3015, RRT 3017, RRT 3020, RRT 3021, RRT 3014, RRT 4005, RRT 4006, RRT 4007, RRT 4009, RRT 4011, BHS 4031 or any equivalent Statistics course. And permission from the program director Online degree-completion students must enroll in the Specialty Section in which they have the most clinical experience and expertise.

RT—Recreational Therapy**RT 1100 Recreational Therapy: Theory and Foundations (3 credits)**

This course examines the history, concepts, theories, and foundations of therapeutic recreation. It introduces the role of therapeutic recreation for disadvantaged populations and persons with disabilities and illnesses in health care and community settings. Students will examine the application of therapeutic recreation in prevention services and the link between social, psychological, and physical health. Students will also gain a basic understanding of the disabilities, impairments and illnesses most often encountered in the provision of therapeutic recreation services. Students will gain a basic understanding of the principles and techniques in therapeutic recreation programming to include: client assessment, individual programming planning, behavioral techniques, activity analysis, documentation, specific program design, and program evaluation.

RT 1200 Recreational Therapy with Physically Disabled Individuals (3 credits)

Addressing physical and psychological needs of individuals with physical disabilities. This course will also provide appropriate recreational therapy techniques and methods used in providing services to individuals in clinical and community settings.

RT 1400 Current Trends in Recreational Therapy (3 credits)

This course will examine the most recent trends in the field of Therapeutic Recreation. Topics that will be discussed will include: the current settings in which recreational therapists are typically employed, various treatment modalities, collaboration entities that are beneficial to clients treated in recreational therapy environments, and future developments within the Therapeutic Recreation field, including evaluation of current research in this area. Prerequisite: RT 1100.

RT 2000 Recreational Therapy: Processes and Techniques (3 credits)

An introduction to the processes and techniques of therapeutic recreation to meet the unique needs of people with disabilities. This course is designed to discuss the assessment, planning, implementation, and evaluation strategies utilized in recreational therapy. The course will also take an in-depth look at the challenges associated with the recreational treatment process and examine the various methods used in overcoming these challenges.

RT 2100 Recreational Therapy for Individuals with Mental Illness (3 credits)

This course will address psychiatric, social, behavioral, and addiction difficulties through recreational therapy interventions in behavioral and mental health settings. This course will discuss the therapeutic recreation strategies and techniques that can improve functional abilities, enhance recreation skills and attitudes, build confidence, ease fears, promote greater self-reliance, strengthen interpersonal skills, manage stress and emotional difficulties, and enrich the client's quality of life. Prerequisite: PSYC 3260.

RT 2200 Multicultural Issues in Therapeutic Recreation Settings (3 credits)

This course examines multicultural competence and helps students develop awareness, knowledge, and skills that will enable them to work effectively in cross-cultural situations. The course will also discuss the challenges and ethical considerations associated with working with diverse populations in a therapeutic recreation environment and the various methods used in overcoming these challenges.

RT 3050 Clinical Assessment and Evaluation in Recreational Therapy (3 credits)

This course will examine the importance of reliable assessment and evaluation in the recreational therapy treatment planning process. There will be a focus on assessment, developing measurable treatment goals, evaluating outcomes, and documentation.

RT 3100 Recreational Therapy Services for Children and Adolescents (3 credits)

This course will address physical, psychological, and social needs of children and adolescents through recreational therapy. The course will also take an in depth look at assessment, treatment, and evaluation considerations when working with children and adolescents. Age-appropriate activities to provide support, pain management, and coping education for medical and therapy procedures will be discussed, as well as activities that involve families to facilitate coping skills for the child and the family.

RT 3200 Recreational Therapy Services for Older Adults (3 credits)

This course will address the physical, psychological, and social needs of older adults through recreational therapy. This course will also take an in depth look at assessment, treatment, and evaluation considerations when working with the older adult population.

RT 3300 Supervision in a Therapeutic Recreation Setting (3 credits)

This course will examine specific management, supervision, and leadership skills when overseeing therapeutic recreation practice. Operational and program evaluation procedures specific to therapeutic recreation settings will be discussed, including components such as developing quality improvement measures, directing and advising staff, and managing conflicts with clients and staff.

RT 4100 Field Placement in Recreational Therapy I (3 credits)

The field placement courses will be individually arranged and will provide a supervised on-site training experience (480 hours total). Students will select their choice of a Community Based Organization (CBO) and will complete their field experience in this site. This experience will provide a hands-on implementation of principles and theory learned as they relate to recreational therapy settings. Students will be supervised by an onsite supervisor who is NCTRC CTRS certified on a weekly basis.

RT 4200 Field Placement in Recreational Therapy II (3 credits)

The field placement courses will be individually arranged and will provide a supervised on-site training experience (480 hours total). Students will select their choice of a Community Based Organization (CBO) and will complete their field experience in this site. This experience will provide a hands-on implementation of principles and theory learned as they relate to recreational therapy settings. Students will be supervised by an onsite supervisor who is NCTRC CTRS certified on a weekly basis. Prerequisite: RT 4100.

SCIE—Science

SCIE 1000 General Science Program Seminar (1 credits)

This seminar is intended to orient new students in the general science program. Educational resources, study skills, general science program requirements, admission policies for allied health graduate programs, introduction to science oriented majors other than biology, and opportunities available in fields other than science for those students with some background in science.

SCIE 1150 Great Experiments in Science (1–6 credits)

An outline course in which students review some of the experiments and scientists that have shaped the fields of biology, chemistry, and physics. Students will receive one unit of credit for completion of 10 modules. Completion of 60 modules results in six credits. The course culminates in a lecture given by a prominent scientist concerning a current topic in scientific research. The course is intended to advance scientific literacy and examine the impact of science on our health, technology, and culture. Students may re-enroll but cannot accrue more than a total of six credits.

SCIE 2900 Special Introductory Science (1–3 credits)

Introductory topics in biological science that are not included in regular course offerings. Specific content and prerequisites announced in the course schedule for the given term. Student may re-enroll for special topics covering different content.

SCIE 3210 History of Science (3 credits)

The course is a survey of science and scientists from ancient to modern times. The major advancements in life science, medicine, and oceanography will be discussed from the perspective and tenor of the times. Some original literature and autobiographies as well as historical reviews will be assigned and discussed. Prerequisites: BIOL 1040 or MBIO 1050 or higher.

SCIE 4490 Research Methods (3 credits)

This course will present a broad theoretical outline for the design and implementation of research projects. Topics to be covered include problem definition, principles of design, sampling, measurement concepts, and research proposal preparation. Although this is not a course in statistics, a brief overview of univariate and bivariate statistics will be presented. This course will also cover the presentation of results, including graphics. It is assumed that the student will have some background in basic statistics and have some familiarity with computers. Prerequisite: MATH 3020 or MATH 3020H or MATH 2020 or MATH 2020H.

SCIE 4900 Special Topics in Science (1–3 credits)

Topics in advanced science that are not included in a regular course offering. Prerequisites may be required. Specific content and prerequisites are announced in the course schedule for the given term. Students may reenroll for special topics covering different content.

SCIE 4990 Independent Study in Science (1–12 credits)

The student selects and independently carries out library and/or empirical research. Faculty supervision is provided on an individual basis.

SEBI—SEBI-Sci Ed Biology Internship

SEBI 4570 Secondary Biology Education Internship (12 credits)

This course for Secondary Biology Education majors offers a comprehensive review and practical application of educational philosophy, methods, and strategies through a 12-week clinical experience (internship) consisting of 450 hours in a secondary biology classroom setting that includes coursework and seminars. The central coursework is composed of a 12-week clinical experience, with the concurrent seminar serving as a supportive and reinforcing component. During the seminar sessions, the teacher candidate will explore, in depth, such topics as school board rules, regulations and policies; professional ethics; best practices; national and state standards; teaching strategies; current trends in education; teaching competencies; secondary biology student assessment; NSTA safety guidelines for the science lab, including the safety and welfare of all living things in the science lab, and reflective practices. This course requires candidates to demonstrate professional, pedagogical, and content standards, including ESOL competencies and skills. Prerequisite/s: General Education Requirements (30 credits), and Open Electives (12 credits), and EDUC 2500, SPCH 1010, EDUC 1100, ESOL 2903, TECH or Educational Technology, EDUC 3330, ESOL 3340, EDUC 3350, EDUC 3360, EDUC 3501, EDUC 3520, SECE 3550, SECE 4320, EDUC 4001, EDUC 4200, SECE 4550, SECE 4560, ESOL 4565, BIOL 1070, CHEM 1150, BIOL 2400, BIOL 3340, BIOL 1450 and BIOL 1451 or BIOL 1500, BIOL 1460 and BIOL 1461 or BIOL 1510, BIOL 3150 and BIOL 3151 or BIOL 3200, BIOL 3250 and BIOL 3251 or BIOL 3312, and EDUC 4501.

SECE—Secondary Education

SECE 3530 Methods of Teaching Middle and Secondary Social Studies (3 credits)

This course is a study of content, methodology, program development, appropriate activities, and assessment techniques for middle and secondary school social studies. In addition, students will implement ESOL strategies in planning and presenting lessons. Students will also become familiar with the Florida Accomplished Practices as appropriate. Students are required to teach a social studies lesson in a classroom during the 10 hour field experience required for this class. This is an ESOL infused course. Prerequisites: EDUC 3330, EDUC 3350, EDUC 3360, and EDUC 3525.

SECE 3550 Methods of Teaching Middle and Secondary Science (3 credits)

The purpose of this course is to examine content and methods for teaching science in middle and secondary school. You will explore a variety of techniques and reflect on approaches most applicable to teaching and learning in the middle school and high school classroom. "Hands-on" approaches, resources, materials, technology, and ideas drawn from the student's experience will be discussed. A full and comprehensive grasp of the National and State standards in science will be developed. There will be a clinical field experience in a community school. Prerequisite/s: EDUC 3330, EDUC 3350, EDUC 3360, and EDUC 3525.

SECE 4320 Middle and Secondary Classroom Management (3 credits)

This course examines the knowledge base and repertoire for effective classroom management for the middle and secondary school classroom. Course work is tied to state standards (e.g., Florida Preprofessional Educator Accomplished Practices, Interstate Teacher Assessment and Support Consortium). Teacher candidates are required to apply their classroom management knowledge base and repertoire in an actual middle or secondary school classroom; therefore, ten hours of field experiences are required. This course is ESOL infused. Prerequisites: none.

SECE 4350 Methods of Teaching Middle & Secondary Mathematics (3 credits)

The purpose of this course is to examine content and methods for teaching Mathematics in middle and secondary school. Our emphasis is on mathematical problem solving; the necessary training for lifelong learning; use of technology; alternative assessment; and techniques of assertive discipline. Students will explore a variety of techniques and reflect on approaches most applicable to teaching and learning in the middle school and high school mathematics classroom. "Hands-on" approaches, resources, materials, technology, and ideas drawn from the student's experience will be discussed. A full and comprehensive grasp of the National and State standards in Mathematics will be developed. There will be a field experience in a community school. Prerequisite/s: EDUC 3330, EDUC 3350, EDUC 3360, and EDUC 3525.

SECE 4370 Methods of Teaching Middle & Secondary English (3 credits)

This course addresses current instructional methodologies in English in the middle and secondary school. The emphasis is on identifying strategies and procedures for comprehensive instruction across the written language arts areas. Students will implement ESOL strategies in planning and presenting lessons. In addition to class meetings, at least 10 hours of field experience are required. Prerequisite/s: EDUC 3330, EDUC 3350, EDUC 3360, and EDUC 3525.

SECE 4550 Teaching Inquiry Science in Middle and Secondary Schools (3 credits)

The design of this course is to prepare and equip all secondary biology education majors with the knowledge, skills, principles, major concepts, current theories, practices, and dispositions of teaching science in the secondary school. Concepts and methods of teaching science through inquiry based learning and hands-on investigation activities will be explored, discussed, and each teacher candidate will develop hands-on activities and assessments that promote scientific inquiry. There is a ten hour field experience requirement. Pre-requisites passing grade in SECE 3550.

SECE 4560 Methods of Teaching Middle and Secondary Reading (3 credits)

This course addresses the significance of reading ability and study skills throughout the secondary school curriculum. The emphasis is on identifying sources of difficulties experienced by secondary school students in reading and learning from instructional materials. General strategies for learning from textbooks are examined as well as study skills and specific strategies for dealing with text materials from particular content areas. Students will implement ESOL strategies in planning and presenting lessons. In addition to class meetings, at least 10 hours of field experiences are required. Prerequisites: EDUC 3330, EDUC 3350, EDUC 3360, and EDUC 3525.

SECE 4565 Teaching Controversial Topics in Social Studies (3 credits)

This course is designed to develop the knowledge and skills required to teach about controversial topics by examining history/social science curriculum and appropriate instructional methods. Students explore ways to teach about the dangers of indifference and the values of participation in a democracy by confronting the complexities of history. Specifically, students will develop their knowledge of a critical discourse educational model including (1) understanding multiple perspectives, (2) contextualizing facts, and (3) connecting information to grades 6-12 students' lives for relevancy. Prerequisites: SECE 3530, and SECE 4320.

SEEN—SEEN-Sec Eng

Edu Internship

SEEN 4570 Secondary English Education Internship (12 credits)

This course for Secondary English Education majors offers a comprehensive review and practical application of educational philosophy, methods, and strategies through a 12-week clinical experience (internship) consisting of 450 hours in an English classroom setting that includes coursework and seminars. The central coursework is composed of a 12-week clinical experience, with the concurrent seminar serving as a supportive and reinforcing component. During the seminar sessions, the teacher candidate will explore, in depth, such topics as school board rules, regulations and policies; professional ethics; best practices; national and state standards; teaching strategies; current trends in education; teaching competencies; student assessment; and reflective practices. This course requires candidates to demonstrate professional, pedagogical, and content standards, including ESOL competencies and skills. Prerequisite/s: General Education Requirements (30 credits), and Open Electives (12 credits), and EDUC 2500, EDUC 1100, ESOL 2903, TECH or Educational Technology, EDUC 3330, ESOL 3340, EDUC 3350, EDUC 3360, EDUC 3501, EDUC 3520, SECE 4320, SECE 4370, EDUC 4001, EDUC 4200, SECE 4560, ESOL 4565, SPCH 1010, LITR 2010, LITR 2020, LITR 2021, LITR 2030, LITR 2031, LITR 3060, LITR 3520, LITR 3660, and EDUC 4501.

SEMA—SEMS - Secondary Educ Math

SEMA 4570 Secondary Mathematics Education Internship (12 credits)

This course for Secondary Mathematics Education majors offers a comprehensive review and practical application of educational philosophy, methods, and strategies through a 12-week clinical experience (internship) consisting of 450 hours in a secondary mathematics classroom setting that includes coursework and seminars. The central coursework is composed of a 12-week clinical experience, with the concurrent seminar serving as a supportive and reinforcing component. During the seminar sessions, the teacher candidate will explore, in depth, such topics as school board rules, regulations and policies; professional ethics; best practices; national and state standards; teaching strategies; current trends in education; teaching competencies; student assessment; and reflective practices. This course requires candidates to demonstrate professional, pedagogical, and content standards, including ESOL competencies and skills. Prerequisite/s: General Education Requirements (30 credits), and Open Electives (15 credits), and EDUC 2500, SPCH 1010, EDUC 1100, ESOL 2903, TECH or Educational Technology, EDUC 3330, ESOL 3340, EDUC 3350, EDUC 3360, EDUC 3501, EDUC 3520, SECE

4320, SECE 4350, EDUC 4001, EDUC 4200, SECE 4560, ESOL 4565, MATH 1200, MATH 1250, MATH 2100, MATH 2200, MATH 3020, MATH 3250, MATH 3300, MATH 3350, EDUC 4501.

SENG—Software Engineering

SENG 4100 Software Development Processes and Quality (3 credits)

An examination of the various processes, design techniques, and quality measures used in software development. Topics include the software life

cycle, trade-off analysis, rapid prototyping, and design patterns; software engineering processes, quality assurance, metrics, and control; software management. Prerequisite: CSIS 3750.

SENG 4110 Measurement and Verification of Software (3 credits)

An examination of the engineering foundations for software development, as well as the terminology and foundations for software verification and validation. Topics include the empirical and experimental techniques used for analyzing CPU and memory usage, statistical analysis related to the theory of measurements and metrics, systems development, and engineering design; software verification and validation techniques, unit testing, reviews, and program documentation and reporting. Prerequisite: CSIS 3750.

SENG 4750 Software Construction Technologies and Methods (3 credits)

This course examines the various construction technologies used in the design and construction of software products. Topics include API design and use, code reuse and libraries, objected oriented run-time issues, parameterization, error handling and fault tolerance, state-based and table driven construction techniques, parsing, concurrency primitives, middleware, distributed software, heterogeneous hardware and software systems, GUI builders, and formal construction methods. Prerequisites: CSIS 3750.

SENG 4800 Software Architecture, Modeling, and Analysis (4 credits)

This course examines the modeling and analysis tools that are essential to documenting and evaluating design decisions and alternatives. Topics include modeling principles and properties of programming languages, pre and post conditions, syntax vs. semantics, and explicitness; types of models such as informational, behavioral, structural, domain oriented, and functional; formal analysis methods such as traceability, prioritization, trade-off, risk, and impact analysis; architectural design trade-offs, evolution processes, and evolution activities.

Prerequisites: CSIS 3750.

SENG 4890 Special Topics in Software Engineering (3 credits)

Topics in software engineering that are not included in regular course offerings. Specific contents are announced in the course schedule for a given term. Prerequisite: Consent of division director.

SENG 4900 Senior Capstone Design (3 credits)

This course covers a general design methodology and consideration of alternative solutions in project planning and design. Teams of students will be assigned a major design problem that will be the focus of the capstone design project throughout the course. Oral presentation and report writing are required. Prerequisite: Consent of division director.

SENG 4910 Senior Seminar (1 credits)

This course is designed to allow senior undergraduates to meet speakers from industry to explore intellectual topics in Software Engineering (at the upper-division level). Topics will vary from semester to semester. Overall, the course focuses on a lecture style presentation of topics of interest to Software Engineering students such as software standards, new paradigms in software design, software systems, procedures, applications, and career topics. Prerequisite: Consent of division director.

SENG 4950 Internship in Software Engineering (1–12 credits)

Consult academic division for specific details and requirements. A work experience for 16 weeks in the student's major area of study or area of career interest. Prerequisites: cumulative GPA of 2.0 or higher, major GPA of 2.25 or higher, completion of 60 or more credit hours, supervision of instructor, and permission of academic director.

SENG 4990 Independent Study in Software Engineering (1–3 credits)

The student selects and independently carries out independently library and/or empirical research. Faculty supervision is provided on an individual basis. Prerequisite: to be determined by the faculty and the division director. Pre-Requisites: To be determined by the faculty and the division director.

SESS—Secondary Edu Social St

SESS 4570 Secondary Social Studies Education Internship (12 credits)

This course for Secondary Social Studies Education majors offers a comprehensive review and practical application of educational philosophy, methods including NCSS 10 standards, and strategies through a 12-week clinical experience (internship) consisting of 450 hours in a social studies classroom setting that includes coursework and seminars. The central coursework is composed of a 12-week clinical experience, with the concurrent seminar serving as a supportive and reinforcing component. During the seminar sessions, the teacher candidate will explore, in depth, such topics as school board rules, regulations and policies; professional ethics; best practices; national and state standards; teaching strategies; current trends in education; teaching competencies; social studies student assessment; and reflective practices. This course requires candidates to demonstrate professional, pedagogical, and content standards, including ESOL competencies and skills. Prerequisite/s: General Education Requirements (30 credits), and Open Electives (6 credits), and EDUC 2500, SPCH 1010, EDUC 1100, ESOL 2903, TECH or Educational Technology, EDUC 3330, ESOL 3340, EDUC 3350, EDUC 3360, EDUC 3501, EDUC 3520, SECE 3530, SECE 4320, EDUC 4001, EDUC 4200, SECE 4560, ESOL 4565, SECE 4565, HIST 1090, ECN 2020, GEOG 2050, HIST 2140, HIST 3010, SOCL 3130, HIST 3300, HIST 3430, HIST 3450, and EDUC 4501.

SOCL—Sociology

SOCL 1020 Introduction to Sociology (3 credits)

This course is concerned with the nature and needs of people, their relationships to their societies, and the manner in which they govern those relationships by establishing groups and institutions, engaging in social processes and bringing about social change. Special emphasis will be placed on culture in the United States and the impact of technology on the modern person.

SOCL 2000 Introduction to Social Work (3 credits)

This course covers the basic theoretical and professional approaches to general social work in society. The class includes examination of social justice issues and social welfare policies, as well as the role of social workers among different populations and in various settings. Prerequisite: SOCL 1020.

SOCL 2021 Sociology of Deviance (3 credits)

Students will examine ways in which sociologists have tried to explain deviant behavior, what makes someone or something deviant, and how society responds to deviant behavior. Students will be exposed to a range of theories and data about deviance as well as various forms of deviance such as family violence, suicide, murder, prostitution, alcoholism, corporate crime and robbery. Prerequisite SOCL 1020.

SOCL 2030 Medical Sociology (3 credits)

The course uses sociological concepts, perspectives and research methods to develop an understanding and awareness of how social, cultural, and behavioral factors influence health, illness and healthcare. Students will study the explanations and theories relating to the distribution of diseases among various population groups, the behaviors or actions taken by individuals to maintain, enhance or restore health or cope with illness, disease and disability. Prerequisite: SOCL 1020.

SOCL 2100 Sociology of Sexuality (3 credits)

This course reviews the sociology of sexuality from a sociohistorical perspective. Among the topics to be discussed are the theoretical approaches to sexuality, the making of sexual identities, the relationship between sexuality and social institutions, and sexual politics and ethics.

SOCL 2130 Family Relationships (3 credits)

Contemporary patterns of marriage and family living. Approaches to effective living together in family units. Covers both adult and parent-child relationships. Emphasis on communication, supportiveness, and contingency management.

SOCL 2200 Ghana: Through a Sociological Lens (3 credits)

This course will help students to develop “intercultural competence” by expanding their knowledge, experience and understanding of the diversity of cultures, and at the same time, the interconnectedness of these cultures. Learning and experiencing other cultures are necessary preparations for life in our thoroughly globalizing world. Students in this course will travel to Ghana, a country located in West Africa, on a study abroad trip. Ghana’s history, unique features and conditions make it an ideal location for a study abroad program. Within the African continent Ghana stands out for its unique sociocultural and historical location. The first sub-Saharan country in Africa to gain its independence [in 1957], Ghana is currently one of the most peaceful and stable democracies and rapidly growing economies in Africa. Furthermore, Ghana, formerly called the Gold Coast has an intriguing colonial history, a rich cultural heritage and offers an example of a post-colonial African society with a seamless transition between tradition and modernity. Also, Ghanaian people are noted for their warmth, hospitality, and peaceful and easy going attitudes. Visiting Ghana will offer students the opportunity to explore and experience first-hand the rich diversity of Ghana’s cultural heritage through their direct interaction with the people and visits to several historical, geographical and cultural sites. More important, visiting a country in which modern forms of living and indigenous traditions co-exist, will further enhance students’ understanding of the dynamics of social and cultural change. Prerequisites: None.

SOCL 2510 Social Problems (3 credits)

Focuses on a number of contemporary social problems, analyzing causative factors and exploring alternative solutions. Examines the role of community service agencies in the improvement of some of these problems. Prerequisite: SOCL 1020.

SOCL 2600 Sociology of Sport (3 credits)

This course will use the investigative tools of sociology to explore the myths and realities of sport, with a particular focus on contemporary American society. It will attempt to answer such questions as: Do sports “build character”? Is “amateurism” a myth? Should professional athletes be paid exorbitant sums of money? Are there elements of racial and sexual prejudice in sports? Do governing bodies exploit athletes? What is the role of athletics in society? Do our established athletic (and societal) institutions serve this purpose? Do sports provide a valid means of upward

mobility? Should professional athletes be considered role models? What tools are available to assess the frequency of drug use in sports? Prerequisite: SOCL 1020.

SOCL 3000 Research Methods in the Social Sciences (3 credits)

Introduction to qualitative research designs commonly used in the social sciences. Discussion of data collection methods such as participant observation and interviewing, focus groups, case studies and ethnographies. Prerequisites: SOCL 1020 or ANTH 1020.

SOCL 3100 Sociology of Religion (3 credits)

The class will explore religion from a sociological perspective. We will use theory to examine churches, cults, and sects across the globe. In addition, the class will explore the concepts of tradition, belief, ritual, spirituality, and fundamentalism. The class will also look at how religion interacts with other sectors of society such as politics, economics, and social movements. Prerequisites: COMP 2000 or COMP 2000H and SOCL 1020 or ANTH 1020.

SOCL 3150 Social Movements (3 credits)

This course examines how and why people attempt to bring about social change as well as forces that oppose social change. Various theoretical viewpoints will be used for analysis. Concentration is on twentieth and twenty-first century social movements from case study perspectives. Prerequisite: SOCL 1020.

SOCL 3250 Social Theory (3 credits)

This course concentrates on the historical development of sociological theory with special reference to its European origins. It will also provide a comparative study and critique of various theoretical accounts on the rise and of the transformations of modern society in the 19th and 20th centuries. Selected topics include the individual, society,

and polity; economy, class, and status; organization and ideology; religion and society; moral and instrumental action. Prerequisite: SOCL 1020.

SOCL 3300 Gender at Work (3 credits)

This course examines the workplace as a specific cultural context in which identifiable values, ethics, and mores come into play, particularly as they relate to issues and imbalances related to gender and cultural diversity. Prerequisite: SOCL 1020.

SOCL 3500 Race and Ethnicity in the U.S. (3 credits)

This course covers race and ethnic divisions, discrimination, conflict and cooperation. Further, it explores the impact of global processes on race and ethnicity in the United States. There will be a comparison of US racial and ethnic patterns to other countries. Prerequisite: SOCL 1020.

SOCL 3600 Environmental Sociology (3 credits)

This course examines the relationships between societies and the physical environment in the U.S. and at the global level as well as the ways in which environmental problems are also social problems. It will explore materialism, technology, development, population, and environmental activism and attitudes including the pivotal role that social inequality plays in relation to environmental problems. Prerequisites: SOCL 1020 or ENVS 1100 or ENVS 1200.

SOCL 3800 Family Life Cycle (3 credits)

A study of family functioning over the life span of the family. Various issues such as culture, class, race, and gender will be covered and how these impact family functioning. Emphasizes marriage, divorce, remarriage, death, and other major determinants of family operation. Prerequisite: SOCL 2130.

SOCL 4010 Lesbian, Gay, Bisexual, and Transgender Cultures (3 credits)

This course examines topics in lesbian, gay, bisexual, and transgender cultures from theoretical, historical and political perspectives. Topics might include an examination of the essentialist versus constructionist debates and their respective implications, sex policing, political resistance, and the politics of AIDS. Prerequisite: SOCL 1020.

SOCL 4880 Senior Seminar (3 credits)

Students will analyze and integrate information from a variety of sub-disciplines within sociology. Topics may include, but are not limited to, sociological perspectives on race/ethnicity, gender, environment, religion, medicine, deviance, sexuality, and family. Each seminar will have a focal theme that will require students to develop and use their sociological imagination, as well as apply knowledge from prior courses and experiences. This course is

presented as a capstone experience, therefore students with advanced standing within the sociology major will benefit the most from the seminar. Prerequisites: SOCL 3000 or SOCL 3200.

SOCL 4950 Internship in Sociology (1–3 credits)

A 10-20 hour per week, paying or nonpaying work experience for 16 weeks (or more) in the student's major area of study. Consult academic division for specific details and requirements. Prerequisites: cumulative GPA of 2.5 or higher, completion of 36 or more credit hours, and permission of academic director.

SOCL 4950A Internship A in Sociology (1–3 credits)

A 10-20 hour per week, paying or nonpaying work experience for 16 weeks (or more) in the student's major area of study. Consult academic division for specific details and requirements. Prerequisites: cumulative GPA of 2.5 or higher, completion of 36 or more credit hours, and permission of academic director.

SOCL 4950B Internship B in Sociology (1–3 credits)

A 10-20 hour per week, paying or nonpaying work experience for 16 weeks (or more) in the student's major area of study. Consult academic division for specific details and requirements. Prerequisites: cumulative GPA of 2.5 or higher, completion of 36 or more credit hours, and permission of academic director.

SOCL 4990 Independent Study in Sociology (1–6 credits)

The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis.

SOCL 4990A Independent Study in Sociology A (1–3 credits)

The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. Prerequisites: Written consent of instructor and division director.

SOCL 4990B Independent Study in Sociology B (1–3 credits)

The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. Prerequisites: Written consent of instructor and division director.

SOCL 4990C Independent Study in Sociology C (1–3 credits)

The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. Prerequisites: Written consent of instructor and division director.

SOCL 4990D Independent Study in Sociology D (1–3 credits)

The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. Prerequisites: Written consent of instructor and division director.

SPAN—Spanish

SPAN 1210 Elementary Spanish I (3 credits)

Essentials of Spanish language with emphasis on grammar, vocabulary, writing, and oral skills. Introduction to Spanish culture. Not open to native speakers.

SPAN 1220 Elementary Spanish II (3 credits)

Essentials of Spanish language with emphasis on grammar, vocabulary, writing, and oral skills. Not open to native speakers. Prerequisite: SPAN 1210 or a Spanish Challenge Exam score of 70 to 79.

SPAN 2210 Intermediate Spanish I (3 credits)

Intermediate Spanish I: Readings in Spanish literature and culture. Study of Spanish idioms and syntax. Further development of oral and written Spanish. Not open to native speakers. Prerequisite: SPAN 1220 or a Spanish Challenge Exam score of 80 to 89.

SPAN 2220 Intermediate Spanish II (3 credits)

Continuation of SPAN 2210. Readings in Spanish literature and culture. Study of Spanish idioms and syntax. Further development of oral and written Spanish. Not open to native speakers. Prerequisite: SPAN 2210 or a Spanish Challenge Exam score of 90 to 92.

SPAN 2350 Spanish for Heritage Learners (3 credits)

This intermediate level course is designed for students who have had little or no formal instruction in Spanish, but who, because of their exposure to the language via their familial ties or previous social exposure, can understand much of casual spoken Spanish or can passively understand the language, but may not speak it or write it themselves. The focus of the course is to build upon their knowledge and develop formal speaking, reading and writing skills.

SPAN 3000 Conversation and Composition (3 credits)

A course for students with intermediate-level Spanish reading and writing competency who wish to increase their oral and written competency in the language. Prerequisite: SPAN 2220 or SPAN 2350 or a Spanish Challenge Exam score of 93 or higher.

SPAN 3200 Business Spanish (3 credits)

Introduces business terminology and usage to develop fluent oral and written communication in business and professional settings. Special attention is given to understanding the cultural context for conducting business in both Spain and Latin America. Group projects, class discussions, oral and written work all in Spanish. Prerequisite: SPAN 2210 or SPAN 2350 or a Spanish Challenge Exam score of 93 or higher.

SPAN 3240 Introduction to Spanish Literature (3 credits)

An introductory literature course intended to familiarize students with the literature of Spain from the medieval period until the twentieth century and to develop skills in literary analysis. Class discussions, readings, oral and written work all in Spanish. Prerequisite: SPAN 2350 or SPAN 3000 or a Spanish Challenge Exam score of 93 or higher.

SPAN 3250 Introduction to Latin American Literature (3 credits)

An introductory literature course intended to familiarize students with the literature of Latin America through selected readings in all genres and to develop skills in literary analysis. Class discussions, readings, oral and written work all in Spanish. Prerequisite: SPAN 2350 or SPAN 3000 or a Spanish Challenge Exam score of 93 or higher.

SPAN 3300 Spanish for Health Professions (3 credits)

This course focuses on intermediate-level Spanish grammar and vocabulary designed to help current and future health care professionals communicate with Spanish-speaking patients and their families. Students will also learn about the cultural context for discussing medical issues in both Spain and Latin America. Prerequisite: SPAN 2210 or SPAN 2350 or a Spanish Challenge Exam score of 93 or higher.

SPAN 3400 Spanish for Legal Professions (3 credits)

This course introduces legal terminology and usage to develop fluent oral and written communication in legal and professional settings. Special attention is given to understanding a variety of major cultural complexities that envelop the law and communication when working with a Hispanic population. Students will be required to translate short legal documents (cases and studies) and interpret through role playing. Group projects, class discussions, oral and written work are all in Spanish. Prerequisite: SPAN 2210 or SPAN 2350 or a Spanish Challenge Exam score of 93 or higher.

SPAN 4900 Special Topics in Spanish (3 credits)

An in-depth study of a period, an author or a literary genre in the Spanish language. Class discussions, readings, oral

and written work all in Spanish. May be repeated once for credit, if content changes, and with written consent of division director. Prerequisite: one 3000-level SPAN course.

SPAN 4990 Independent Study in Spanish (1–3 credits)

The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. Written consent of instructor and division director required. Prerequisites: One SPAN course and COMP 2000, COMP 2010 or COMP 2020 or COMP 2000H.

SPCH—Speech

SPCH 1010 Public Speaking (3 credits)

Training and practice in the fundamentals of public speaking, including audience analysis, topic development, research, organization, language use, and delivery.

SPCH 1010H Public Speaking Honors (3 credits)

Training and practice in the fundamentals of public speaking, including audience analysis, topic development, research, organization, language use, and delivery. Honors students only.

SPCH 2000 Fundamentals of Human Communication (3 credits)

This course surveys major concepts, theories, and research in the study of human communication. The course assists students in developing knowledge and skills in the development of their own communication competence. The course covers basic human communication processes in the contexts of interpersonal, group/team, and public communication. Prerequisite: COMP 1500 or COMP 1500H.

SPCH 2020 Argument and Debate (3 credits)

Training and practice in fundamentals of oral argumentation, including methods of obtaining and organizing materials, delivery, and audience analysis, with an emphasis on researching evidence and constructing and refuting an argument in a debate format. Prerequisite: COMP 1500 or COMP 1500H.

SPCH 3120 Speech Communication for the Professions (3 credits)

Emphasis on public communication skills required of the person in business and/or professional settings. Topics include business interviews, public speaking, presentation aids, listening, team communication, and cultural diversity in the workplace.

SPT—Sport and Recreation Mgt

SPT 1050 Introduction to Sport and Recreation Management (3 credits)

Provides an overview of the sport and recreation industry, history, and theory of management principles, and the examination of the key components of sport and recreation management: leadership, event management, marketing, fund-raising, budgeting, ethics, sport law, and public relations.

SPT 2050 Sport in Popular Culture (3 credits)

Examines sport in today's popular culture, this includes music, film, television, advertising, fashion, toys, magazines, and cyberspace. Through critical analysis the connection between sport, popular culture and issues of race, gender, sexuality, censorship, and social class will be analyzed and discussed.

SPT 2150 Sport in Society (3 credits)

Studies the impact sport has on our society. The course examines the different levels of sport and emphasizes issues related to economics, education, race, gender, youth sports, social mobility, violence, and deviance.

SPT 2350 Ethics in Sport and Recreation Management (3 credits)

This course examines morality and ethical issues pertaining to sport. Topics include sportsmanship, fan behavior, performance-enhancing drugs, drug testing, gender equity in sport, violence on and off the field, and youth sport participation.

SPT 2950 Sport and Recreation Practicum (3 credits)

This course is designed to give students the opportunity to gain practical experience with a sport or recreation organization. Allowing the student to experience first hand what it is like to work in the industry. Students must work 75 hours within one academic term (16 weeks). Prerequisites: SPT 1050 and Instructor Approval.

SPT 3150 Facility and Event Management (3 credits)

This course studies the guidelines and principles of managing sport and recreation events and facilities. Topics include event logistics, critical planning techniques, negotiations, funding, and facility design, operation, and maintenance. Prerequisite: SPT 1050.

SPT 3200 Sponsorship and Fundraising (3 credits)

This course explores both sponsorship and fundraising from different levels of sport and recreation. Concepts and theories will be applied to case studies and current

techniques for sponsorship acquisition and fundraising tactics.

SPT 3375 Program Management (3 credits)

An exploration of sport and recreation programs with an emphasis on management issues pertaining to the development and operation of participant based programs. Prerequisite: SPT 1050.

SPT 3425 Public Relations in Sport (3 credits)

Studies the guidelines and principles of public relations in sport and recreation. Topics include communication, mass media, interviewing, media formats, and publication design. Prerequisite: SPT 1050.

SPT 3550 Principles of Economics and Finance in Sport (3 credits)

Examines current economic and financial issues that impact sport and recreation management. Topics include budget development, funding, capital projects, economic impact, and supply and demand in the sport and recreation industry. Prerequisites: SPT 1050.

SPT 3650 Sport Marketing (3 credits)

A focus on the principles of sport marketing and the application of a sport marketing plan. Topics include advertising, marketing mix, consumer behavior, and relationship marketing.

SPT 3775 Sport Camp Management (3 credits)

An exploration into sport camp management principles and practices. An examination of residential, day, professional team, college athletic, and high school sport based camps with an emphasis on organization, staffing, operations, and evaluation. Prerequisite: SPT 1050.

SPT 3925 The Business of College Sports (3 credits)

This course examines the history, rules, and regulations that govern college athletics. Exploration into Division I, II, and III programs with a critical analysis of the current issues that each division faces. Prerequisite: SPT 1050.

SPT 4425 Organization and Administration of Sport (3 credits)

Reviews the principles of organizational structure and behavior within sport organizations. Topics include organizational policies and procedures, organizational effectiveness, communication networks, and leadership values. Prerequisite: SPT 1050.

SPT 4550 Legal Aspects of Sport and Recreation (3 credits)

Reviews the legal considerations, responsibilities, and liabilities of institutions and their personnel as related

to sport and recreation. Examines event management, personnel relations, and governmental regulations that impact sport and recreation. Prerequisite: SPT 1050 or SPT Faculty approval.

SPT 4850 Seminar in Sport and Recreation Management (3 credits)

A capstone course for senior sport and recreation management majors. Students will examine trends in the industry, career paths, and discuss current topics in sport and recreation. Prerequisites: SPT 1050, Senior Standing, and SPT Faculty approval.

SPT 4950 Sport and Recreation Management Internship (12 credits)

A supervised work placement for a period of 16 weeks in the student's major area of study. A minimum of 420 hours is required. There is also a classroom component for this course. Prerequisites: cumulative GPA of 2.5 or higher, completion of 36 or more credits within Major Requirements and permission from SPT faculty. Sport and Recreation Management Majors Only.

SPT 4951 Sport and Recreation Internship (6 credits)

A supervised work placement for a period of 16 weeks in the student's major area of study. A minimum of 210 hours is required. There is also a classroom component for this course. Prerequisites: cumulative GPA of 2.5 or higher, completion of 36 or more credits within Major Requirements and permission from SPT faculty. Sport and Recreation Management Majors Only.

SPT 4952 Sport and Recreation Internship (6 credits)

A supervised work placement for a period of 16 weeks in the student's major area of study. A minimum of 210 hours is required. There is also a classroom component for this course. Prerequisites: cumulative GPA of 2.5 or higher, completion of 36 or more credits within Major Requirements and permission from SPT faculty. Sport and Recreation Management Majors Only.

TECH—Information Technology

TECH 1110 Technology in Information Age (3 credits)

In this course, students work for mastery of basic computer application skills in file management, word processing, spreadsheet, charting, database, Internet research, and web authoring/publishing. In addition, students acquire a deeper understanding of technology as used by professionals in all information technology fields, current trends, ethical use of technology, and technology management. A challenge exam (passing score = 75

percent) is available for those students who believe they already possess these skills.

TECH 1111 Computer Applications (3 credits)

This course covers technology survival skills needed for school, work, and life in our information age. Students work for mastery of computer application skills needed today for success in academic coursework and tomorrow for the lifelong learning required in any profession. Students use today's popular software packages to create real-world documents in word processing, spreadsheets, charting, databases, and web authoring.

TECH 1800 Introduction to Information Technology (3 credits)

This course introduces students to the discipline of information technology, and provides an overview of the discipline of IT, describes how it relates to other computing disciplines, and instills an IT mindset. The goal is to help students understand the diverse contexts in which IT is used and the challenges inherent in the diffusion of innovative technology. The course will cover pervasive themes, history and application domains. Prerequisites: TECH 1111 or Tech challenge exam.

TECH 2100 Introduction to Programming (4 credits)

This course introduces students to computer programming using a general purpose programming language. The course will focus on the syntax of the programming language. Topics covered include: syntax, semantics, function definitions, function applications, conditional statements, selection statements, iteration statements, arrays, files, classes, objects, and methods. Prerequisite: MATH 1040.

TECH 2130 Business Applications of Microcomputers (3 credits)

This course covers the fundamental theories and applications of business programs for microcomputers that are useful in the small- to mid-size business environment. Accounting, relational database management, and information system management programs will be included. This is a computer laboratory course. Prerequisite: TECH 1110 or TECH 1111.

TECH 2150 Introduction to Internet Resources (3 credits)

In this course, students will discover and explore the internet and a multitude of its resources. Students will examine fundamental concepts and terminology of the Internet, explore a host of multimedia applications used through the Internet, and learn different skills for searching the Web and getting more out of the Internet. Specifically, the course will allow students to briefly examine the history of the Internet, explore its architecture, and become knowledgeable on some of its applications such as the Web, Email and File Transfer Protocol (FTP). Students will develop the skills necessary for searching

precise Internet content and then critically assessing these findings for value and credibility. Students will also learn about Internet technologies and security, and learn about e-business models. Finally, it will introduce students to design principles for developing usable and accessible Web sites, and allow students to employ tools on how to improve page ranking. Prerequisite: TECH 1110 or TECH 1111 or the Challenge Exam.

TECH 3000 Multimedia Design (3 credits)

This course offers students literacy in the basic principles of 2-dimension digital multimedia. Students will explore a variety of software applications to create projects and presentations in multiple interfaces including digital photos, animations, sound, video, color and typography, visual culture management, and time-based art. Students will discuss multimedia frontiers, emerging technology, and societal issues including human impact, regulation, copyright, fair use, equity, cost, and universal access. Students should have a working knowledge (point-and-shoot and file transfer) of and access to their own digital cameras, camcorders, microphones, etc. Prerequisite: TECH 1800 or CSIS 1800.

TECH 3010 Principles of Web Site Design (3 credits)

This course gives students an in-depth understanding of web design techniques, principles and skills for navigation, functional/visual design, digital media incorporation and content development, and includes the ongoing process of web site management. Students gain technical proficiency in programming with HTML, Cascading Style Sheets and JavaScript, and File Transfer Protocol (FTP) to plan, create, publish and maintain interactive web pages. Projects will focus on effective site structure, page design, consistent layout, internationalization, and the incorporation of forms, images, video, and sound. Prerequisite: TECH 3000.

TECH 3022 Integrative Programming and Technologies (3 credits)

This course will describe how distributed applications and systems of disparate technologies are integrated so that components and services running on multiple machines communicate with each other. Currently dominant implementation choices will be discussed. Students will learn how to make object-oriented integration architectural and development decisions that will result in secure, scalable and manageable systems. Prerequisite: TECH 2100 or CSIS 2101 or CSIS 2100, TECH 3010, and CSIS 2000.

TECH 3810 Computing Platforms (3 credits)

This course covers the fundamentals of hardware and software and how they integrate to form a computing platform. Students will learn how to select, deploy,

integrate and administer platforms or components to support an organization's IT infrastructure. Virtualization will be used to allow students to work with multiple operating systems. Prerequisite: TECH 3022.

TECH 4055 System Architecture (3 credits)

This course develops the skills to gather requirements, then source, evaluate and integrate components into a single system, and finally, to validate the system. It also covers the fundamentals of project management and the interplay between IT applications and organizational processes using modeling tools and methodologies in project lifecycle phases. Prerequisites: TECH 2150 and TECH 3022.

TECH 4310 Web Services and Systems (3 credits)

This course covers the architecture, deployment, implementation and testing of web-based applications including related software, databases, interfaces and digital media. It also covers social, ethical and security issues arising from the Web, networking and social software. Prerequisite: TECH 3022

TECH 4350 Human-Computer Interaction (3 credits)

This course stresses the importance and the advocacy of the user in the development of Information Technology (IT) applications and systems. Students will develop knowledge of Human Computer Interaction (HCI), such as user and task analysis, human factors, ergonomics, accessibility standards, and cognitive psychology. They will also learn about human cognition, HCI theories, user observation, prototyping and evaluation techniques, user interface modalities and graphical user interface components. Prerequisite: TECH 2100 or CSIS 2101 or CSIS 2100.

TECH 4500 Wireless Network Infrastructures (3 credits)

This course begins with a simplified discussion on propagation characteristics of radio waves and discusses the distinctions between CDMA and TDMA technologies. Students discuss the concept of cellular infrastructure and how to calculate the network capacities for the two technologies. The course then covers various mobile protocols as well as Bluetooth, 802.11, WiMax protocols and other emerging protocols. Students also discuss VoIP technologies and UTMS standard to understand how VoIP technologies will evolve in the future. Prerequisite: CSIS 3500.

TECH 4710 Basic Computer Forensics (3 credits)

This course introduces students to the collection, preservation, presentation and preparation of computer-based evidence for the purposes of criminal law enforcement or civil litigation using investigative software to learn about criminology, data recovery, computer operating systems, network security, and cyber crime investigations. The course maps to the objectives of

the International Association of Computer Investigative Specialists (IACIS) certification to provide credible, standards-based information. Topics include coverage of the latest technology including PDAs, cell phones, and thumb drives. Prerequisites: CSIS 3023 and CSIS 4500.

TECH 4890 Special Topics in Information Technology (3 credits)

Topics in advanced information technology that are not included in a regular course offering. Prerequisites may be required. Specific content and prerequisites are announced in the course schedule for the given term. Students may re-enroll for Special Topics covering different content.

TECH 4900 Directed Project (3–8 credits)

A major project will be completed by the student under the direction of a faculty member.

TECH 4900A Directed Project (A) (3–8 credits)

A major project will be completed by the student under the direction of a faculty member.

TECH 4900B Directed Project (B) (3–8 credits)

A major project will be completed by the student under the direction of a faculty member.

TECH 4900C Directed Project (C) (3–8 credits)

A major project will be completed by the student under the direction of a faculty member.

TECH 4901 APS Capstone Course in Information Technology (3 credits)

This course is reserved for students who are enrolled in the Applied Professional Studies Program. Through a series of written assignments, this course provides students with an opportunity to integrate previous learning and experience with a concentration in information science to form a unique course of academic study. Given that the APS major is individualized to a large extent based on a student's interests and past experiences, this course ordinarily will be conducted as an independent study and will be taken during the student's last semester prior to receipt of their degree. Prerequisite: to be determined by supervising faculty and the division director.

TECH 4950 Internship in Technology (1–12 credits)

A work experience for 16 weeks in the student's major area of study or area of career interest. Consult academic division for specific details and requirements. Prerequisites: cumulative GPA of 2.5 or higher, major GPA of 3.0 or higher, completion of 60 or more credit hours, supervision of instructor, and permission of academic director.

TECH 4990 Independent Study in Technology (1–12 credits)

The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. Prerequisite: to be determined by the faculty and division director.

THEA—Theatre**THEA 1500 Comedy and Improvisation (3 credits)**

This course introduces students to the basic techniques of improvisational theatre, sketch and stand-up comedy.

THEA 2000 Voice and Movement (3 credits)

Study and practice in breathing, phonation, standard speech, text analysis, scansion and cold readings, as well as kinesthetic awareness, warm-up, use of space, stage movement, stage blocking, and stage combat.

THEA 2020 Acting I (3 credits)

A performance-oriented course designed to introduce, develop and reinforce fundamental acting skills and techniques.

THEA 2025 Performance for Film and Television (3 credits)

This course focuses on camera performance techniques relevant to film, television, and broadcasting.

THEA 2030 Play Analysis (3 credits)

Training and practice in the fundamentals of text analysis for the purposes of theatrical production. Prerequisite: COMP 1500 or COMP 1500H.

THEA 2060 Technical Theatre (3 credits)

A laboratory approach to technical theatre with focus on backstage operations, crew assignments, and practical application in actual productions.

THEA 2101 Theatre Laboratory I (1 credits)

Participation in one or more of NSU's theatre productions. Assigned duties may include set construction, costume, technical support, acting, directing, management, or administration. Pass/fail only.

THEA 2102 Theatre Laboratory II (1 credits)

Participation in one more of NSU's theatre productions. Assigned duties may include set construction, costume, technical support, acting, directing, management, or administration. Pass/fail only. Prerequisite: THEA 2101

THEA 2103 Theatre Laboratory III (1 credits)

Participation in one or more of NSU's theatre productions. Assigned duties may include set construction, costume, technical support, directing, management, or

administration. Pass/fail only. Prerequisite: THEA 2102.

THEA 2104 Theatre Laboratory IV (1 credits)

Participation in on or more of NSU's theatre productions. Assigned duties may include set construction, costume, technical support, acting, directing, management, or administration. Pass/fail only. Prerequisite: THEA 2103.

THEA 3020 Acting II (3 credits)

Emphasis on the development and use of techniques for in-depth research and analysis of characters for public performance. Prerequisite: THEA 2020.

THEA 3025 Audition Techniques (3 credits)

A performance-oriented course designed to explore audition techniques and career planning for the professional theatre, film, and television industries. The course will focus on monologue selection and performance, cold readings, movement/dance calls, warm-ups and basic audition etiquette and protocol. Prerequisite: THEA 2020.

THEA 3050 Costuming and Makeup (3 credits)

Study of sewing, fabrics, patterns and practical application of costume construction techniques; materials and techniques for stage makeup with emphasis on practical application for theatrical production. Prerequisite: COMP 2000, 2010, or 2020 or COMP 2000H.

THEA 3060 Scene Design (3 credits)

A study of the fundamental principles and techniques of stage design. Prerequisite: THEA 2060.

THEA 3070 Lighting and Sound Design (3 credits)

This course provides the study of advanced techniques of lighting design and sound design, including exploration of various lighting/sound boards, and design styles. Students in this course complete a lab component that focuses on practical applications. Prerequisite: THEA 2060.

THEA 3200 Theatre History I (3 credits)

This course explores the history of theatre from the origin of performance to the Renaissance. Prerequisite: COMP 2000, 2010, or 2020 or COMP 2000H.

THEA 3250 Theatre History II (3 credits)

This course explores the history of theatre from the Restoration to the present. Prerequisites: COMP 2000, 2010, or 2020 or COMP 2000H.

THEA 3500 Stage and Production Management (3 credits)

Stage and Production Management: An in-depth look

at the management aspects of the theatre. The course will focus on the individual roles of stage manager and production manager and how these roles are applied in performing arts events. Prerequisites: one THEA course; and COMP 1500 or COMP 1500H.

THEA 4100 Directing for the Stage (3 credits)

The history of the director, the function of the director, and the examination of theoretical viewpoint, including textual analysis, establishing group work for the director's approach to production, play selection, analysis, and patterning of auditory and visual elements of production. Directing of a one-act play. Prerequisite: THEA 2020 and completion of 60 or more credit hours.

THEA 4900 Special Topics in Theatre (3 credits)

An advanced course in a particular dramatist, period, or form of theatre. Specific focus to be announced. May be repeated once for credit, if content changes and with written consent of division director. Prerequisites: one THEA course and COMP 2000, 2010, or 2020 or COMP 2000H.

THEA 4930 Senior Seminar (1 credits)

Seminar style course designed to synthesize coursework and performing experience with preparation for a professional career or graduate study in the performing arts. Course topics will include formulation of artistic philosophy, the business of the performing arts, professional development, interview/audition skills, and culminate in a final capstone performance or project. Prerequisite: Completion of at least 90 credit hours and permission of director.

THEA 4950 Internship in Theatre (3–6 credits)

Training and practice at a professional theatre or arts venue. Prerequisites: cumulative GPA of 2.5 or higher, completion of 60 or more credit hours, and written consent of division director.

THEA 4990 Independent Study in Theatre (1–3 credits)

The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. Written consent of instructor and division director required. Prerequisites: One THEA course and COMP 2000, 2010 or 2020 or COMP 2000H.

TXX—Taxation

TXX 3110 Federal Taxation I (3 credits)

Examines the fundamentals of individual income taxation. A background of accounting courses is not essential for this course. The course may be of special interest to non business majors. Topics include exemptions, exclusions, and deductions available to the individual. These concepts

will aid the student in the preparation of an individual tax return. Prerequisite: ACT 2200.

TXX 4110 Federal Taxation II (3 credits)

A study of the income taxation of corporations and their shareholders; partnerships and their partners; and estates and trusts and their beneficiaries. Includes a study of the rights and obligations of the taxpayers in dealing with the Internal Revenue Service. Prerequisites: TXX 3110 and ACT 3050.

UABA—Behavioral Analysis

UABA 3010 Introduction to Applied Behavior 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 ABA and its relation to education and psychology, basic vocabulary and concepts in the field, and strategies for measuring behavior. The course will focus on basic strategies for increasing and decreasing behaviors of students and ethical considerations in the application of ABA in a variety of settings with an emphasis on research of education with children ages birth to 8 years old.

UABA 3020 Assessment in Applied Behavior Analysis (3 credits)

This course will expand upon the introductory course to address the selection and implementation of assessments in ABA based on those principles. The selection of interventions and outcome strategies resulting from the assessment process will also be addressed. In addition, focus will be placed on the experimental evaluation of interventions, measurement of behavior, and displaying and interpreting data using single-subject and small group designs. Assessment choices and procedures will be evaluated for practical application in educational setting with children ages birth to 8 years old.

UABA 3030 Intervention in Applied Behavior Analysis (3 credits)

This course will focus on intervention strategies for increasing skills and decreasing challenging behaviors with young children (birth to 8 years of age) in educational settings and with families. Focus will be placed on the effects of systems on intervention efforts, the ethical practice of applied behavior analysis within systems, and creating systems that support behavior change. Evaluation of research on intervention with children for both increasing and decreasing behaviors will be evaluated to help students become informed consumers of research-based information.

UABA 3040 Positive Behavioral Support for Children with Challenging Behaviors (3 credits)

Positive Behavioral Support (PBS) is the application of ABA principles within natural contexts and from a systems perspective. This course will focus specifically on addressing challenging behavior for children in the home and classroom settings. Students will learn to assess challenging behaviors using functional assessments, select and implement interventions based on those assessments within the natural environment, and to train families and staff members to implement behavioral programming to support children whose behavior often limits their opportunities for education and childcare services.

UNIV—University

UNIV 1010 New University Student Explorations and Experiences (3 credits)

This course provides an introduction to core college and university resources and presents foundational success skills relevant for undergraduate students new to the university. Students will address academic success skills (time management, study skills, effective reading, classroom preparation, exam preparation) and personal success skills (professional development planning, involvement and leadership skills). Students will review relevant academic and curricular expectations for their degree program.

UNIV 1010A First Year Seminar: Reading, Thinking, and Navigating the Blogosphere (3 credits)

This course is an interactive first-year seminar. Connected to the Farquhar College of Arts and Sciences' 2008-09 annual theme (Life and Death), this course introduces students to fundamentals of scholarly life. Through exposure to a combination of creative non-fiction, films, and blogs, students will learn to create and maintain their own blog. The blog will be the medium through which they think, write, and reason about abstract ideas/themes within an academic context. By investigating and using the art and journalistic method of the blog, students will identify the elements of sound reasoning and effective writing. They will also hone their own critical reading, analytical, and writing skills.

UNIV 1010B First Year Seminar: Crime and the Media (3 credits)

This course is an interactive first-year seminar. Connected to the Farquhar College of Arts and Sciences' annual theme, this course introduces students to fundamentals of scholarly life through explorations of the media's depiction of crime and criminals. Why do only certain criminal events become thrust into the public sphere with sufficient vigor to shape public fears of victimization? Why are some crimes sustained by sufficiently intense public outcry to become part of our cultural fabric, while other, almost identical incidents, fail to capture the collective imagination? Why do some very serious crimes cast a

much longer shadow than others, and some offenders take on an iconic evilness while others fade into quiet obscurity? This course points a critical spotlight on media constructions of crime and social control, developing our understanding of the relationship between media and crime, and taking existing knowledge in new directions. Substantive topics of current interest will be covered, including: news reporting of crime; media constructions of children and women as victims and offenders; moral panics over pedophiles; the relationship between the media and the police; 'reality' crime shows; surveillance and social control; and new media.

UNIV 1010C First Year Seminar: Pop Culture Studies (3 credits)

This course is an interactive first-year seminar. Connected to the Farquhar College of Arts and Sciences' annual theme, this course introduces students to scholarly life through explorations and critiques of popular culture. Students will examine themes, theories and methods of the field of cultural studies in relation to "texts" such as You-Tube, Facebook, music and music videos, film, and advertising.

UNIV 1010D First Year Seminar: The Most Evil State: Hitler's Germany (3 credits)

This course is an interactive first-year seminar. Connected to the Farquhar College of Arts and Sciences' annual theme, this course introduces students to fundamentals of scholarly life. This course looks at one of the most closely examined periods in history, Germany from 1933-1945. It poses the question: how could such a civilized and educated people commit crimes of such magnitude. The course will illustrate how the Nazis exploited economic and political crisis to suspend rights and impose tyranny. It will track how Hitler's government employed terror and deception to control and manipulate citizens. While in the beginning the Nazis primarily used terror against "outsiders"—political enemies, minorities and foreigners—ultimately millions of German citizens became victims of this regime as well. In the end, Hitler and his followers left Germany devastated, defeated and divided. By considering the stories of survivors of the Nazi regime, World War II and the Holocaust, students will be confronted with choices about life and death, the college's theme for 2008-2009.

UNIV 1010E First Year Seminar: Got Oil? The End of US Petroleum Era (3 credits)

This course is an interactive first-year seminar. Connected to the Farquhar College of Arts and Sciences' annual theme, this course focuses on the consequences of petroleum and natural gas development and consumption in the US and the World. The first part of the course would focus on how and where oil is formed, and the history of its exploitation in the US. The second part of the course would examine environmental problems that come with oil production and consumption. Students will get a

fuller appreciation of the difficult but necessary choices necessary for the US to move away from a petroleum based economy.

UNIV 1010F First Year Seminar: Life's Not Fair...or is it? (3 credits)

This course is an interactive first-year seminar. Connected to the Farquhar College of Arts and Sciences' annual theme, this course introduces students to the good and evil of statistics and data analysis as seen in a variety of daily encounters. Areas of coverage run the gamut from politics to medicine to sports to entertainment. Students will analyze the fairness and accuracy of data used in hundreds of aspects of our everyday lives.

UNIV 1010G First Year Seminar: Biotechnology and the Future of Human Nature (3 credits)

This course is an interactive first-year seminar designed to examine the scientific, moral, and political impacts of new developments in biotechnology. Topics that will be covered include stem cell research, human cloning, pre-implantation genetic diagnosis, genetic engineering, and human-animal hybrids. Upon learning the science behind each of the above technologies, students will analyze the potential benefits and drawbacks of physically and genetically manipulating human beings. The possible impacts of such manipulation on the human race will also be addressed.

UNIV 1010I First Year Seminar: May it Please the Court? Good and Evil in the Supreme Court (3 credits)

This is an interactive seminar for first year students. Connected to the Farquhar College of Arts and Sciences annual theme, this course introduces students to fundamentals of scholarly life and the expectations of student/faculty learning. This course will introduce students to how Supreme Court landmark decisions have defined what is good and what is considered evil. Students will analyze landmark Supreme Court decisions and discuss the influence these decisions have had on the law and society. The course will explore how Supreme Court decisions have evolved (or remained stagnant) on issues such as abortion, affirmative action, the death penalty, gay rights and church-state separation based on societal standards.

UNIV 1010J First Year Seminar: Taboos (3 credits)

This is an interactive seminar for first year students. Connected to the Farquhar College of Arts and Sciences annual theme, this course introduces students to fundamentals of scholarly life and the expectations of student/faculty learning. Every culture has behaviors and practices that are considered reprehensible by members of that society. Some of these are reviled enough to be labeled as "taboo." These taboos range from sexual behaviors to dietary choices to dress and beyond. What is

taboo in one culture may be accepted or even celebrated in another culture. However, a few taboos are nearly universal among cultures. This class will examine taboos from sociological and anthropological perspectives across selected historical and contemporary societies.

UNIV 1010K First Year Seminar: The Evil Brain: Biological Control of Morality (3 credits)

This is an interactive seminar for first year students. Connected to the Farquhar College of Arts and Sciences annual theme, this course introduces students to fundamentals of scholarly life and the expectations of student/faculty learning. This class will explore morality in terms of brain functioning by drawing upon findings from genetic, neurobiology and brain imaging studies. Concepts and ideas related to the biological control of morality will be discussed from neuropsychological, cognitive and biological perspectives. Students will learn how neural structures and processes govern emotional regulation and cognitive processes. These concepts will then be applied to understanding how environmental experiences, neurological insult or genetic abnormalities impact moral choices.

UNIV 1010L First Year Seminar: Performance and Activism (3 credits)

This is an interactive seminar for first year students. Connected to the Farquhar College of Arts and Sciences annual theme, this course introduces students to fundamentals of scholarly life and the expectations of student/faculty learning by exploring the connection among the arts, social change, and the larger community. Students will examine community-based performance methods, Theatre of the Oppressed, protest performance, traditional performance texts addressing social or political themes, and ensemble play-building. This course will culminate in the creation of an original performance piece. No prior performance experience is required. Perfect for students interested in anthropology, sociology, international studies, communications, creative writing, theatre, dance, music and visual arts.

UNIV 1010M First Year Seminar: The Violence of Popular Culture (3 credits)

This course is an interactive seminar for first year students. Connected to the Farquhar College of Arts and Sciences' annual theme, this course introduces students to fundamentals of scholarly life and the expectations of student/faculty learning. Many argue that video games and music lyrics can cause violence, citing, for example, the Columbine High School mass murders committed by Dylan Klebold and Eric Harris as evidence of what happens when kids are exposed to violent music and video games. Others argue that music that was written post-Columbine can be good for people, actually helping them to heal after the tragedy. Can popular cultural forms do good and/or evil? Can popular cultural forms actually create violence in society—not just physically but

also intellectually and emotionally, as well? This course which is connected to the Farquhar College of Arts and Sciences' annual theme of good and evil gives students the opportunity to ask these questions by examining positive and negative effects of popular culture. Relying on theories and methods of the field of cultural studies, students will be introduced to scholarly life as they analyze and critique popular cultural "texts" such as music and music videos, movies, television shows, and advertising.

UNIV 1010N First Year Seminar: The Most Evil States: Hitler's Germany and Stalin's Russia (3 credits)

This course is an interactive seminar for first year students. Connected to the Farquhar College of Arts and Sciences' annual theme, this course introduces students to fundamentals of scholarly life and the expectations of student/faculty learning. This course looks at two periods in history, Germany from 1933-1945 and the Soviet Union from 1922 to 1953. It poses the question, how could civilized and educated people in the Soviet Union and in Germany commit crimes of such magnitude in the name of state ideology. During the semester students will explore the methods Hitler and Stalin employed to terrorize, deceive, control and manipulate citizens. They will consider the role of the secret police, the army, propaganda, show trials and law as instruments of terror regimes. Students will be confronted with a number of disturbing similarities between dictatorships of the far right and the far left.

UNIV 1010P First Year Seminar: The Femme Fatale in Literature and Film (3 credits)

This course is an interactive seminar for first year students. Connected to the Farquhar College of Arts and Sciences' annual theme, this course introduces students to fundamentals of scholarly life and the expectations of student/faculty learning. Students will examine the archetype of the femme fatale in literature and film within the context of the 2009-10 college theme of good and evil.

UNIV 1010Q First Year Seminar: Roots, Rock, Reggae (3 credits)

This course is an interactive seminar for first year students. Connected to the Farquhar College of Arts and Sciences' annual theme, this course introduces students to fundamentals of scholarly life and the expectations of student/faculty learning. The class will focus on the evolution of reggae music, from its roots in ska to its most recent incarnation as dancehall. Students will also engage in cultural studies/performance studies readings of reggae lyrics, recorded performances, and music videos, particularly within the context of identity.

UNIV 1010R First Year Seminar: Tragedy, Memory and National Identity (3 credits)

This course is an interactive seminar for first year students. Connected to the Farquhar College of Arts and

Sciences' annual theme, this course introduces students to fundamentals of scholarly life and the expectations of student/faculty learning. Students will examine the situations of historical and fictional figures whose suffering brings to them a sense of self-worth as well as a connection to nation, religion, or ethnic group. China, Germany, Afghanistan, and the U.S. are examples of some of the nations and cultures that are explored, and through these examples, students will delineate historical, legal, political and social issues related to identity.

UNIV 1010S First Year Seminar: Play Ball: America through the Eyes of Sports (3 credits)

This course is an interactive seminar for first year students. Connected to the Farquhar College of Arts and Sciences' annual theme, this course introduces students to fundamentals of scholarly life and the expectations of student/faculty learning. The class will focus on the way that sports have played a vital role in American culture and history, helping shape and define who we are, as individuals and as Americans. Students will explore how sports have helped shape American society and have also reflected the cultural and social tensions that have enveloped America in the last century.

UNIV 1010T First Year Seminar: Human Animals (3 credits)

This course is an interactive seminar for first year students. Connected to the Farquhar College of Arts and Sciences' annual theme, this course introduces students to fundamentals of scholarly life and the expectations of student/faculty learning. This course will examine the question, what kind of animals are human beings? Are human beings unique sorts of animals having a peculiar set of capacities and proclivities that distinguishes them significantly from other animals on this planet? Or are humans rather more like other animals than we previously allowed ourselves to believe? Do animals feel empathy for each other, treat one another fairly, cooperate toward common goals, and help each other out of trouble? In short, do animals demonstrate morality? This course will cut across disciplinary lines so that students can become acquainted in new research findings in animal behavior, animal cognition, and philosophy.

UNIV 1010U First Year Seminar: Identity and Popular Culture (3 credits)

This course is an interactive seminar for first year students. Connected to the Farquhar College of Arts and Sciences' annual theme, this course introduces students to fundamentals of scholarly life and the expectations of student/faculty learning. This course explores popular culture and its effects on conceptions of self in contemporary U.S. society. Students will consider the formation of identity categories such as race and ethnicity, social class, gender and sexuality through an examination of messages sent by the media. Students will study popular cultural texts of their choosing including music, music videos, advertising, television and film.

UNIV 1010V Who are you? How the US Supreme Court Shapes Our Identity (3 credits)

This is an interactive seminar for first year students. Connected to the Farquhar College of Arts and Sciences annual theme, this course introduces students to fundamentals of scholarly life and the expectations of student/faculty learning. This course will introduce students to how Supreme Court landmark decisions have determined how our religious, social, and sexual identity are defined and accepted in a variety of areas such as employment, academia, and societal involvement. Students will analyze landmark Supreme Court decisions and discuss the influence these decisions have had on the law and society. The course will explore how Supreme Court decisions have evolved (or remained stagnant) on government involvement related to our age, ethnicity, religious, sexual, and racial identity.

UNIV 1010W First Year Seminar: Do you know who you are? Adventures in Discovery Science (3 credits)

This is an interactive seminar for first year students. Connected to the Farquhar College of Arts and Sciences annual theme, this course introduces students to fundamentals of scholarly life and the expectations of student/faculty learning. This course will introduce students to the people who reached out for adventure and occasionally risked their lives to follow their dreams of discovery in science. In the course of discussions about evolution, living fossils, dinosaurs, asteroid strikes, and genetic diseases, students will discover how they fit into the grand tradition of scientists who began with curiosity and, in the end, changed how we see ourselves and our place in the world.

UNIV 1010X First Year Seminar: Beyond Web (3 credits)

The course will review the impact of the Internet and the Web on personal identity and productivity. Impacts already felt on political systems, emergency response systems, and crisis management will be reviewed and analyzed. The course will look at the impact on how services will be rendered and products will be developed in the future and what will the governments have to do to meet the expectations of the wired populations. The classical science fiction will also be reviewed and its impact on the technical evolution will be analyzed. Possible future scenarios will be critically analyzed and student will write a report on their own prediction of one aspect of the future.

UNIV 1010Y First Year Seminar: Identity in a Mathematical World (3 credits)

This course is an interactive first-year seminar. Connected to the Farquhar College of Arts and Sciences' annual theme of Identity, this course introduces students to truths (and falsehoods) in life through statistical analyses of real data and real situations. We'll examine the fundamental basis for mathematical identities and proofs and how

solutions can be seen through various viewpoints particularly in the areas of statistics, genetics, and probability.

UNIV 1010Z First Year Seminar: Decay on the Internet: Your Identity takes a Plunge (3 credits)

This course is an interactive first-year seminar connected to the Farquhar College of Arts and Sciences' annual theme of Identity. With great expectations of sharing communication and information with family, friends, dates, classmates, etc., in an information-rich society, Internet users often make the fatal error of preserving unintended identities forever. This course examines the implications of gossip, rumor and privacy issues in collision with perceptions of an individual's true personality and characteristics. Students will explore the role information technology plays in their online life that can affect their real life.

UNIV 1011A Gene Therapy and Neurotechnology: Tools to Alter Your Identity (3 credits)

This course is an interactive first-year seminar designed to examine the potential of gene therapy and neurotechnology in human. Topics that will be covered include theoretical background, use of viruses in gene therapy, current research/clinical data, limitations and risks of gene therapy, and potential future applications. Upon learning the science behind both gene therapy and neurotechnology, students will analyze the potential applications of these techniques as they go beyond the treatment of diseases, and offer the technical ability to alter one's identity (as already illustrated by gene doping concerns). Philosophical and ethical issues surrounding these technologies will also be addressed.

UNIV 1011B First Year Seminar: When a Dolphin Looks in the Mirror, What Does She See? (3 credits)

This course is an interactive first-year seminar connected to the Farquhar College of Arts and Sciences' annual theme of Identity. Bottlenose dolphins (*Tursiops truncatus*) are well known for their intelligence and adaptability. In captivity they easily learn complex behaviors and often imitate each other and their human caretakers. The brains of bottlenose dolphins are almost as large as those of humans, and are larger than all of the other primates, when expressed as a percentage of body weight. Dolphins are also among the small group of non-human animals that have demonstrated evidence of understanding symbolic artificial languages, syntax, and semantics. Recent experiments have demonstrated that dolphins may also have self-awareness, the ability to comprehend and think about oneself as a separate individual. This course will explore the scientific basis for the study of dolphin self-awareness, and the psychological and philosophical controversies arising from the scientific evidence of dolphin self-identity.

UNIV 1011C First Year Seminar: Graphic

Witnesses: Art of the Wordless and Graphic Novel (3 credits)

This is an interactive seminar for first year students. Connected to the Farquhar College of Arts and Sciences annual theme, this course introduces students to the fundamentals of scholarly life and the expectations of student/faculty learning by exploring the connection among the arts and the larger cultural community. Students will explore the art and history of visual communication, the wordless and graphic novel, and their relationship to personal, cultural and historical identity. Students will learn and practice several drawing and relief printing techniques as well as the basic design principles. This course will culminate in a class wordless novel surrounding the college annual theme.

UNIV 1011D First Year Seminar: Environmental Justice (3 credits)

This is an interactive seminar for first year students. Connected to the Farquhar College of Arts and Sciences annual theme, this course introduces students to fundamentals of scholarly life and the expectations of student/faculty learning. Environmental "bads" (such as exposure to pollutants) are often unequally distributed to those who have traditionally lacked power including the poor, minorities, and women. This class will examine case studies of environmental challenges and environmental injustices, comparing and contrasting how environmental and social ills often interact. It will also look at various grassroots movements seeking Environmental Justice and environmental solutions that benefit people in places including India, Kenya, the Amazon, and the United States.

UNIV 1011E First Year Seminar: The Psychology of Truth, Deception, and Power (3 credits)

This is an interactive seminar for first year students. Connected to the Farquhar College of Arts and Sciences annual theme, this course introduces students to fundamentals of scholarly life and the expectations of student/faculty learning. This course provides an overview of the psychology related to truth, deception, and power. The course will focus on several forces shown to influence human thinking and behavior. The class will cover pseudoscience vs. science, and will explore the role of psychology in relation to several social issues. Psychological research and principles of scientific and critical thinking will be used in the exploration of key topic areas related to truth, deception, and power. Classroom debate and writings will be used to encourage students to develop critical thinking skills.

UNIV 1011F First Year Seminar: Truth and Power: The US Supreme Court's Might to Make Right (3 credits)

This is an interactive seminar for first year students. Connected to the Farquhar College of Arts and Sciences annual theme, this course introduces students to fundamentals of scholarly life and the expectations

of student/faculty learning. This course will introduce students to how Supreme Court landmark decisions have determined how our religious, social, and sexual identity are defined and accepted in a variety of areas such as employment, academia, and societal involvement. Students will analyze landmark Supreme Court decisions and discuss the influence these decisions have had on the law and society. The course will explore how Supreme Court's decisions have evolved (or remained stagnant) on government involvement related to our age, ethnicity, religious, sexual, and race.

UNIV 1011G First Year Seminar: Regime Rebellion: Challenging State Authority (3 credits)

This course is an interactive seminar for first year students. Connected to the Farquhar College of Arts and Sciences' annual theme, truth and power, this course introduces students to fundamentals of scholarly life and the expectations of student/faculty learning. Using primarily examples from the twentieth century, this course will examine when individuals and/or groups challenged the authority and/or official "truths" postulated by the totalitarian state. Such individuals and/or groups include the members of the White Rose, who printed leaflets informing German citizens about evils of the Nazi State. Such individuals or groups include the relatives of the Polish officers massacred at Katyn who challenged the official story about what had happened. The course will look also at more recent examples including the rise of Solidarity in Poland as well as other citizens' groups and movements in Central and Eastern Europe in the 1980s which opposed Communist rule.

UNIV 1011J First Year Seminar: Truth and Its Consequences (3 credits)

This course is an interactive seminar for first year students. Connected to the Farquhar College of Arts and Sciences' annual theme, truth and power, this course introduces students to fundamentals of scholarly life and the expectations of student/faculty learning. What does it mean to assert that a belief or claim is "true?" This course will introduce students to the philosophical debate over the meaning of "truth" by outlining standard philosophical theories of truth and exploring how the commitment to a theory of truth impacts the meaning of scientific, religious, moral, and aesthetic claims.

UNIV 1011K First Year Seminar: Civil Disobedience (3 credits)

This course is an interactive seminar for first year students. Connected to the Farquhar College of Arts and Sciences' annual theme, truth and power, this course introduces students to fundamentals of scholarly life and the expectations of student/faculty learning. In this section of the course, we will examine the questions, what is civil disobedience and what role ought it play in our modern political life? What roles have political figures such as Socrates, Thoreau, Gandhi, and King played in shaping our understanding of appropriate political action? Is there

still a place for civil disobedience in a representative democracy? Why should disobedience be civil at all? This section of the course will cut across disciplinary lines so that students can become acquainted with contributions from the fields of fictional literature, religion, political science, psychology, philosophy, and history.

UNIV 1011L First Year Seminar: Oppression and Repression (3 credits)

This course is an interactive seminar for first year students. Connected to the Farquhar College of Arts and Sciences' annual theme, truth and power, this course introduces students to fundamentals of scholarly life and the expectations of student/faculty learning. This seminar will focus on the "darker" side of American history, a history in which the community chooses, for whatever reason, to oppress or repress a minority group. It will be this class's objective to ask why this process occurred both at particular times and in regards to particular groups. In doing so, the goal will be to explore the meaning of power relationships in American society and culture.

UNIV 1011M First Year Seminar: Art, Print and Power (3 credits)

This is an interactive seminar for first year students. Connected to the Farquhar College of Arts and Sciences annual theme, this course introduces students to the fundamentals of scholarly life and the expectations of student/faculty learning by exploring the connection among the arts and the larger cultural community. Students will examine historical and contemporary visual arts used to elicit power and influence and how the visual elements of art and design have been used to send subliminal messages and persuasive doctrines. Students will also discuss aesthetics, propaganda, iconography and semiotics and will learn and practice making stencils and silkscreen techniques to create persuasive prints, posters and images relevant to the annual college theme.

UNIV 1011N First Year Seminar: Psychotherapy: The Good, The Bad, and The Lying (3 credits)

This course is an interactive seminar for first year students. Connected to the Farquhar College of Arts and Sciences' annual theme, Truth and Power, this course introduces students to fundamentals of scholarly life and the expectations of student/faculty learning. In this section of the course, we will examine how psychotherapists understand the "truth" of the therapy process. This exploration will focus on how therapists distinguish between the truth of what makes sense in defining good and bad therapy, bad therapy, as well as how therapists handle the issue of deception in therapy. The class will explore how therapists have power over clients as well as the power that clients have on therapists.

UNIV 1011P First Year Seminar: Life and Death in Hispanic Literature (3 credits)

This course is an interactive seminar for first year students. Connected to the Farquhar College of Arts and Sciences' annual theme, this course introduces students to fundamentals of scholarly life and the expectations of student/faculty learning. In this course, students will examine the literary representations of and responses to life and death in the historical and cultural context of Spain and Latin America through the reading and discussion of poetic, dramatic and narrative works. In addition to literary works, students will be introduced to other forms of artistic expressions (the visual arts, film and music) that reflect a myriad of attitudes and traditions related to life and death in the Hispanic world. In this course, we will attempt to answer the following questions: What are some basic differences in the ways in which Hispanic culture views life and death in comparison with US/American culture? How is the response to life, death and dying different in distinct literary works from Spain and Latin America and what role, if any, do genre, social and historical contexts play? Does the reading of literary works help us come to terms with our own concerns regarding life and death?

UNIV 1011Q First Year Seminar: Medical Emergencies (3 credits)

This course is an interactive seminar for first year students. Connected to the Farquhar College of Arts and Sciences' annual theme, this course introduces students to fundamentals of scholarly life and the expectations of student/faculty learning. Students will explore the theme of the medical emergency through close readings and analyses of narratives written by physicians, nurses, and emergency workers. Students will have an opportunity to present their finding about life and death and the medical emergency in writing and in short class presentations.

UNIV 1011R First-Year Seminar: Life and Death in Totalitarian Regimes (3 credits)

This course is an interactive seminar for first year students. Connected to the Farquhar College of Arts and Sciences' annual theme, this course introduces students to fundamentals of scholarly life and the expectations of student/faculty learning. Using examples from the twentieth century, this course will examine how the individual citizen survives, and sometimes does not survive, in totalitarian regimes. Are there strategies that permit the individual to save life and limb despite the occurrence of political purges, wars, religious persecutions and/or belligerent occupations? Is life and death under such terrible circumstances entirely random or arbitrary? The most difficult question might be: Are there situations when the individual must sacrifice her life to save family, friends, other citizens, or national honor?

UNIV 1011S First Year Seminar: Life after Death in Film (3 credits)

This course is an interactive seminar for first year

students. Connected to the Farquhar College of Arts and Sciences' annual theme, this course introduces students to fundamentals of scholarly life and the expectations of student/faculty learning. The class will focus on films that explore life after death and feature creatures such as zombies, vampires, ghosts, and other forms of the living dead. Students will be introduced to film studies, analyze films, and read and respond to film criticism.

UNIV 1011T First Year Seminar: The Meaning of Life (3 credits)

This course is an interactive seminar for first year students. Connected to the Farquhar College of Arts and Sciences' annual theme, this course introduces students to fundamentals of scholarly life and the expectations of student/faculty learning. In this section of the course, we will address some fundamental questions: What exactly does it mean to ask whether life has meaning? What are the elements of a meaningful life? Who are some of the important voices in this conversation? What great works address these issues?

UNIV 1011U First Year Seminar: Life, Death, and the Female Body (3 credits)

This course is an interactive seminar for first year students. Connected to the Farquhar College of Arts and Sciences' annual theme, this course introduces students to fundamentals of scholarly life and the expectations of student/faculty learning. Students will examine how women's bodies are re-presented in popular culture by examining various artifacts within the context of life and death.

UNIV 1011V First Year Seminar: May it Please the Court: Life and Death in the Supreme Court (3 credits)

This is an interactive seminar for first year students. Connected to the Farquhar College of Arts and Sciences annual theme, this course introduces students to fundamentals of scholarly life and the expectations of student/faculty learning. This course will introduce students to how Supreme Court landmark decisions have affected the concept of life and death in our society and in our nation. Students will analyze landmark Supreme Court decisions and discuss the influence these decisions have had on the law and society. The course will explore how Supreme Court decisions have evolved (or remained stagnant) on issues such as abortion, affirmative action, the death penalty, gay rights and church-state separation based on societal standards.

UNIV 1011W First Year Seminar: Death in Psychotherapy (3 credits)

This course is an interactive seminar for first year

students. Connected to the Farquhar College of Arts and Sciences' annual theme, Life & Death, this course introduces students to fundamentals of scholarly life and the expectations of student/faculty learning. In this section of the course, we will examine how various psychotherapists understand the notion of death. This exploration will focus on how therapists make sense of clients' (and thus peoples') anxiety of death and how that relates to how they live their lives.

UNIV 1011X First Year Seminar: A Mathematical Look at Life and Death (3 credits)

This course is an interactive first-year seminar. Connected to the Farquhar College of Arts and Sciences' annual theme of Life and Death, this course introduces students to numerous topics in applied mathematics and statistics which relate to life and death. Topics covered include introductions to statistical genetics, risk analysis, epidemiology, biopharmaceuticals, new technologies, robotics, health policy statistics and other applications in natural sciences.

UNIV 1011Y First Year Seminar: Living Sustainably: An Examination of Our Daily Habits and Environmental Impacts (3 credits)

This course is an interactive seminar for first year students, which is connected to the Farquhar College of Arts and Sciences' annual theme. This course introduces students to fundamentals of scholarly life and the expectations of student/faculty learning. This course will provide students with an introduction to sustainability issues and practices. The courses main goal is to analyze the daily and routine habits of both the student and the professor to discover how they are personally impacting the environment. The course will examine our utilization of energy and water, our means of transportation, as well as our consumer choices and overall waste production. The course will provide students with a newfound awareness of their impacts on the world and provide sustainable alternatives in order to reduce their use of our natural resources and their environmental footprint.

UNIV 1011Z First Year Seminar: Survival of the Fittest: Life, Death, and Natural Selection (3 credits)

This course is focused on the science of Darwinian evolution. It will place Darwin's ideas in historical context as well as bring evolution into a modern context. Students will explore the biological implications of life, death, and natural selection in the world of the past, present, and future.

UNIV 1012A First Year Seminar: The Fight for Water: Deadly Conflicts over the Molecule of Life (3 credits)

This course is an interactive seminar for first year students, which is connected to the Farquhar College of Arts and Sciences' annual theme of Life and Death. This course introduces students to fundamentals of scholarly life and the expectations of student/faculty learning. This course explores water as the "molecule of life", the basis of all biological systems and the most critical resource on Earth- and as "blue oil", a valuable resource/commodity. Using narrative lectures and in-class discussion of assigned readings, students will explore how competition for increasingly scarce fresh water is reshaping human ecology and becoming a major source of regional and international conflict.

UNIV 1012B First Year Seminar: Life and Death of a Pop Star (3 credits)

Is there a connection between Michael Jackson, Elvis Presley, or Whitney Houston's early deaths? A fading public opinion, a waning talent, and simply aging may combine into a toxic mixture which adds pressure to already stressful lives. What other factors may contribute to the demise of those in the public spotlight and could the fusion be lethal? A comparison of some of Pop's greatest talents who died before their time will be the topic of this course—Kurt Cobain, Amy Winehouse, Karen Carpenter, Jim Morrison, Andy Gibb, Janis Joplin, and so many more. And, we will ask the question,—Who's next?"

UNIV 1012C First Year Seminar: Bad Blood: Stories of Evil (3 credits)

This course is an interactive seminar for first year students. Connected to the Farquhar College of Arts and Sciences' annual theme, this course introduces students to fundamentals of scholarly life and the expectations of student/faculty learning. The course will explore how evil has been conceptualized and explained in various cultures and periods. Students will explore what some philosophers and theologians have said about the concept of evil. The course will also examine some examples of how this concept manifested itself in the graphic arts, literature, and film.

UNIV 1012D First Year Seminar: Words that Wound: The Ethics of Language Use (3 credits)

This course is an interactive seminar for first year students. Connected to the Farquhar College of Arts and Sciences' annual theme, this course introduces students to fundamentals of scholarly life and the expectations of student/faculty learning. Students will examine how people have used concepts of good and evil to justify their ethical and unethical use of language. The course will examine tensions between freedom of speech and hate speech, as represented in popular culture and the media. Students will critically assess the relationships between the ethical use of language and actions identified as "good" and "evil."

UNIV 1012E First Year Seminar: Good and Bad Medicine (3 credits)

This course is an interactive seminar for first year students. Connected to the Farquhar College of Arts and Sciences' annual theme, this course introduces students to fundamentals of scholarly life and the expectations of student/faculty learning. Students will explore the theme of good medicine, bad medicine through close readings and analyses of narratives written by physicians and others as they explore such areas of medicine as organ transplantation, pediatrics, and surgery, and especially as they encounter these areas of medicine during their medical education.

UNIV 1012F The Person Behind the Couch: The Self of the Therapist (3 credits)

This course is an interactive seminar for first year students. Connected to the Farquhar College of Arts and Sciences' annual theme, identity, this course introduces students to fundamentals of scholarly life and the expectations of student/faculty learning. In this course, we will examine how psychotherapists are human beings who impact and are impacted by what happens in the therapy room. The course examines the identity of the therapist as they are an equally important component (as is the client) in the therapeutic relationship.

UNIV 1012G Medical Identities: Biographies of Present and Past Practitioners (3 credits)

This course is an interactive seminar for first year students. Connected to the Farquhar College of Arts and Sciences' annual theme, identity, this course introduces students to fundamentals of scholarly life and the expectations of student/faculty learning. Students will explore the theme of identity in medicine through close readings of biographies written by physicians like Sanjay Gupta and Anthony Youn as well as other medical practitioners whose lives have contributed to the profession. Through analyses of these readings, students will have opportunities throughout the course to explore their own possible contributions to the profession.

UNIV 1012I Language and Identity: How Who we Are Influences What we Say and Why we Say It (3 credits)

This course is an interactive seminar for first year students. Connected to the Farquhar College of Arts and Sciences' annual theme, this course introduces students to fundamentals of scholarly life and the expectations of student/faculty learning. This course explores fundamentals of identity theory through the study of language. Students will examine how language informs/is informed by identity through a dialogic relationship. Students will explore a multitude of cultural facets that influence the relationship between language and identity including transnational conceptions of individuality, cultural norms regarding appropriate and inappropriate use of

language, and the ways in which visual argument relies on personal identification to be persuasive.

UNIV 1012J The Politics of Identity (3 credits)

This course is an interactive seminar for first year students. Connected to the Farquhar College of Arts and Sciences annual theme, this course introduces students to fundamentals of scholarly life and the expectations of student/faculty learning. This course will introduce students to the multifaceted impacts that racial, ethnic, gender and sexual orientation identities have played in shaping the politics, laws and history of the United States - both over time and today. In particular it will focus on the interactions between those deemed “other” and the dominant cultural/social/political forces in American politics, law and history.

UNIV 1012K Terror and Identity (3 credits)

This course is an interactive seminar for first year students. Connected to the Farquhar College of Arts and Sciences’ annual theme, this course introduces students to fundamentals of scholarly life and the expectations of student/faculty learning. This course examines the effects of life in an environment of terror on individual and community identity. Students will read contemporary fictional and autobiographical accounts of genocide, civil war and repressive dictatorship and discuss how these events alter one’s identity in the short and long run.

UNIV 1012L Do microorganisms define our identity? (3 credits)

This course is an interactive seminar for first year students. Connected to the Farquhar College of Arts and Sciences annual theme, this course introduces students to fundamentals of scholarly life and the expectations of student/faculty learning. This course examines the impact of microorganisms in our lives with a look back historically to understand how infectious diseases in the past have defined our identity and look ahead to see how our microorganism make-up (our microbiota) might define our identity. The course will also look ahead to learn about advances in the field from curing diseases, advancement in public health, learning about our microbiota and the future of the field. Topics that will be covered include basic microorganism-caused diseases that have shaped our history, public health and disease, understanding human microbiota, and the human microbiome project.

UNIV 1020 Portfolio Development (1 credits)

This course will focus on the exploration of the student’s prior learning experiences. The student will be able to develop a portfolio based upon these experiences. The portfolio will allow the student to present his or her knowledge on a topic and have it evaluated by a faculty member for academic credit.

UNIV 2901 Workshop in General Studies (1 credits)

This one-credit course is designed to introduce students to the multidisciplinary, general studies major. In this course students are introduced to the concept of multidisciplinary studies. The course assists students in identifying the concentrations that will comprise their major and will help them develop the rationale that links these concentrations into a coherent major. Prerequisite: COMP 1500 or COMP 1500H and completion of 30 undergraduate credits.

UNIV 4901 General Studies Capstone Experience (3 credits)

This three-credit course serves as the capstone for the General Studies major. Students will be required to complete a research project drawing on the two concentrations they have chosen for their program under the guidance of the instructor, employing appropriate methodologies for the disciplines selected. Students will select a faculty member with expertise in the relevant disciplines as a reader for their capstone project. The reader will provide guidance in the development of the capstone project. Students will also read and discuss scholarship relating to disciplines from a variety of disciplinary areas. Prerequisites: COMP 2000 or COMP 2000H or COMP 2010 or COMP 2020 and UNIV 2901 and 90 or more earned credits.

WRIT—Writing

WWRIT 2100 Introduction to Professional Writing (3 credits)

This course provides an introduction to the writing and research practices active in the field of professional writing. Students will examine the various approaches to language, writing, and research active in professional communities and explore them in their own original works. Prerequisite: COMP 1500 or COMP 1500H.

WRIT 2200 Civic and Community Writing (3 credits)

This course examines the relationships between academic and community writing. Students will explore the history of literacy practices and civic discourses. Students engage in service learning projects in their local community by partnering with local organizations to address local needs. Prerequisite: COMP 1500 or COMP 1500H.

WRIT 2400 Style and Grammar (3 credits)

This course examines the history and practice of written style and grammar, highlighting the differences between the two traditions. Students will study word choice, sentence structure, and paragraphing in texts of varying genres. Drawing on analyses of written texts, students will learn to apply the stylistic and grammatical principles of deviation and convention, respectively, to their own writing. Prerequisite: COMP 1500 or COMP 1500H.

WRIT 2500 Introduction to Creative Writing (3 credits)

This course examines the fundamentals of writing poetry and fiction, introducing students to creative writing techniques and strategies. Students will read works of fiction and poetry by published authors and write their own works using various models and styles. Through workshoping their original poetry and fiction, students will learn the importance of finding one's voice and the necessity of revision in the writing process. Prerequisite: COMP 1500 or COMP 1500H.

WRIT 3020 Poetry Workshop (3 credits)

An examination of the fundamentals of writing poetry; learning to use metrical language and seeking the universal in individual human experience. Students will read a wide variety of contemporary poems and will attempt to develop their own poetic language. Prerequisite: WRIT 2500.

WRIT 3030 Fiction Workshop (3 credits)

An examination of the fundamentals of writing fiction; learning to use the techniques and tools of the fiction writer. Students will read a variety of fictional works and will attempt to develop their own voices and narrative style. Prerequisite: WRIT 2500.

WRIT 3150 Business Writing (3 credits)

This course focuses on techniques for effective communication in global business environments. Students learn various strategies for writing letters, memos, proposals, electronic communication, and other types of writing in the workplace. Prerequisite: COMP 2000 or COMP 2000H or COMP 2020.

WRIT 3160 Scientific and Technical Writing (3 credits)

This course focuses on developing techniques for writing reports, descriptions, instructions, graphic arts, and other types of writing in formats appropriate to the scientific or technical working world. Students will practice explaining technical issues to various audiences, analyze technical objects and processes, and write reports, technical manuals, and user instructions. The course will emphasize writing understandable, concise language, integrating text and graphics, and designing documents. Prerequisite: COMP 2000 or COMP 2010, or COMP 2020 or COMP 2000H.

WRIT 3200 Writing for Popular Culture (3 credits)

This course introduces students to professional writing for popular culture through the study and creation of texts such as zines, blogs, and fan sites. Students will identify various rhetorical features used by communities of writers in the public sphere, paying careful attention to theories of the production and consumption of popular culture texts. Prerequisite: COMP 2000 or COMP 2000H or COMP

2020.

WRIT 3350 Document Design and Publishing (3 credits)

This course focuses on the skills necessary to produce well-designed documents for private and commercial publication. Students will analyze various publication models and produce print-ready documents for various professional or commercial audiences. Prerequisite: COMP 2000 or COMP 2000H or COMP 2020.

WRIT 3400 Language and Society (3 credits)

This course examines variables such as class, ethnicity, gender, geography, technology, and history that influence language behavior and language change. Prerequisite: COMP 2000 or COMP 2000H or COMP 2020.

WRIT 3600 Writing Center Studies (3 credits)

The course provides students with theoretical and experiential grounding in peer conferencing. Students will study writing center theory and practice, and they will apply such strategies in conferences with writers. Prerequisite: COMP 2000 or COMP 2000H or COMP 2020.

WRIT 4000 Writing for Technologies (3 credits)

This course focuses on emerging forms of writing produced with, focused on, and distributed through contemporary mobile and web-based technologies. Students in this course will closely examine and practice the theories and approaches to writing within such digital environments and networks. Prerequisite: COMP 2000 or COMP 2020 or COMP 2000H.

WRIT 4100 Advanced Research Methods (3 credits)

This course focuses on designing, conducting, and analyzing research projects using qualitative and quantitative methods. Prerequisite: COMP 2000 or COMP 2000H or COMP 2020.

WRIT 4600 Composition and Rhetoric (3 credits)

This course introduces students to the discipline of Composition and Rhetoric through the key concepts, philosophies, and frameworks involving teaching, theory, and research. Students will learn how theories and practices affect classroom settings and their own writing processes. Prerequisite: COMP 2000 or COMP 2000H or COMP 2020.

WRIT 4800 Professional Writing Capstone (3 credits)

Students will undertake a significant project reflecting their area of professional writing interest. Prerequisite: completion of at least 90 credit hours and permission of division director.

WRIT 4900 Special Topics in Writing (3 credits)

Topics, which vary from year to year, will focus on specialized genres and techniques in writing. Topics may include memoir/autobiographical writing, travel writing, creative non-fiction writing, and screenwriting. Specific focus to be announced. May be repeated once for credit, if content changes and with department approval. Prerequisite: one WRIT course above the 2000-level.

WRIT 4950 Internship in Writing (3–6 credits)

A 10-20 hour per week field or work experience for one semester in the student's major area of study. Consult academic division for specific details and requirements. Prerequisite: cumulative GPA of 2.5 or higher, completion of 60 or more credit hours, and permission of division director.

WRIT 4990 Independent Study in Writing (1–3 credits)

The student selects, and carries out independently, library and/or empirical research. Faculty supervision is provided on an individual basis. Written consent of instructor and division director required. Prerequisites: One WRIT course and COMP 2000, COMP 2010 or COMP 2020 or COMP 2000H.

Administration, Faculty, and Staff Listings

Office of Undergraduate Admissions

Professional Staff

Julienne Alvarado
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M.I.B.A., Nova Southeastern University

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M.B.A., Nova Southeastern University

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M.Ed., Florida Atlantic University

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M.S., University of Central Florida

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B.S., SUNY at Buffalo
M.A., SUNY at Buffalo

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A.S., Salt Lake Community College

Joseph Ortiz
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Troy Raaidy
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M.B.A., University of Phoenix

Mallory Scott
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M.B.A., Illinois State University

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