

**College of Arts, Humanities, and Social Sciences**  
**2015-2016 CATALOG**



NOVA SOUTHEASTERN  
UNIVERSITY

**COLLEGE OF ARTS, HUMANITIES,  
AND SOCIAL SCIENCES  
(CAHSS)**

**2015-2016 CATALOG**



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# Main Campus Map & Directions

## From I-95 or Florida's Turnpike

Exit at I-595, proceed west to University Drive exit. Turn left (south) onto University Drive. Proceed approximately 1 ½ miles to SW 30 Street (Abe Fischler Blvd.), turn left (east). NSU's main campus will be on the right side.

## From University Drive

*From North of I-595*

Take University Drive south 1 ½ miles past I-595 to SW 30 Street (Abe Fischler Blvd). Turn left (east). NSU's main campus will be on the right side.

## From South of Griffin Road

Take University Drive north approximately 2 miles past Griffin Road to SW 30 Street (Abe Fischler Blvd.). Turn right (east). NSU's main campus will be on the right side.

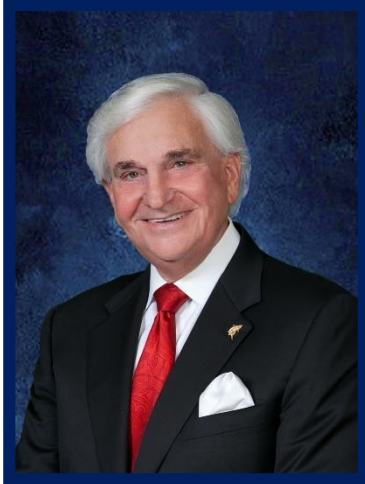
## From I-75

*From Miami heading north or west coast/Naples heading east*

Merge onto I-595 eastbound (towards Fort Lauderdale). Exit at University Drive exit, turn right (south). Proceed approximately 1 ½ miles on University Drive to SW 30 Street (Abe Fischler Blvd.), turn left (east). NSU's main campus will be on the right side.



## Message from the President



Welcome to Nova Southeastern University and congratulations on becoming a proud Shark!

As president and CEO of NSU, I invite you to become an ambassador of this extraordinary educational institution.

NSU began in 1964 in downtown Fort Lauderdale on E. Las Olas Boulevard, but it was not until 1967 that we were able to raise the necessary fund to build our first building on what is now our main campus. That one building has developed into our 314-acre campus in Davie-Fort Lauderdale. From our initial graduating class of 17 Ph.D. students, we have grown to approximately 25,000 students and more than 5 million square feet of classroom space, libraries, laboratories, and recreation areas. Our programs are offered on campuses around the state of Florida and in Puerto Rico, as well as in 12 countries and online around the world. We have more than 162,000 alumni, and our graduates reside in all 50 states and in more than 63 countries.

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

The entire NSU community is focused on achieving our Vision 2020 while adhering to our core values. I welcome you to explore this catalog and communicate with our admissions offices to best address your future goals, dreams, and ambitions. We are dedicated to providing service and academic excellence to you as you continue toward the progressive realization of your worthy goal-success.

We look forward to a lifelong partnership with you, our student.

George L. Hanbury II, Ph.D.  
NSU President and Chief Executive Officer



## Dean's Welcome



Welcome to NSU's College of Arts, Humanities, and Social Sciences (CAHSS)! In this exciting new academic year, as an inclusive learning community, we are building on existent strengths and vibrant successes, and committed to furthering collaborative opportunities for cross-disciplinary learning, research, and practice to fulfill NSU's Vision 2020.

Understanding and betterment of human interrelations are a central theme of our multidisciplinary, multi-professional, and multicultural endeavors at CAHSS. Our vigorous curricula have deep interdisciplinary roots. Our cutting-edge programs employ a variety of innovative models and technologies. In the course of addressing emergent challenges and complex social issues, we are building a creative bridge across theory, research, and practice drawn from different social sciences, arts, humanities, and helping professions. The CAHSS vitality is a tribute to our faculty, students, alumni, staff, and town-gown partners, in Florida and elsewhere. We are looking forward to working with you closely on campus, online, and in the communities.

Good luck with your intellectual life and career pathway!

Honggang Yang, Ph.D.  
Dean and Professor

## **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 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, life-long learning environment.

## **NSU CORE VALUES**

Academic excellence is the provision of the highest quality educational and learning experience made possible by academically and professionally qualified and skilled instructional faculty and staff, opportunities for contextual learning, state-of-the-art facilities, beautiful surroundings, and effective resources necessary to support learning at the highest level. Additionally, academic excellence reflects the successful relationship between engaged learners and outstanding instructional faculty and staff. Academic excellence is the provision of the highest quality educational and learning experiences made possible by academically and professionally qualified and skilled instructional faculty and staff, opportunities for contextual learning, state-of-the-art facilities, beautiful surroundings, and effective resources necessary to support learning at the highest level. Additionally, academic excellence reflects the successful relationship between engaged learners and outstanding instructional faculty and staff.

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

## **CAHSS MISSION STATEMENT**

NSU's College of Arts, Humanities, and Social Sciences is committed to achieving inclusive excellence in teaching, research and community service. CAHSS emphasizes multidisciplinary learning, and the development of skills and competencies necessary for success in our students' respective fields. It is dedicated to the improvement of life quality, and the pursuit of collaborative and equitable means to address human challenges. Our unique and talented students learn to become reflective scholars, creative artists, ethical practitioners and skilled professionals with a critical understanding of theory and method as well as an appreciation of the diversity, responsibility and privilege inherent in global citizenship.

# Library, Research, and Information Technology Center



Main Campus  
3100 Ray Ferrero Jr. Blvd.  
Ft. Lauderdale, Florida 33314-7796  
(954) 262-4600

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

## CONTACT INFORMATION

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

### Interlibrary Loan Department

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

### Document Delivery

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

### Circulation Desk

Telephone: 954-262-4601

### Reference Desk

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

### Public Library & Youth Services Desk

Telephone: 954-262-5477 or 5478

### Connections Cafe

Telephone: 954-262-5500

## **NOTICE OF NONDISCRIMINATION**

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

This nondiscrimination policy applies to admissions, enrollment scholarships and loan programs, athletics, employment, and access to and treatment in all university centers, programs, and activities. NSU admits students of any race, color, religion or creed, sex, pregnancy status, national or ethnic origin, non-disqualifying disability, age, ancestry, marital status, sexual orientation, unfavorable discharge from the military, status as a disabled veteran, or political beliefs 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.

## **ACCREDITATION**

Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097: Telephone number 404-679-4501) to award bachelor's, master's, educational specialist, and doctoral degrees.

## **CAHSS PROGRAMS BY DEPARTMENT**

In CAHSS, we focus on teaching, mentoring, researching, and applying interdisciplinary theories and creative methodologies to improve human living and social relations. We offer the following graduate and postgraduate programs, using either hybrid or residential format.

### **Department of Conflict Resolution Studies**

The Department of Conflict Resolution Studies (DCRS) is committed to academic excellence, cultural diversity, social responsibility, and reflective practice in the fields of sociology, anthropology, and conflict resolution. Through both undergraduate and graduate programs, we focus on the study of human behavior in societies, what social theories, data, and patterns reveal about individuals, groups, and institutions, and methods whereby parties achieve constructive agreements based on the principles of nonviolence, equity, dignity, and appreciation for human diversity. The department explores how people group themselves and behave in groups, and provides a learner-centered approach to practice and research to support improved social relations among individuals, groups, organizations, and nations. The academic environment in the department is multi-disciplinary, dynamic, and innovative, utilizing faculty expertise, student experience, learning technologies, and practitioners who are knowledgeable in peacebuilding skills and techniques.

### **Department of Family Therapy**

The Department of Family Therapy educates and trains students to become couple, marriage, and family therapists, with the ability to work with culturally and sexually diverse populations and marginalized groups in individual, couple, family, organizational and group settings. Our programs uphold professional standards in the field. The master's program requires a bachelor's degree for admission. At the master's level, students develop clinical excellence and prepare for careers as licensed marriage and family therapists. Students are prepared to assume professional positions in private practice, employee assistance programs, managed care and health care organizations, child care and school settings, family service agencies, faith based settings, and other clinical settings. There are two doctoral programs, both of which require a master's degree for admission. The Ph.D. in program in family therapy strives to develop students who are prepared for scholarly leadership in the field of marriage and family therapy. The emphasis is on research, supervision, teaching, and advanced clinical practice. The D.M.F.T program prepares students for advanced clinical practice. Students are trained for leadership positions directing clinical programs, in private practice, and providing training and supervision. All family therapy programs share a common relational/systemic focus, and a commitment to diversity and social justice issues.

### **Department of History and Political Science**

The Department of History and Political Science in the College of Arts, Humanities, and Social Sciences aims to help students develop a better understanding of their world through courses and degrees in academic disciplines focused on domestic and global affairs. Courses explore areas of study such as history, philosophy, legal studies, international studies, national security, and political science and are offered in the traditional classroom setting as well as online. Included among courses offered by the department are independent studies, internships, and study abroad programs.

### **Department of Justice and Human Services**

The Department of Justice and Human Services, is dedicated to providing the highest level of excellence in educational experiences to current and future human services and criminal justice professionals. The department offers graduate programs in Criminal Justice and Human Services. In addition there is the Bachelor of Science degree in four majors: B.S. Criminal Justice, B.S. Human Services Administration, B.S. Recreational Therapy and B.S. Paralegal Studies.

DJHS also offers a minor in Criminal Justice and a minor and Post-Baccalaureate Certificate in Paralegal Studies. The Basics in Aviation and Professional Development in Aviation concentrations are housed within the Human Services Administration major.

### **Department of Literature and Modern Languages**

The Department of Literature and Modern Languages offers coursework and degree programs related to literature, humanities, film, gender studies, and foreign languages. The department is committed to the study of language, literature, popular culture, and the interdisciplinary liberal arts.

### **Department of Multidisciplinary Studies**

The Department of Multidisciplinary (DMS) is committed to academic excellence by creating self-reflective, critical thinkers who possess the ability to recognize and understand multiple perspectives and who seek unique and thoughtful ways to address social issues and concerns. DMS strives to meet the needs of students in the current workplace environments by affording students the opportunity to engage in substantial study in different curricular disciplines. The department places an emphasis on critical thinking, analysis, and

writing. DMS offers a Bachelor of Science in Applied Professional Studies, a Bachelor of Science in General Studies, a Master of Arts in Cross-disciplinary Studies, a Master of Science in College Student Affairs, a Graduate Certificate in College Student Personnel Administration, and a Graduate Certificate in Qualitative Research. DMS is also home to Deciding Majors, undergraduates in the process of deciding their major course of study.

### **Department of Performing and Visual Arts**

The mission of the Department of Performing and Visual Arts (PVA) is to provide quality education that fosters creative growth and professional development in a liberal arts environment. PVA is a major part of the cultural fabric of NSU, and we foster advancement in artistic and academic creativity, scholarship, exhibition, performance and research. PVA aspires to provide leadership and serve as a major cultural resource for the university and a collaborative community.

Pathways to creative careers are launched in Bachelor of Arts programs in art (studio or graphic design emphases), arts administration, dance, music (commercial music or performance emphases), and theatre (musical theatre or stage and screen emphases).

### **Department of Writing and Communication**

The Department of Writing and Communication prepares students to become innovative thinkers capable of understanding complex communication situations and knowledgeable practitioners capable of working within diverse communities and media industries. Through instruction in creative and critical approaches to media arts and scholarship, undergraduate and graduate students learn to express ideas in verbal and visual forms while preparing for careers in areas such as new media, radio and television broadcasting, video production, film, journalism, public relations, education, professional writing, and more. The DWRC also works with almost every undergraduate through Composition courses and the Writing Fellows program, as well as through courses in Public Speaking and Business Writing.

College of Arts, Humanities, and Social Sciences				
Departments	Program Level	Degree	Campus	Online
<b>Department of Conflict Resolution Studies (DCRS)</b>	<b>Doctoral Degree Programs</b>	Ph.D. in Conflict Analysis and Resolution (76 credits)	✓	✓
	<b>Master's Degree Programs</b>	M.S. in Conflict Analysis and Resolution (39 credits)	✓	✓
	<b>Graduate Certificate Programs</b>	<ul style="list-style-type: none"> <li>Graduate Certificate in Advanced Conflict Resolution Practice (15 credits)</li> <li>Graduate Certificate in Peace Studies (24 credits)</li> </ul>	✓	✓
	<b>Graduate Minors</b>	Graduate Minor in Conflict Resolution Studies (12 credits)	✓	✓
	<b>Bachelor Degree Programs</b>	B.S. in Sociology (120 credits)	✓	
	<b>Undergraduate Minors</b>	<ul style="list-style-type: none"> <li>Anthropology</li> <li>Sociology (* credits)</li> </ul>	✓	
<b>Department of Family Therapy</b>	<b>Doctoral Degree Programs</b>	<ul style="list-style-type: none"> <li>Ph.D. in Family Therapy (96 credits)</li> <li>D.M.F.T. in Marriage and Family Therapy (78 credits)</li> </ul>	✓	
	<b>Master's Degree Programs</b>	M.S in Family Therapy (60 credits)	✓	
	<b>Graduate Certificate Programs</b>	<ul style="list-style-type: none"> <li>Graduate Certificate in Family Studies (24 credits)</li> </ul>	✓	
		<ul style="list-style-type: none"> <li>Graduate Certificate in Family Systems Health Care (24 credits)</li> </ul>		✓
		<ul style="list-style-type: none"> <li>Graduate Certificate in Solution Focused Coaching (24 credits)</li> </ul>	✓	
	<b>Graduate Minors</b>	Graduate Minor in Family Systems (12 credits)		✓
<b>Bachelor Degree Programs</b>	B.S. in Human Development and Family Studies (120 credits)	✓	✓	
<b>Department of History and Political Science</b>	<b>Master's Degree Programs</b>	M.S. in National Security Affairs (33 credits)	✓	✓
	<b>Graduate Certificate Programs</b>	Graduate Certificate in National Security Affairs (15 Credits)		✓
	<b>Bachelor Degree Programs</b> (120 credits)	<ul style="list-style-type: none"> <li>B.A. in History</li> <li>B.A. in International Studies</li> <li>B.A. in Legal Studies</li> <li>B.A. in Philosophy</li> <li>B.A. in Political Science</li> </ul>	✓	
	<b>Undergraduate Minors</b>	<ul style="list-style-type: none"> <li>African Diaspora Studies</li> <li>History</li> <li>Irish Studies</li> <li>International Studies</li> </ul>	✓	

College of Arts, Humanities, and Social Sciences				
Departments	Program Level	Degree	Campus	Online
		<ul style="list-style-type: none"> <li>Latin American and Caribbean Studies</li> <li>Legal Studies</li> <li>International Law</li> <li>Philosophy</li> </ul>		
<b>Department of Justice and Human Services</b>	<b>Doctoral Degree Programs</b>	Ph.D. in Criminal Justice		✓
	<b>Master's Degree Programs</b>	<ul style="list-style-type: none"> <li>M.H.S. in Child Protection</li> <li>M.S. in Criminal Justice</li> <li>M.S. in Development Disabilities</li> <li>M.A. in Gerontology</li> </ul>		✓
	<b>Graduate Certificate Programs</b>	<ul style="list-style-type: none"> <li>Graduate Certificate in Gerontology</li> <li>Post-Baccalaureate Certificate in Paralegal Studies</li> </ul>		
	<b>Bachelor Degree Programs</b>	<ul style="list-style-type: none"> <li>B.S. in Criminal Justice</li> </ul>		✓
		<ul style="list-style-type: none"> <li>B.S. in Human Services Administration</li> <li>B.S. in Paralegal Studies</li> <li>B.S. in Recreational Therapy</li> </ul>		
<b>Undergraduate Minors</b>	<ul style="list-style-type: none"> <li>Criminal Justice</li> <li>Paralegal Studies</li> <li>Professional development in Aviation</li> </ul>			
<b>Department of Literature and Modern Languages</b>	<b>Bachelor Degree Programs</b>	B.A. in English		
	<b>Undergraduate Minors</b>	<ul style="list-style-type: none"> <li>English</li> <li>Film Studies</li> <li>Folklore and Mythology</li> <li>Gender Studies</li> <li>Humanities</li> <li>Medical Humanities</li> <li>Spanish</li> </ul>		
<b>Department of Multidisciplinary Studies</b>	<b>Master's Degree Programs</b>	<ul style="list-style-type: none"> <li>M.S. in College Student Affairs</li> <li>M.A. in Cross-Disciplinary Studies</li> </ul>	✓	✓
	<b>Graduate Certificate Programs</b>	<ul style="list-style-type: none"> <li>Graduate Certificate in College Student Personnel Administration</li> <li>Graduate Certificate in Qualitative Research</li> </ul>	✓	✓



College of Arts, Humanities, and Social Sciences				
Departments	Program Level	Degree	Campus	Online
	<b>Bachelor Degree Programs</b>	<ul style="list-style-type: none"> <li>• B. S. Applied Professional Studies</li> <li>• Deciding (Pre-Degree Granting Program)</li> <li>• B.S. General Studies</li> </ul>		
<b>Department of Performing and Visuals Arts</b>	<b>Bachelor Degree Programs</b>	<ul style="list-style-type: none"> <li>• B.A. in Art</li> <li>• B.A. in Arts Administration</li> <li>• B.A. in Dance</li> <li>• B.A. in Music</li> <li>• B.A. in Theatre</li> </ul>		
	<b>Undergraduate Minors</b>	<ul style="list-style-type: none"> <li>• Arts Administration</li> <li>• Dance</li> <li>• Graphic Design</li> <li>• Music</li> <li>• Studio Art</li> <li>• Theatre</li> </ul>		
<b>Department of Writing and Communication</b>	<b>Master's Degree Programs</b>	M.A. in Writing		
	<b>Bachelor Degree Programs</b>	B.A. in Communication Studies		
	<b>Undergraduate Minors</b>	<ul style="list-style-type: none"> <li>• Media Studies</li> <li>• Public Relations</li> <li>• Speech Communication</li> <li>• Writing</li> </ul>		

### **Dual Degree Programs**

- M.S. in Conflict Analysis and Resolution/J.D.  
Ph.D. in Conflict Analysis and Resolution/J.D.- The Department of Justice and Human Services offers an M.S. in Criminal Justice.  
CJI students can pursue the following concentration tracks offered through CAHSS: **Community Solutions and Partnership, or Conflict and Crisis Management.**  
Please visit <http://www.cji.nova.edu/> for more information.

### **DUAL ADMISSION INTO ONE OF OUR M.S./M.A. PROGRAMS**

The Dual Admission program represents collaboration between undergraduate programs and graduate programs at NSU. Selected master level programs in CAHSS participate in the Dual Admission program. This means that a well-qualified student accepted into an NSU undergraduate program may seek to have their eligibility determined for Dual Admission into one of our M.S./M.A. programs. If all qualifications and requirements are met and continue to be met throughout their undergraduate studies, a seat in the graduate program would be reserved for that undergraduate student upon their graduation. Dual Admission students are in contact with the graduate program throughout their undergraduate studies and may be invited to certain graduate events. For more information about Dual Admission, please see:

<http://www.nova.edu/undergraduate/academics/dual-admission/index.html>

For Information on Undergraduate programs, please refer to the Undergraduate catalogue.  
[http://www.nova.edu/undergraduatestudies/forms/2015-16\\_undergraduate\\_catalog.pdf](http://www.nova.edu/undergraduatestudies/forms/2015-16_undergraduate_catalog.pdf)

## CAHSS CORRESPONDENCE DIRECTORY

### **Office of the Dean**

#### **Honggang Yang, Ph.D., Dean**

College of Arts, Humanities, and Social Sciences  
Nova Southeastern University  
Maltz Building, Suite 2025  
3301 College Avenue  
Fort Lauderdale, FL 33314  
Tel. (954) 262-3003  
Fax (954) 262-3050

### **Department of Conflict Resolution Studies**

#### **Robin Cooper, Ph.D., Department Chair**

College of Arts, Humanities, and Social Sciences  
Nova Southeastern University  
Maltz Building, Suite 1040  
3301 College Avenue  
Fort Lauderdale, Florida 33322  
Telephone: 954-262-3034  
Fax: 954-262-3968

### **Department of Family Therapy**

#### **Tommie V. Boyd, Ph.D., Department Chair**

College of Arts, Humanities, and Social Sciences  
Nova Southeastern University  
Maltz Building, Suite 1044  
3301 College Avenue  
Fort Lauderdale, Florida 33314  
Telephone: 954-262-3011  
Fax: 954-262-3968

### **Department of History and Political Science**

#### **Andrea Shaw Nevins, Ph.D., Department Chair**

College of Arts, Humanities, and Social Sciences  
Nova Southeastern University  
Parker Building, Suite 320  
3301 College Avenue  
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#### **Kimberly Durham, Psy.D., Department Chair**

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**Department of Multidisciplinary Studies**

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**Department of Performing and Visual Arts**

**Mark Duncan, M.F.A., Department Chair**

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**Department of Writing and Communication**

**Shanti Bruce, Ph.D., Department Chair**

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## ABOUT OUR UNDERGRADUATE PROGRAMS

The College of Arts, Humanities, and Social Sciences offers Bachelor of Arts and Bachelor of Science degrees in 20 majors and also offers 30 undergraduate minors. Detailed information about CAHSS undergraduate programs and policies can be found in the NSU Undergraduate Student Catalog:

([http://www.nova.edu/undergraduatestudies/forms/2015-16\\_undergraduate\\_catalog.pdf](http://www.nova.edu/undergraduatestudies/forms/2015-16_undergraduate_catalog.pdf))

### **Majors**

B.S. Applied Professional Studies  
B.A. Art  
B.A. Arts Administration  
B.A. Communication Studies  
B.S. Criminal Justice  
B.A. Dance  
B.A. English  
B.S. General Studies  
B.A. History  
B.S. Human Development and Family Studies  
B.S. Human Services Administration  
B.A. International Studies  
B.S. Legal Studies  
B.A. Music  
B.S. Paralegal Studies  
B.A. Philosophy  
B.A. Political Science  
B.S. Recreational Therapy  
B.S. Sociology  
B.A. Theatre

### **Minors**

African Diaspora Studies  
Anthropology  
Arts Administration  
Criminal Justice  
Dance  
English  
Film Studies  
Folklore and Mythology  
Gender Studies  
Graphic Design  
History  
Humanities  
International Law  
International Studies  
Irish Studies  
Latin American and Caribbean Studies  
Legal Studies  
Media Studies  
Medical Humanities  
Music  
Paralegal Studies  
Philosophy  
Professional Development in aviation  
Public Relations  
Sociology  
Spanish  
Speech Communication  
Studio Art  
Theatre  
Writing

# **ABOUT OUR GRADUATE PROGRAMS**

## CAHSS 2015-2016 GRADUATE ACADEMIC CALENDAR

SEMESTER/TERM CODE	START OF SEMESTER	END OF SEMESTER	REGISTRATION PERIOD
FALL 2015/201620	Monday, August 24, 2015	Sunday, December 6, 2015	May 4 to August 23, 2015
WINTER 2016/201630	Monday, January 4, 2016	Sunday, April 17, 2016	Oct. 3, 2015 to Jan. 3, 2016
SUMMER I 2016/201630	Monday, May 9, 2016	Sunday, July 17, 2016	March 21 to May 8, 2016

FALL 2015 SEMESTER (15 weeks)	
<b>Monday, August 10, 2015</b>	<b>Last Day for Leave of Absence Requests</b>
Monday, August 24, 2015	Fall Semester Begins
Sunday, August 30, 2015	Last day to drop/add and withdraw at 100% refund
Sunday, September 6, 2015	Last day for 75% refund
Monday, September 7, 2015	Labor Day – University closed
Sunday, September 13, 2015	Last day for 50% refund
Sunday, September 20, 2015	Last day for 25% refund – no refunds after this date
Friday, September 25 – Tuesday, September 29, 2015	RESIDENTIAL INSTITUTE
Monday, October 5 – Friday, October 9, 2015	READING WEEK
Monday, October 12- Saturday, October 17, 2015	Mid-Term Week (Undergraduates Only)
Sunday, November 15, 2015	Last day to withdraw from classes
Thursday, November 26, 2015	Thanksgiving Day - University closed
Friday, November 27, 2015	Day after Thanksgiving Day - University closed
Monday, November 30 – Sunday, December 6, 2015	CONSULTATION WEEK
Sunday, December 6, 2015	Fall Semester ends

WINTER 2016 SEMESTER (15 weeks)	
<b>Monday, December 21, 2015</b>	<b>Last Day for Leave of Absence Requests</b>
Monday, January 4, 2016	Winter Semester Begins
Sunday, January 10, 2016	Last day to drop/add and withdraw at 100% refund
Sunday, January 17, 2016	Last day for a 75% refund
Monday, January 18, 2016	Dr. Martin Luther King Jr. Day – University closed
Sunday, January 24, 2016	Last day for 50% refund - no refunds after this date
Sunday, January 31, 2016	Last day for 25% refund – no refunds after this date
Friday, February 5 – Tuesday, February 9, 2016	RESIDENTIAL INSTITUTE
Monday, February 22- Saturday, February 27, 2016	Mid-Term Week (Undergraduates Only)
Monday, February 29 – Sunday, March 6, 2016	SPRING BREAK
Sunday, March 27, 2016	Last day to withdraw from classes
Monday, April 11– Sunday, April 17, 2016	CONSULTATION WEEK
Sunday, April 17, 2016	Winter Semester ends

SUMMER 2016 SEMESTER (10 weeks)	
<b>Monday, April 25, 2016</b>	<b>Last Day for Leave of Absence Requests</b>
Monday, May 9, 2016	Summer Semester Begins
Sunday, May 15, 2016	Last day to drop/add and withdraw at 100% refund
Sunday, May 22, 2016	Last day for a 75% refund
Monday, May 30, 2016	Memorial Day – University closed
Sunday, May 29, 2016	Last day for a 50% refund
Sunday, June 5, 2016	Last day for 25% refund – no refunds after this date
Sunday, June 26, 2016	Last day to withdraw from classes
Monday, July 4, 2016	Independence day – University closed
Sunday, July 17, 2016	Summer Semester ends

## **Tuition and Fees**

### **2015 - 2016 Tuition and Fee Schedule**

#### **Tuition:**

- Doctoral Programs: \$990 per credit
- Master's and Graduate Certificate Programs: \$670 per credit.
- Veterans: Doctoral Programs, Masters and Graduate Certificates 15% less stated tuition upon verification.

#### **Fees:**

- Registration Fee: \$25 per term
- Student Services Fee: \$350 per term for students enrolled in 4 or more credits.
- 175 per term for students enrolled in fewer than 4 credits.

For additional fees which would apply to undergraduate individual courses kindly refer to the undergraduate catalogue.

## **Admissions, Enrollment, Orientation and Registration**

Instructions for applying to our programs are detailed in our application packet available at <http://cahss.nova.edu/graduate/index.html> .Specific programs admit for fall term only while other programs admit for Fall, Winter, and Summer terms.

### **Admissions Criteria**

Specific degree and program admissions criteria are described below. All CAHSS programs require that students have a willingness to be tolerant, nonjudgmental, and open-minded towards different types of people across multiple cultures as well as the ability to show compassion and fairness in challenging situations.

### **Doctoral Programs**

CAHSS accepts applications to the doctoral programs from any person who possesses, or is in the process of completing, a master's degree from a regionally accredited university. Applicants to the doctoral programs in Conflict Analysis and Resolution, Family Therapy and Marriage and Family Therapy should have a minimum GPA of 3.5 in their master's program. Applicants to the doctoral program in Criminal Justice should have a minimum GPA of 3.0 in their master's program. Applicants must possess a master's degree prior to beginning doctoral studies.

Applicants chosen for admission to the Ph.D. programs demonstrate not only prior academic excellence in their undergraduate and graduate work, but also the ability to think and write analytically, communicate respectfully. Ph.D. applicants should have some written and verbal communication skills; research or evaluation experience; and a demonstrated commitment to the focused pursuit of a doctoral degree program.

The Department of Family Therapy carefully considers a number of factors when choosing applicants for the Ph.D. and D.M.F.T. programs that include knowledge of systemic theory as it relates to various approaches of family therapy, level of prior clinical experience and evidence of commitment to advanced graduate training in the social sciences.

### **Masters and Graduate Certificate Programs**

CAHSS accepts applications to the Master's and Graduate Certificate programs from any person who possesses, or is in the process of completing a bachelor's degree from a regionally accredited university. Master's and Graduate Certificate applicants should have a minimum GPA of 3.0 in their bachelor's program. Applicants must complete all bachelor's degree requirements before beginning graduate studies.

**Master of Science in Criminal Justice** applicants need to have a cumulative grade point average (GPA) of 2.5 or higher or GPA of 3.0 or higher in major, or GPA of 3.0 or higher within the last two years or a total score of 950 or higher on the combined verbal and quantitative sections of Graduate Record Exam (GRE) taken within the last five years; and relevant professional experience or accomplishment.

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

Criteria for acceptance into the **M.S. in Family Therapy** include a major emphasis on applicants who are familiar with and interested in learning systemic theories and therapies. They also attend to applicants' comfort with cultural and ethnic diversity and their ability to connect with people in crisis. Applicants who demonstrate significant ability to listen to others, engage in conversation, and learn from dialogue will be best prepared for admission. The admissions essay must include specific citations of family therapy literature to provide a rationale for the applicant's decision to pursue a career in marriage and family therapy.

Criteria for acceptance into the **M.A. in Cross-disciplinary Studies** include a solid undergraduate academic performance, and the desire to engage in a self-designed curriculum in more than one discipline. Applicants should possess an intellectual curiosity and open-mindedness toward different types of people and perspectives.

Criteria for acceptance into the **M.S. and Graduate Certificate programs in National Security Affairs** include a solid undergraduate academic performance; relevant current work experience or demonstrated interest in the field; the ability to think clearly in challenging interactions and analyze seemingly disconnected information; and open-mindedness toward different types of people and perspectives.

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

Criteria for acceptance into the **M.A. in Writing** includes an official undergraduate transcripts, degree conferral (Applicants who have not yet completed their undergraduate degree programs may submit official transcripts prior to degree conferral to be considered for provisional admission to the M.A. in Writing program).

- final official transcripts must be submitted to receive full admission into the program).
- official GRE scores of 300 or higher



- three letters of recommendation (from professors, colleagues, and/or those who can speak on behalf of the applicant's potential for success in the program)
- a writing portfolio: 20–25 pages of original pieces of writing; may include academic papers,
- professional work-related writing, creative writing, and nonfiction prose.
- a personal statement (approximately 500 words) detailing the ways in which the M.A. in Writing program may help the applicant achieve his or her goals

### **Student Enrollment**

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

### **Full-Time Status**

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

### **Attendance**

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

### **Time Limits**

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

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

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

### **Leave of Absence**

Matriculated students (degree candidates) who must interrupt their studies for an adequate reason such as illness may be granted a leave of absence. Students must apply in writing or by e-mail for a leave of absence to the program Office three (3) weeks prior to the start of the new term. If granted, the leave shall be for a stated period of time, not to exceed one year. Time spent on an approved leave of absence is not charged against the degree program time limit (5 years for master's degree and 7 years for doctoral degree). Students who interrupt their studies without being on an approved leave of absence will be assumed

to have terminated their studies. Such students must make formal application for readmission if they wish to continue the program at a later date. Forms can be located on the student's resource page. <http://CAHSS.nova.edu/LeaveForm.pdf>

### **Auditing Classes**

Students wishing to audit a class may do so if there is space and with permission of the instructor and Department Chair. Students who are auditing a class may participate in class discussions, but will not be required to fulfill class requirements. Auditing students do not complete class assignments and do not receive academic credit for the class. An audit notation (AU) will appear on transcripts. Auditing fees equal 60% of the regular tuition cost of the course.

### **Non-degree Seeking Students**

CAHSS accepts applications for non-degree seeking students from any person who possesses a bachelor's degree or is waiting for their degree to be conferred from a regionally accredited university. Non-degree seeking students may take up to three classes (9 credits). These credits may transfer into an CAHSS degree programs. If a non-degree seeking students wishes to enter a degree program, s/he must formally apply to the program of interest.

### **Graduate Minors**

CAHSS accepts applications for Graduate Minors from any NSU graduate student in good academic standing. Students applying for a graduate minor need only to submit a cover letter requesting admission to the graduate minor program. The graduate minor applicants should have a minimum GPA of 3.0 in their major graduate program.

Please visit <http://CAHSS.nova.edu/Downloads/PDF/all/GraduateMinorApplication.pdf> to download an application.

### **New Student Orientation**

On-campus students receive a one-day orientation at the beginning of the fall term. At that time, students meet the faculty, talk with their program administrators, attend computer workshops, library training, and participate in various student activities. New student orientation is intended to provide information, answer questions, and welcome students to the CAHSS learning community. Much of the information presented at orientation is available on the department's webpage. Distance students attend sessions at the fall Residential Institute that covers this information.

For information on new incoming Undergraduate students, please go to: <http://nsunews.nova.edu/incoming-students-to-attend-this-summer-undergraduate-orientations/>

### **Textbooks**

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

### **Registration**

Students will participate in course selection via SharkLink/WebStar prior to the start of each term. General registration procedures and information are provided to students at the time

of entrance to the program. It is the students' responsibility to register for their courses by logging onto the official Nova Southeastern University (NSU) SharkLink portal which can be found under "Quick Links" on the University homepage or the CAHSS website:

After students have registered, should any problems arise related to registration information or credit fees, students should contact their Program administrators.

### **Failure to Register**

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

## **ABOUT OUR ACADEMIC POLICIES**

### **Attendance**

Attendance is required for all courses to meet the educational requirements of the program. Two unexcused absences during a classroom course will result in an automatic grade of F for the course. More than two unexcused absences during a practicum shall lead to a failure for the course. Grades of A or B are considered acceptable for graduate-level training. A grade of W shall not affect standing in a program; however, a W grade may affect a student's academic progress status for obtaining financial aid. Students who receive a grade of F are placed on academic probation and must repeat the course(s) within one year. Doctoral students must maintain a 3.5 GPA and master's students must maintain a 3.0 GPA for successful graduation. Students who do not meet these requirements, or who cannot raise their GPA to meet program requirements, will be dismissed from the program.

### **Academic Progress**

Students shall be placed on academic probation when they receive an F for a course, when they have two Cs, when they have more than two active incompletes, or when their GPA falls below 3.0 for masters, 3.5 for the Conflict Analysis and Resolution, Family Therapy, and Marriage and Family Therapy doctoral programs, and a 3.0 in the Criminal Justice doctoral program. Academic probation is noted on the student's transcript.

All courses with an F must be retaken and passed at the next time offered and within one year. If a student has two Cs, course(s) must be retaken within one year to reduce the number of Cs to one. Students with an 'I' (Incomplete) must resolve all incomplete grades within one term. Students who do not successfully resolve academic probation within one academic year will be dismissed from the program.

MACS and NSA students within the Department of Multidisciplinary Studies who receive a second C or an F in an elective course have the option to retake that course or replace it with a different elective. The Department must be notified of this inclusion/exclusion.

Students with more than one F at any time in the program will no longer be considered in good standing in the program. These students will be required to meet with the Program Director/Chair and faculty representatives in order to determine whether the student will be allowed to continue in the program. The program reserves the right to dismiss such students from the program.

Students dismissed from the program may petition for readmission after one academic year. Such students will have their records examined by the program's administration. If approved, the student will be readmitted to the program at that time. Only those courses with grades of B or better will be applied toward the degree. Dismissal for violations of professional, ethical conduct will be final. Students dismissed for such conduct will not be considered for readmission to the program.

### **Readmission**

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

### **Transfer of Credit**

Credit hours may be accepted for transfer into the Ph.D. and M.A./M.S. programs. These must be graduate courses taken at regionally accredited colleges or universities. All courses to be transferred must be substantially equivalent to courses taught in the program to which the student is applying. Each applicant's submissions will be reviewed on an individual basis. There are no transfer credits given for electives.

Transfer of credits need to be submitted upon admission to a program and prior to the development of degree plans. Requests for transfer of credit must be completed before the end of the student's first term. Transfer of credits received after the completion of the student's first term, will not be accepted.

To be considered for transfer of credit, students must submit an Application for Transfer of Credit, available online for the program to which they are applying. The application must be supported with a catalog course description and the syllabus that document the content of each of the course(s). No more than two courses may be used to establish equivalence with one NSU course, nor can any syllabus be submitted for transfer to two courses. To be considered for transfer of credit, courses must have been completed less than 7 years prior to the beginning of the student's first term. Also, course grades for any transfer of credit request must be a "B" or higher. Courses approved for transfer of credit are recorded on the student's NSU transcript.

Course work submitted from a foreign institution will be evaluated for equivalency in accordance with accreditation standards.

The following is the maximum number of transfer credits accepted by each program:

- Ph.D. in Conflict Analysis and Resolution: 24 credits
- Ph.D. in Criminal Justice: 6 credits
- Ph.D. in Family Therapy: 21 credits
- D.M.F.T. Doctorate in Family Therapy: Varies
- M.H.S. in Child Protection: 6 credits
- M.S. in College Student Affairs: 9 credits
- M.S. in Conflict Analysis and Resolution: 9 credits
- M.S. in Criminal Justice: 6 credits
- M.A. in Cross-disciplinary Studies: 12 credits
- M.S. in Development Disabilities: 6 credits
- M.S. in Family Therapy: 9 credits

- M.A. in Gerontology: 6 credits
- M.S. in National Security Affairs: 6 credits
- M.A. Writing: 6 credits
- Post-Baccalaureate Certificate in Paralegal Studies :12 credits of “legal specialty” courses taken at an American Bar Association approved program

DCRS or DMS students who may be unable to receive Transfer of Credit but who believe and can demonstrate mastery of a required course, (i.e., through extensive professional experience) may be able to receive a Waiver of Requirement. The Waiver of Requirement does not provide credit; rather it enables a student to take an elective in lieu of the required course. Waivers are at the sole discretion of the department and must be requested prior to the end of the first term in the program.

Students entering the M.S. in National Security Affairs may apply for credit based on prior experience, example military training programs. They must demonstrate through a portfolio and when appropriate a test or an oral presentation that they have mastered through experience the learning outcomes of a particular course. This is included in the maximum 12 credits mentioned above. Please contact the department for more details.

### **State Licensing/Practicum Agreements**

Nova Southeastern University is authorized by the Washington State Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes Nova Southeastern University to offer field placement components for specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institutions may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430

### **Masters En Route**

Students in their doctoral program oftentimes complete master’s level core courses to achieve readiness to begin doctoral level courses. In doing so, these students complete the required courses for a M.S. degree in Conflict Analysis and Resolution or in Family Therapy. For a master’s degree to be awarded to a doctoral student, students would need to be in good academic standing, maintain a GPA of 3.5 or above, have remained actively enrolled, and request in writing to be evaluated for this “Granting of a Master’s degree” provision. The Program Director and Department Chair would review each student request to ensure the requirements set forth are met and a decision would be made, and communicated in writing by the Department Chair.

Students who are enrolled in a degree program and are unable to complete either the M.S. or Ph.D. in Conflict Analysis and Resolution or the M.S. or Ph.D. or D.M.F.T. in Family Therapy would be eligible to request, be considered and be awarded a Graduate Certificate in their field of study. Students would need to be in good academic standing, actively enrolled, and have a GPA of 3.0 or above. This currently speaks to only DFT and DCR students.

### **Graduate Certificate En Way**

If Ph.D. students satisfy the requirements to be issued a graduate certificate, and they satisfy all the courses for this, the issuance of the Certificates can be handled by the Program Manager. The equivalent course for the Organizational Conflict course for the Ph.D. students is the CARD 7020 Systems Design course. If they are unable to take that one, they can use an elective from the Organizational and Schools track.

### **Adding/Dropping/Withdrawing from Classes**

Students must register for courses prior to the beginning of the term. The Drop/Add period can be identified on the CAHSS Academic Calendar located in this catalog and online.

Various refund periods are detailed in the Academic Calendar.

[http://cahss.nova.edu/forms/shss\\_academic\\_calendar\\_2015-2016.pdf](http://cahss.nova.edu/forms/shss_academic_calendar_2015-2016.pdf)

The dates for withdrawing from a course are identified on the Academic Calendar. Withdrawal from a course during the timeframe designated on the Academic Calendar shall lead to a W being placed for that course on the transcript.

If a student does not participate in a course during the first two weeks, that student will be dropped from the course, per university registrar guidelines.

A student will only be permitted to petition and receive consideration for a retroactive drop, withdrawal, or refund for a course more than 30 days after the end of the term if he or she has extremely extenuating circumstances and provides the appropriate documentation (e.g., medical records, death in family, etc.)

### **Refund Schedule (Graduate students only)**

The following schedule applies to refund payments for each class:

Drops during the first week of the class in which it begins: 100% refund

Drops during the second week of the class: 75% refund

Drops during the third week of the term: 50% refund

Drops during the fourth week of the term: 25% refund

Changes to course registrations will not be accepted 30 days after each semester ends. Students are responsible for reviewing their registration and academic records each semester for accuracy.

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

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

### **Cancellation of Classes**

The university reserves the right to cancel any class. If a class is cancelled and a replacement is not offered, students will receive a full refund of tuition paid for the cancelled class.

### **Incomplete Grades**

A student can request an incomplete grade under certain, extenuating circumstances when unable to complete all course requirements within the term registered. An incomplete grade may be granted only if the student is maintaining a passing average on all required course work up to the point of the request. Students, rather than faculty, must initiate a request for an incomplete grade.

A student must discuss with their instructor the need for an incomplete in the course; then make a formal, written request to their instructor for an incomplete grade. Such requests, unless there is an unexpected medical emergency, must be approved two weeks before the last regularly scheduled class (refer to the CAHSS Academic Calendar). The Incomplete Grade Request Form must include a detailed description of the work that needs to be completed, the term, expected completion date, and any other information agreed to by the

student and instructor. Signatures must be completed prior to a final approval and filing the originally signed form with the Program Coordinator. To review an Incomplete Grade Request Form visit <http://CAHSS.nova.edu/Downloads>

An incomplete, noted as "I" on the student's transcript is for a period of one term only. It is the responsibility of the student to work with the instructor and submit completed work at the agreed on date and prior to the last day of class of the following term. At the end of the following term, if the work has not been completed, the incomplete grade is automatically changed to an F. Students who have an outstanding incomplete grade or who have a failing average may not receive an additional incomplete.

Please note that incomplete grade policies for various programs may vary. For example, no incomplete grades are given for practicum courses in family therapy; however, DCRS offers consideration of an incomplete grade under extreme unexpected circumstances. The practicum handbook for each department offers accurate information about current policy.

### **Academic Evaluation and Standards**

The Department of Family Therapy and the Department of Multidisciplinary Studies utilize the following grading criteria and the ability to meet the course requirements based on rubrics located within each syllabus: A, B, C, and F. A grade of W is given to a student who withdraws from a course and based on the Academic Calendar requirements for withdrawals. Letter grades of P (Pass), PR (In Progress), and NP (No Progress) are used for exams, portfolios, and dissertations.

The Conflict Resolution Studies utilizes the following grading criteria and grading rubrics in each course syllabus: A, A-, B+, B, B-, C+, C, C-, and F (the use of + and - grades is at the discretion of the course instructor but will be indicated in the course syllabus). A grade of W is given to any student who withdraws in accordance with the Academic Calendar requirements for withdrawals. Letter grades of P (Pass), PR (In Progress), NP (No Progress), and F (Fail) are used for exams and dissertations.

### **Degree Conferral**

Students need to complete an application for conferral of their degree. Upon approval, the application is presented to the University's Board of Trustees for conferral. Degree conferrals are done at the end of the month in which the application for degree/diploma was approved by the various Program Offices and the Office of the Registrar.

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

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

### **Graduation Requirements**

Students must complete all degree requirements within the stated time limit. In addition, Doctoral students must have a 3.5 GPA and M.A./M.S. students must have a minimum 3.0 GPA at the time of degree completion. Students must not be in financial arrears with any office at NSU.

# STUDENT RIGHTS AND RESPONSIBILITIES

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

The university is an academic community of women and men 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.

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

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

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

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

### **Academic Standards and Writing Skills**

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



Students are expected to submit all assignments and exams 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:

**A. Original Work:**

Assignments such as course preparations, exams, texts, projects, term papers, practicum, and other work, **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 and page numbers. 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/person, unless such copying is acknowledged by the person submitting the work for 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.

**B. 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) is considered plagiarism at Nova Southeastern University.

**C. Tendering of Information:**

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

**D. 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 up to dismissal.

### **Student Appeals**

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

1. Discuss the matter with the faculty member. If the matter is not resolved within 30 days after contact is made and the student wishes to continue the appeal process, s/he should:
2. Discuss the matter with the appropriate Program Director/Chair of the Department. If the matter is not resolved within 30 days after contact is made and the student wishes to continue the appeal process, s/he should:
3. Discuss the matter with the appropriate Department Chair. Please note that at Step 3, the student must document his/her grievance. If the matter is not resolved within 30 days after contact is made, and the student wishes to continue the appeal process, she or he should:
4. Discuss the matter with the Dean of CAHSS, who is the final arbitrator.

### **Institutional Review Board (IRB)**

NSU encourages the conduct of research in and among its colleges and centers, and in collaboration with other educational institutions, agencies, and organizations. While respecting the right of faculty to full academic freedom in research, the university is firmly committed to adhering to basic ethical principles underlying the acceptable conduct of research involving human subjects.

Students must process **all** proposed research through the CAHSS IRB representative. Please consult the Chair of the department and the IRB website for additional information. The IRB website is <http://www.nova.edu/irb/>. Any violation of this process is considered a breach of ethics and grounds for dismissal.

### **Email Policy**

In keeping with NSU policy, Humanities Arts & Social Sciences (CAHSS) requires its students to hold and regularly maintain one official university-assigned computer account that is used to access major computing resources, including email. Students **MUST** use their NSU email accounts when sending email to faculty and staff and must **CLEARLY** identify their names and other appropriate information, e.g., course or program. When communicating with students via email, faculty and staff members will send mail **ONLY** to NSU email accounts using NSU-recognized usernames. Students who forward their NSU-generated email to other email accounts do so at their own risk of not receiving required program information.

### **Faculty/Student Collaboration**

Students are encouraged to collaborate with faculty on articles and books for publication. Authorship will follow APA guidelines. Students are also encouraged to collaborate with

faculty on presentations, and may do co-therapy, co-mediation, etc. with faculty as indicated by their practicum supervisor. In general, collaborative relationships are encouraged within the boundaries of mutual respect and appropriate roles.

### **Advertising**

It is against University policy for students to advertise their business activity, even if program related, through e-mail or mail box distribution to faculty, students and staff.

### **Drug-Free Schools and Campuses**

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

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

### **Smoking and Nonsmoking**

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

### **Privacy of Records**

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

The University is regulated by FERPA (Family Education Rights and Privacy Act) which limits access by and disclosure to a third party. Such access is given only upon consent of the student or if required by law, except for the following information, which may be released as directory information: a) student's name, b) address, c) dates of attendance, d) degree and awards received. Requests for such information must be submitted in writing to the university. The university reserves the right to refuse the above information if the reason for the request is not considered to be sufficient need to know.

Any student or parent not wishing to have this information disclosed should notify the Office of the University Registrar in writing before September 1 of the relevant School year.

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

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

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

### **Reservation of Power**

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

## **Student Relations**

### **General**

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

### **Institutional and Academic Information**

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

All students admitted to NSU programs must be knowledgeable of, and abide by university policies and procedures. Students can access the NSU Student Handbook at:

[http://www.nova.edu/studentaffairs/forms/studenthbk\\_2015-16.pdf](http://www.nova.edu/studentaffairs/forms/studenthbk_2015-16.pdf)

### **RELATED POLICIES:**

Student-Related: Student Code of Conduct and Academic Integrity

General policies: Copyright and Patent Policy, Computing Account Security Agreement

## **ACADEMIC SUPPORT SERVICES**

### **Library Resources**

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

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

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

### **Career Development**

The mission of the Career Development office is to provide a supportive environment for NSU students and alumni to engage in individualized career exploration and planning that complements their academic experience and supports their professional goals.

All students are encouraged to participate in career advisement, opportunities to meet employers, and assistance with preparation for the job or graduate school search. Come and let us;

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

### **Center for Media and Technology**

The Center for Media and technology (CMT) exists to provide the faculty, staff, and students at all Nova Southeastern University locations with the basic tools of instruction, to develop and produce learning materials, to assist faculty in the development of learning materials, and to provide information consultation on using technology effectively.

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

### **Financial Aid**

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

#### **When to apply for Financial Aid**

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

#### **General Eligibility Requirements**

In order to participate in the financial aid programs, participants generally must:

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

### **Veterans' Benefits**

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

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

### **Standard of Progress**

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

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

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

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

### **Grade/Progress Reports for VAs**

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

### **Credit for Prior Training (CPT)**

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

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

### **International Students**

The Office of International Students and Scholars (OISS) provides complete support and advisory services. They are available to answer your questions and help with any immigration-related problem that you may have.

They serve as a liaison between their office and U.S. Citizenship & Immigration Services (USCIS) in matters related to international students and scholars studying and working here. Their goal is to provide excellent service to all international students to allow for an overall remarkable experience. Please feel free to email them if you have any questions or concerns.

Intl. Students and Scholars Services  
Nova Southeastern University  
Horvitz Admin. Bldg, 1st Floor  
3301 College Avenue  
Ft. Lauderdale, FL 33314  
(954) 262-7240  
800-541-6682, ext. 27240

### **Housing**

Housing is available on the main campus. Applicants are encouraged to apply early. Interested students are invited to obtain further information from:

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

### **Students with Disabilities**

Nova Southeastern University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. No qualified individual with a disability shall be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by reasons of his or her disability. Student requests for accommodation will be considered on an individual basis in accordance with the Institute's procedures.

## ABOUT OUR PROGRAM FORMATS

### **Residential Programs**

All residential programs offered through CAHSS are scheduled at times convenient for most working adults. All courses are held Monday through Thursday on NSU's Main Campus.

**The PhD program in Conflict Analysis and Resolution** are offered in both residential and distance learning formats. Students may enroll on a full time (9 credits per term) or part time (6 credits per term) basis. Students who attend full-time can expect to complete the program's coursework in 2 ½ years, followed by dissertation. Part-time students will complete the program's coursework in 4 years, followed by dissertation. Courses are offered during 3 terms a year: Fall, Winter, and Summer.

Classes are scheduled in the evening, 6:00 P.M. – 9:00 P.M. Full-time students attend classes three evenings per week; part-time students attend classes two evenings per week. All residential courses are also offered online.

Students taking distance learning classes are required to attend two Residential Institutes (RI) per academic year. Each RI is 5 days. Currently the RIs are held in the fall and winter, in February and late September or October. Please visit <http://CAHSS.nova.edu/RI> for current information.

The residentially offered **Ph.D. in Family Therapy** program can be completed in 5 years with the maximum timeframe of 7 years. If a student has not graduated once she/he has reached the 5-year mark, the student must apply for an extension and receive approval from the program director. Approval from the Program Director must be obtained for each subsequent extension until the 7-year mark has been reached. Once students have passed the 7-year mark, she/he must confer with the Program Director regarding possible dismissal from the program. Full-time enrollment is considered to be at least nine credit hours per term, fall, winter, and summer. Once students begin their dissertation, they are considered full-time when registered for at least three credit hours per term. After taking 9 credit hours of dissertation, students may enroll in one dissertation credit hour per term and still be considered full time in the program. Students must continually be enrolled to remain active in the program. If a student cannot take classes due to unforeseen circumstances, s/he must to apply for a Leave of Absence three weeks prior the beginning of a term. Students can request a leave of absence for no more than three terms. Obtaining a Leave of Absence does not extend the time a student has to complete the program.

Classes in Family Therapy are scheduled 3:00 P.M. - 6:00 P.M. and 6:00 P.M. – 9:00 P.M. Students can often complete course requirements by attending classes two-three days per week; additional on and off campus time requirements are a part of clinical practicum experiences. Clinical practicums are offered throughout the week and on Saturdays.

Classes in the **Master of Arts in Cross-disciplinary** Studies program vary based on the department in which they are offered. Required courses are offered residentially generally in the evening from 6:00 P.M.-9:00 P.M. and online. Courses available in the department and from DFT and DCRS are offered at the times mentioned above.

Classes in **College Student Affairs** are scheduled in the evening, 6:00 P.M. – 9:00 P.M. Full-time students attend classes three evenings per week; part-time students attend classes two evenings per week. All courses are offered residentially and online.



Classes in **National Security Affairs** are online and some may be offered residually. Those offered residually through CAHSS are scheduled in the evening, 6:00P.M.- 9:00 P.M.

Masters and doctoral courses in the **Department of Justice and Human Services** are offered online. Some courses are offered face-to-face within the MHS in Child Protection program, scheduled evenings and weekends.

The Main Campus houses a full range of student support services including the Alvin Sherman Library, Research, and Information Technology Center. NSU's computer labs provide students services to write papers, use email, and conduct research via the Internet. For more information, visit the website at <http://microweb.nova.edu/>

Classes in the **Master of Arts in Writing** program are offered residually and are scheduled in the evenings, 6:00 P.M. – 8:30 P.M. during fall and winter semesters, and 6:00 P.M. – 9:00 P.M. during the summer. Each course meets once per week.

### **Distance Learning Programs**

The CAHSS distance learning programs employ an optimal combination of dynamic learning models and flexible interactive media. Students can participate in online courses. Students are provided NSU computer accounts but must obtain their own Internet service providers.

Online DCRS, CSA and CSPA students are required to attend two Residential Institutes (RIs) per academic year, each five days long. Students in MACS who take online classes in mediation and facilitation are required to attend those sessions at RI. Currently, the RIs are held in the fall and winter, in February and late September or October. The RI helps online students build a learning community. During the RIs, students participate in experiential exercises, role-plays, group simulations, guest speaker presentations, panel discussions, career development seminars, poster presentations, social events, and much more. There is also time allotted for degree plan advising and library research skills training.

Online media and interactive methods are used throughout the instructional sequence, such as Blackboard, distance library services, electronic library, plus a range of online activities that facilitate frequent student to faculty, and student to student interaction. Online activities include real-time and/or synchronized forums using threaded discussion boards, chat rooms, email, and electronic classroom sessions. NSU offers extensive distance and electronic library services. For more information, visit the website at <http://www.nova.edu/library/>.

# **ABOUT OUR DOCTORAL PROGRAMS**

## **Ph.D. in Conflict Analysis and Resolution**

### **Program Description**

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

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

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

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

- Conflict and Crisis Management
- Culture and Ethnic Conflict
- International Peace and Conflict
- Conflict in Organizations and Schools

### **Permission to take more than 9 credits:**

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

### **Student Advising**

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

### **Peer Mentors**

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

### **Degree Plans**

Students are required to take courses in 3 core competency areas: conflict resolution theory,

research methods, and conflict resolution practice. In the core competency of conflict resolution theory, students are required to take CARD 5000 The Foundations of Conflict Resolution, as well as 3 of the following 4 courses: CARD 7040 Theories of Conflict Resolution I, CARD 7050 Theories of Conflict Resolution II, CARD 6120 Culture and Conflict, and CARD 7250 Public Policy. In the core competency of research methods, students are required to take CARD 7090 Quantitative Research I and CARD 7110 Qualitative Research I, as well as 1 of the following 2 courses: CARD 7100 Quantitative Research II or CARD 7120 Qualitative Research II. In the core competency area of conflict resolution practice, students are required to take CARD 5040 Human Factors, as well as 3 of the following 4 courses: CARD 5100 Mediation Theory and Practice, CARD 5140 Negotiation Theory and Practice, CARD 6140 Facilitation Theory and Practice, and CARD 7020 Systems Design. In addition, students are required to take 2 of the following practicum courses: CARD 6130 Practicum I, CARD 6160 Practicum II or CARD 7500 Teaching and Training, and CARD 7510 Teaching and Training Practicum. In addition, students are required to take 8 elective courses.

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

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

**Sample Degree Plan: 76 credits hours (Full time)**

	<b>Fall (August)</b>	<b>Winter (January)</b>	<b>Summer (May)</b>
<b>Year 1</b>	CARD 5000: Foundations and Development of Conflict Resolution  CARD 5040: Human Factors  CARD 7110: Qualitative Research I	CARD 5100: Mediation Theory and Practice  CARD 7040: Theories of Conflict and Conflict Resolution I  CARD 7120: Qualitative Research II Or Elective	CARD 6140: Facilitation Theory and Practice <b>(on-campus program)</b> Or Elective <b>(online program)</b>  CARD 7050: Theories of Conflict and Conflict Resolution II  CARD 66__: Elective  <b>Preliminary Review</b>
<b>Year 2</b>	CARD 6120: Culture and Conflict  CARD 66__: Elective  CARD 7090: Quantitative Research I	CARD 5140: Negotiation Theory and Practice  CARD 66__: Elective  CARD 7100: Quantitative Research II Or Elective	CARD 7020: Systems Design Or Elective  CARD 66__: Elective  CARD 66__: Elective
<b>Year 3</b>	CARD 6140: Facilitation Theory and Practice <b>(online program)</b> Or Elective <b>(on-campus program)</b>  CARD 66__: Elective  CARD 7500: Teaching and Training (or CARD 6130 Practicum I if taking that sequence)	CARD 7001: Doctoral Seminar (1 credit)  CARD 7510: Teaching and Training Practicum (or CARD 6160 Practicum II if taking that sequence)	<b>Qualifying Examination (Registration by Program Manager)</b>  CARD 7901: Dissertation Preparation (3 credits)**  **After eligible students are registered for the Qualifying Exam by the Program Manager, students may then register themselves for CARD 7901.
<b>Year 4</b>	CARD 7900 Dissertation (3 credits)	CARD 7900 Dissertation (3 credits)	CARD 7900 Dissertation (3 credits)
<b>Year 5</b>	CARD 7900 Dissertation (1 Credit)		<b>Graduation and Celebration</b>

**Please Note:** After a total of 12 dissertation credits are completed, if necessary, students will register for 1 credit of dissertation per term until the student successfully defends the dissertation.

**Program Specifics**

**Practicum**

To complete the Ph.D. in Conflict Analysis and Resolution, students must complete a combination of two courses in practicum or teaching and training. Specifically students enroll in one of the following sequences: Practicum I and II; or Teaching and Training, and Teaching and Training Practicum; or Teaching and Training, and Practicum I. The purpose

of Teaching and Training Practicum is to provide students with the opportunity to be a teaching assistant or gain specialized experience in training. The purpose of Practicum I and II is to provide students with opportunities to enhance their conflict resolution practice skills. Students are encouraged to consult with the Practicum Coordinator in order to determine which sequence would best fit their career goals.

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

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

Students should visit <http://CAHSS.nova.edu/Downloads/car.htm> for the Practicum Handbook and related forms.

### **Examinations and Evaluations**

There are two program evaluations that students must pass in the course of their doctoral studies. Each is described briefly below and more information is provided at <http://CAHSS.nova.edu/Downloads/car.htm>

#### **I. Preliminary Review**

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

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

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

Students who have shown disruptive, hostile, dangerous or other questionable behavior during the first year will be confidentially counseled by their advisor, a department administrator, the Associate Dean of Student Affairs, additional faculty as appropriate, and

any other person deemed to be relevant to the discussion. This process may be initiated at any time, as needed. It need not wait until the preliminary review process. Such behavior may result in dismissal from the program.

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

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

## II. Qualifying Exam

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

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

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

## **Dissertation**

### **Dissertation Chairs and Committees**

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

After students are registered for the qualifying exam by the department, they should register themselves for CARD 7901 Dissertation Preparation. Upon passing the qualifying exam, students are considered to be at the dissertation status. Towards the end of CARD 7901, students must select their dissertation chair and complete the appropriate form, which is available online on the DCRS Students Resources page.

### **Registering for Dissertation**

Students are required to complete 12 credits of dissertation. Dissertation students register for three credits per term, beginning with CARD 7901, the Dissertation Preparation course. If a student is still in progress after 12 credits, the student registers for 1 credit per term until the dissertation defense is approved. If a student receives a NP (No Progress) grade while registered for Dissertation, that term will not count toward the required 12 credits of dissertation. If, for some reason, the student cannot continue working on their dissertation, they must apply in writing for a leave of absence. If they request a leave for longer than a term, it may not be possible, upon their return, to continue with their original dissertation chair.

### **Dissertation Proposal**

The dissertation proposal will be defended by the doctoral candidate before their full dissertation committee. All committee members must agree that the proposal is ready for defense before the defense can be scheduled. Proposal defenses may be performed using any appropriate and relevant technology, depending on the location of committee members, and the student. The student is permitted to defend their proposal by being present at CAHSS in person, or via telephone or video conferencing. Please see the Dissertation Proposal Guidelines and related forms at <http://CAHSS.nova.edu/Downloads/car.htm>

### **Final Dissertation**

Final dissertation defenses may take place during each of the three academic terms. The final day a student may hold the final dissertation defense within each term is the Friday after the last day of the term. In order to take part in the June commencement ceremony, a student must have their final dissertation defense notice sent out by May 1. After the student has passed the final defense and completed all required revisions to the satisfaction of the dissertation chair, the student must submit the document to the Doctoral Director for a format review. Upon passing the format review, the student will be provided with information regarding how to obtain bound copies of the dissertation. Prior to degree conferral, the student must submit one bound copy of the dissertation and one pdf file of the final dissertation, both of which must include the signed approval page.



Students should refer to the Dissertation Guidelines at <http://CAHSS.nova.edu/Downloads/car.htm> for detailed information.

## **Doctor of Philosophy (Ph.D.) in Criminal Justice**

### **Program Description**

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

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

### **Admission Requirements**

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

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

1. Master's degree from a regionally accredited University. Among those who hold doctoral degrees in Criminal Justice it is not unusual to find individuals who have earned graduate degrees in other fields such as Psychology, Sociology, Anthropology, and Political Science. This diversity recognizes that criminal justice is not restricted to a particular kind of academic preparation for it shares aspects of many others. This multi-dimensional approach to academic study is repeated in the field as practitioners engage in research, problem solving and system reform.
2. The Criminal Justice doctoral candidate must have a background that encourages and enables him or her to conduct serious academic research across a variety of subject areas. Encouraging students with graduate degrees other than criminal justice to join the program furthers this objective.
3. GPA 3.0 for master's level work
4. Three letters of recommendation that assess the individual's capacity to successfully handle graduate-level academic work. Letters may be from employers, professors or others in the student's life that have had sufficient opportunity to

observe and evaluate the student's dedication to the field of criminal justice, his or her academic or professional background, the student's level of interest as well as his or her capacity for intense academic study.

5. The student's background should reflect strong dedication to the field of criminal justice either through academic or professional endeavors. Academic achievement would be represented by experience as an instructor/researcher or administrator within a university or criminal justice training facility. Professional history may include years of progressively responsible administrative positions within a criminal justice agency.
6. A personal statement detailing the student's goals, research interests, and special qualifications for the program.
7. One of the following must be submitted:
  - a. Copy of a successfully defended master's thesis,
  - b. GRE score of a score 300 or better on the combined verbal and quantitative sections.
  - c. Sample of published work from a refereed publication within the criminal justice or related discipline.

### **How to Apply**

Admission to the Ph.D. program requires:

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

### **Orientation Information**

Department of Justice and Human Services (SJHS) students will be provided with important orientation information, via e-mail, after the signed acceptance letter and seat deposit are received by the SJHJ program office.

### **Academic Advisement**

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

### **Course Work**

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

## **Doctor of Philosophy (Ph.D.) in Family Therapy**

### **Program Description**

The Ph.D. in Family Therapy program prepares graduates for careers as academicians, researchers, supervisors, and senior clinicians.

The Ph.D. in Family Therapy is a 96-credit-hour program designed for individuals holding master's degrees who wish to fully grasp both the historical as well as cutting edge theory informing the current practice of family therapy. The program is dedicated to understanding the relationship between theory and clinical practice through a variety of established as well as emerging schools of family therapy. The program is designed to enhance students' clinical skills in order to become top level practitioners, while at the same time demonstrating the importance of qualitative and quantitative research in this pursuit. Graduates of the program should look forward to productive careers in academic, supervisory, clinic, and community-based employment settings.

The Department of Family Therapy has full time faculty and supervisors as well as part-time faculty and supervisors that represent racial diversity as well as diversity in gender, age, religion, culture, and sexual orientation. The student body of the doctoral program reflects the rich cultural diversity of South Florida and across the nation as far as race, religion, gender, sexual orientation, and age.

### **Mission**

The Ph.D. Program in Family Therapy strives to develop students who are committed to advanced academic and clinical practice and who are prepared for leadership in the field of Couples, Marriage, and Family Therapy through research, supervision, teaching, and clinical theory and practice. Additionally, students in the Ph.D. program are committed to servicing the community as ethical practitioners and focusing on the relational strengths and resources of both students and clients with an appreciation and respect for diversity, inclusion, and cultural and sexual diversity.

### **Educational Outcomes:**

The Ph.D. Program in Family Therapy has identified Education Outcomes which include Program Outcomes, Student Learning Outcomes, as well as Faculty Outcomes.

**Program Outcomes:**

PO1: The Ph.D. Program in Family Therapy demonstrates a commitment to issues of diversity, inclusion, and cultural and sexual diversity.

PO2: The Ph.D. program in Family Therapy maintains accreditation with COAMFTE.

PO3: The Ph.D. program in Family Therapy assists in preparing its students to meet the academic and practicum requirements for licensure as a marriage and family therapist in the state of Florida.

PO4: The Ph.D. Program in Family Therapy demonstrates a commitment to servicing the community especially with culturally and sexually diverse populations as well as other marginalized groups.

PO5: The Ph.D. Program in Family Therapy trains students in research, teaching, supervision, and advanced clinical theory and practice.

**Student Learning Outcomes:**

SLO1: Students demonstrate respect for issues of diversity, inclusion and cultural and sexual diversity in teaching, supervision, and practice.

SLO2: Students demonstrate potential competency as a researcher in the field of Marriage and Family Therapy.

SLO3: Students demonstrate competency in advanced systemic/relational theory and ethical/professional clinical practice.

SLO4: Students demonstrate potential competency in the practice of supervision.

SLO5: Students demonstrate potential competency in teaching.

SLO6: Students demonstrate a commitment to service in the community.

**Faculty Outcomes:**

FO1) Faculty demonstrates a commitment to teaching and/or supervising which includes an appreciation and respect for diversity, inclusion, and cultural and sexual diversity.

FO2) Faculty demonstrates a commitment to ethical clinical practice in the field of MFT and supervision.

FO3) Faculty demonstrates a commitment to research and/or scholarship.

FO4) Faculty demonstrates a commitment to service and student engagement.

**Curriculum**

The Ph.D. in Family Therapy core curriculum includes the following:

**Research (21 credits or more)**

SFTD 5410 Quantitative Research I

SFTD 6410 Quantitative Research II

SFTD 6430 Qualitative Research I

SFTD 7350 Qualitative Research II

SFTD 6900 Dissertation

SFTD 6825 Academic/Research Portfolio

**Advanced Clinical Theory (18 credits)**

SFTD 5006 Introduction to Systems Theory

SFTD 5120 Thinking Systems

SFTD 5110 Language Systems

SFTD 6750 Clinical Portfolio

**Advanced Clinical Practice (33 credits)**

SFTD 5010 Systemic Family Therapy I

SFTD 5020 Systemic Family Therapy II

SFTD 5030 Systemic Family Therapy III

SFTD 5040 Systemic Family Therapy IV

SFTD 6200 Internal Practicum I

SFTD 6200 Internal Practicum II

SFTD 6200 Internal Practicum III

SFTD 6200 Internal Practicum IV

SFTD 6750 Clinical Portfolio

SFTD 7410 Clinical Internship x 3

**Teaching** (6 credits)

SFTD 6321 Fundamentals of Teaching Marriage and Family Therapy

SFTD 7360 Teaching Practicum

**Supervision** (3 credits)

SFTD 6325 Fundamentals of Supervision in Marriage and Family Therapy

SFTD 6320 Supervision Practicum (noncredit)

**Writing** (3 credits)

SFTD 5004 Reading/Writing/Editing for Doctoral Scholars

**Family Therapy Topics (Electives):**

(3 credits)

See description

**Doctoral Seminar** (3 credits)

**Courses Necessary for Licensure**

(6 credits)

See description

**Core Curriculum Description**

- Internal Practicum: Four terms of enrollment in clinical practicums at the Family Therapy Clinic, the department's on-campus clinical facility. Teams of students (maximum of 6) meet weekly with a faculty member/supervisor to work with live, community-referred cases and supervision of cases throughout the calendar year. During a student's fourth practicum, they may choose a flexible practicum provided for students to see cases independently at the Clinic. The faculty supervisor must approve this independent placement and students must continue to obtain supervision during this time,
- Supervision: One course in the supervision of family therapy clinicians and one Supervision Practicum. This course fulfills the didactic instruction component for AAMFT Approved Supervisor status.
- Teaching: One course in the fundamentals of teaching. Additionally, students will register for a teaching practicum offering them the opportunity to practice skills learned in that class.

**Electives**

Electives are offered to support students in fulfilling course requirements for licensure as a marriage and family therapist in Florida and other states. Electives are also taken to enhance student learning in special topics of interest. Elective courses available to doctoral students within the Family Therapy Department include Couples Therapy, Organization Consulting, Grief and Loss, Academic Writing, International Counseling and Therapy, Introduction to Equine Assisted Family Therapy, School Based Family Counseling, Advanced Bowen Systems, all courses in the Family Systems Health Care graduate certificate program, and others as offered. Other courses offered within NSU may be considered pending approval from the Program Director.

**Program Format, Leave of Absences**

The residentially offered Ph.D. in Family Therapy program can be completed in 5 years with the maximum timeframe of 7 years. If a student has not graduated once she/he has reached the 5-year mark, the student must apply for an extension and receive approval from the

program director. Approval from the Program Director must be obtained for each subsequent extension until the 7-year mark has been reached. Once students have passed the 7-year mark, she/he must confer with the Program Director regarding possible dismissal from the program. Full-time enrollment is considered to be at least six credit hours per term, fall, winter, and summer. Once students begin their dissertation, they are considered full-time when registered for at least three credit hours per term. After taking 9 credit hours of dissertation, students may enroll in one dissertation credit hour per term and still be considered full time in the program. Students must continually be enrolled to remain active in the program. If a student cannot take classes due to unforeseen circumstances, s/he must to apply for a Leave of Absence three weeks prior the beginning of a term. Approval by the Program Director is required. Students can request a leave of absence for no more than three terms. Obtaining a Leave of Absence does not extend the time a student has to complete the program. A student who has not registered for one entire academic year is considered inactive and must confer with the Program Director to request readmission to the program. If approved for readmission, the student must be continually registered to remain in good standing in the program. Three terms of a Leave of Absence is the maximum for a student to remain active in the program.

### **Graduation Requirements/ Degree Completion**

Students must comply with the following requirements in order to graduate with their Ph.D. in Family Therapy:

- Pass all course work with a 3.5 cumulative GPA or above. Nothing lower than a "C" is permitted. Only one "C" is allowed.
- Earn a minimum of 96 credit hours
- Pass, or show evidence of having passed, the Legal, Ethical and Professional Issues in MFT course with a "B" or better
- Pass Clinical and Academic/ Research Portfolios
- Successfully complete an Internship in three consecutive terms
- Successfully defend their dissertation
- Accumulate 1000 client contact hours in conjunction with 200 hours of supervision by a qualified supervisor according to the specification in the Practicum manual
- Participate in at least three Annual Reviews (Preliminary Reviews)
- Comply with remediation plans as specified if necessary
- Maintain continuous ethical/ professional conduct throughout the program
- Complete the binding and submission of the final dissertation and PDF version
- Apply for and receive degree conferral
- Complete all requirements above within the stated time limit of the program

### **Accreditation**

The Ph.D. Program is fully accredited by the Commission on Accreditation for Marriage and Family Therapy Education of the American Association for Marriage and Family Therapy until October 2016. The program will submit a Self-Study for renewal of accreditation in October 2015.

The AAMFT is located at 112 South Alfred Street, Alexandria, Virginia, 22314-3061. [http://www.aamft.org/iMIS15/AAMFT/Education\\_and\\_Training/Accreditation/Content/COAMFTE/Accreditation\\_Resources.aspx?hkey](http://www.aamft.org/iMIS15/AAMFT/Education_and_Training/Accreditation/Content/COAMFTE/Accreditation_Resources.aspx?hkey)

### **Professional Organization, Approved Supervisor**

During the Ph.D. program, students become student members or pre-clinical fellows of the American Association for Marriage and Family Therapy. The program's supervision course is approved for meeting the supervision course requirement for AAMFT Approved Supervisors.

For licensed marriage and family therapists, additional training and supervision to become an AAMFT Approved Supervisor is provided through the Brief Therapy Institute.

### **Recruitment Policy**

As noted in the Ph.D. in MFT Educational Outcomes, the NSU Ph.D. in MFT program demonstrates a commitment to diversity and inclusion, and prepares students for the clinical practice of family therapy, maintaining a high level of graduation and postgraduate success in the field. Our recruitment policy combines a commitment to diversity and underserved populations with a fair and realistic appraisal of qualities needed to graduate and have success in the field of marriage and family therapy. We do not require the GRE or other standardized testing, as standardized testing tends to privilege certain populations over others. We require a 3.5 GPA, and demonstrated interpersonal ability. In addition to letters of reference, an admissions essay, and a writing sample, we conduct in person interviews to assess prospective students. To attract qualified students, we maintain relationships with universities nationwide who have graduate programs in MFT and related fields.

We make it a point to build relationships with other universities nationwide. We also offer open houses, open to the community, and publicized through our website, where prospective students can talk with faculty and current students. Our students and graduates themselves are a primary source of prospective students for us, as they recommend the program to friends and colleagues. We strive to recruit a diverse student body, in terms of age, experience, sexual orientation, race, class, culture, gender, and national origin. We are transparent about our values and what we offer, providing all prospective students with a statement of our core diversity/inclusion values, and publicizing both our licensure exam pass rates and our postgraduate employment statistics.

### **Retention Policy**

As noted in the Ph.D. in MFT Educational Outcomes, the NSU Ph.D. in the MFT program demonstrates a commitment to diversity and inclusion, and prepares students for the clinical practice of family therapy, maintaining a high level of graduation and postgraduate success in the field. Our retention policy balances our commitment to the best outcome for individual students, with the need to maintain a positive reputation for our graduates to ensure success in the field. The Program Director attends closely to the progress of individual students during the entire program as evidenced in the Annual Review (Preliminary Review). Most of our attrition occurs during this first semester, when students are not able to succeed academically or have underestimated the commitment required for a graduate program. In this event, the Program Director meets with the student and the faculty teaching the student that semester. Every effort is made to work towards a mutually agreeable outcome.

The Program Director is notified if a student earns a "C" in any course and a letter is sent to the student advising her/him that students are required to repeat a course in which a second "C" is earned. Additionally, students may be asked to take additional internal practicums above and beyond the minimum requirement. The Program Director and the faculty work with individual students to maintain their progress towards graduation. If at any time, however, it becomes clear that a student is interpersonally, ethically, or academically unqualified for the practice of marriage and family therapy, the Program Director will schedule an appointment with that student and the possibility for a remediation plan will be discussed along with the possibility of dismissal from the program. Our goal is a high level of retention, but balanced at all times with the need to maintain the integrity of the program and the profession.

### **Grievances/Student Complaints**

See the section in this catalog on Student Appeals.

### **Governance of the Program**

The Ph.D. Program in Family Therapy employs a Program Director who is academically, professionally and experientially qualified and is vested with the authority necessary to accomplish the educational outcomes of the program. The program values highly input from its communities of interest which include both faculty and students. Faculty participate in the governance of the program through their involvement in teaching and supervising students as well as through faculty meetings, faculty retreats, committee participation, and various other evaluative mechanisms. Faculty are encouraged to offer feedback regarding the program throughout the year. Students are involved in the governance of the program through the feedback they provide via the course evaluations, Annual Reviews (Preliminary Reviews), Student Government Association (SGA), Doctoral Seminars, Doctoral Town Hall meetings, and various other evaluative mechanisms. Faculty and students are also represented on the Advisory Board as well as the Ph.D. Curriculum Committee. Feedback from all communities of interest is collected and reviewed at faculty meetings for possible program changes and improvement. Any major changes to the program, such as curricular changes, are proposed to and approved by the faculty, then the department chair, then the Dean, then the institution and accrediting bodies. Any changes to the program are communicated with students via the list serve.

### **Collection of Student and Graduate information**

In order to comply with accreditation standards, the program is required to gather information from its students and graduates. The program will send an annual survey via email to students and graduates regarding achievements of graduates, employment information, employer information (in order to request satisfaction information), national exam pass rates, licensure rates, and other information as needed.

### **Student Achievement**

The NSU Ph.D. in MFT program has a policy of continuous assessment of students and of graduate success.

1. Assessment of students includes individual course assessment measures as seen in all syllabi, practicum evaluations, Annual (Preliminary) Reviews, and portfolio evaluations. Students can earn an A, B, C, or F in most coursework. Exceptions include the following: Doctoral Seminars, Reading/Writing/and Editing for Doctoral Scholars course, portfolios, internships, and dissertations, where students can earn Pass (P), No pass (NP), or in progress (PR) grades. A student may earn an incomplete (I) or withdrawal (W) as permitted and indicated in the catalog.

2. Once students are graduated, we maintain data on graduation rates, licensure exam pass rates, and job placement rates in the field. We are able to verify graduation rates from our own internal data. Once students are graduated, we must rely on their maintaining in contact with us to provide us with licensure exam pass rates and career data. To encourage students



to do this, we utilize social media and personal contact. We provide graduates with a permanent @nova.edu email address.

3. Finally, we also maintain contact with major employers of our graduates and obtain their input through participation in our curriculum committee and advisory board. We have representatives of large private practices and agencies that employ our graduates in the tri-county area serving on this committee and this allows us to continuously assess the program fit with employer needs.

**Graduation Rates**

Accreditation by the COAMFTE (Commission on Accreditation for Marriage and Family Therapy Education) requires that programs graduate at least 50% of their students within the minimum advertised length of the program and 65% by the maximum advertised length of the program. The Ph.D. in Family Therapy program advertises that students graduate within a 5-7 year time frame. Analysis of data from 2005-2007 indicates that the program graduated 68% by the maximum advertised length of the program for those cohorts. This exceed the requirements of the COAMFTE.

**National Licensure Exam Pass Rate**

Graduates of our Ph.D. in Family Therapy program are eligible to become registered interns in the state of Florida as Marriage and Family Therapists. Registered Interns can take the National licensing exam developed and administered by AMFTRB (Association of Marital and Family Therapy Regulatory Boards). Registered interns must take and pass the exam and complete other clinical requirements in order to be eligible to become fully licensed marriage and family therapists in the state of Florida. Through the education, mentoring and diligent efforts on the part of the program, our graduates have a passing rate of 98% over last 10 years on the AMFTRB National Exam

**Racial/Ethnic Composition of Program Faculty, Supervisors, and Students**

NSU’s Ph.D. MFT Program is proud to have a broad range of diversity represented among our faculty, supervisors, and students. Below is a chart depicting the composition of our faculty, students and supervisors based on IPEDS classification.

<b>As of Summer 2014</b>	<b>Gender</b>	<b>Ethnicity</b>
Students: 125 total	Male -16 Female - 109	African-American/African/Black/non-Hispanic - 44 Hispanic/Latino/Chicano- 20 Asian or Pacific Islander-4 White/non-Hispanic- 50 Multiethnic - 1 Other-6
Faculty: 27 total	Male -6 Female - 21	African-American/African/Black/non-Hispanic -4 Hispanic/Latino/Chicano -4 Asian or Pacific Islander-2 White/non-Hispanic -17 Multiethnic -0 Other -0
Supervisors: 22 total	Male - 4 Female - 18	African-American/African/Black/non-Hispanic -4 Hispanic/Latino/Chicano -2 Asian or Pacific Islander -2 White/non-Hispanic -14 Multiethnic -0 Other- 0

**Program Specifics**

## **Disclosure of Guiding Principle of our Programs**

It is with great pride that, we, the members of the Department of Family Therapy at Nova Southeastern University, share one of the guiding principles of our training programs.

Our programs are guided by the importance of inclusion, diversity and affirmative practices in the classroom, coursework, clinical training, as well as all professional and collegial relationships and interactions. We are committed to training our students in a manner that is respectful of and sensitive to religious/spiritual beliefs, cultural traditions and practices, gender identities and in all areas that distinguish individuals. Our goal is to be self-reflexive practitioners, holding ourselves accountable for our commitment to our principles.

We further strive to train students to respond to each other with the same honor and respect. Subsequently, we expect students will treat fellow students, staff, and clients accordingly. We stress a commitment to servicing clinical populations in an affirmative, supportive and competent manner including but not limited to underprivileged, minority, and socially oppressed groups, ethnic, racial, religious groups, LGBTQ individuals, foreign nationals, individuals with different levels of ability both physical and mental, as well as individuals of various genders, ages and socioeconomic and relationship statuses.

Ultimately, we believe that individual belief systems and values should be respected but that those belief systems and values do not hinder the practice of affirmative therapy.

Additionally, our programs abide by the AAMFT Code of Ethics. Specifically, the following:

- 1.1 Non-Discrimination. Marriage and Family Therapists provide professional assistance to persons without discrimination on the basis of race, age, ethnicity, socioeconomic status, disability, gender, health status, religion, national origin, sexual orientation, and gender identity or relationship status.*

## **Professional/Ethical Conduct**

Students are expected to abide by the AAMFT Code of Ethics, conduct indicated in the Florida Statutes Chapter 491, conduct indicated in HIPAA, as well as the NSU Student Handbook. If at any time during a student's program, the faculty is alerted to questions about a student's conduct, a meeting will be scheduled with the Program Director and at least one other faculty. The program follows all guidelines from the NSU Student handbook. The results of the meeting will be documented along with recommendation for a remediation plan. If it is found that a student's conduct fell outside those indicated in the above documents, the outcome of such a meeting could ultimately lead to immediate dismissal from the program.

## **Courses Necessary for Licensure**

The following is a list of courses offered in our department that are necessary for licensure in the state of Florida as a Licensed Marriage and Family Therapist. If students plan on becoming licensed in another state, students must research the requirements in that state. A link to each state's licensing board can be found on the AAMFT website [http://www.aamft.org/iMIS15/AAMFT/Content/Directories/MFT\\_Licensing\\_Boards.aspx?hkey=2f66f29c-ca16-4a58-8fff-30d176311f87](http://www.aamft.org/iMIS15/AAMFT/Content/Directories/MFT_Licensing_Boards.aspx?hkey=2f66f29c-ca16-4a58-8fff-30d176311f87). If a student plans on becoming credentialed in another country, students are advised to research the requirements of the specific country where they plan on becoming credentialed.

From the list below, doctoral students may submit a request for Transfer of Credit for up to 21 credits toward their 96 required credits. The student must have passed with a grade "B"

or better in each course. The courses students wish to transfer must have been completed within 7 years. The courses on this list which students have not transferred in must be taken prior to completing their 3rd Annual Review.

- SFTD 5007: Research in Marital and Family Therapy
- SFTD 5008: Introduction to Marital and Family Therapy: Counseling Theories and Techniques
- SFTD 5009: Theories of Marital and Family Therapy
- SFTD 5045: Group Psychotherapy
- SFTD 5046: Human Development Across the Life Cycle
- SFTD 5006: Introduction to Systems Theory
- SFTD 5300: Legal, Ethical, and Professional Issues
- SFTD 6520: Diversity and Psychosocial Issues
- SFTD 7311: Human Sexuality and Gender
- SFTD 7301: Assessment in Marital and Family Therapy
- SFTD 7302: Personality Theories & Psychopathology
- SFTD 5311: Substance Abuse/Addictions and Critical Issues in Systems Theory

**Requirements for Work in the On-site Clinic, Clinical Practicums**

Before entering Internal Practicum I, students are required to complete the following courses:

- SFTD 5006: Introduction to Systems Theory
- SFTD 5300: Legal, Ethical, and Professional Issues
- SFTD 5008: Introduction to Marriage and Family Therapy

All students must take and pass the following requirements within the first month of enrollment:

- Two HIPAA certificate courses
- Level two background check with photo badge **within the first week of class**
- CITI course prior to conducting any research

Students must also be familiar with the Practicum Handbook and Brief Therapy Institute Policies and Procedures, both available on the website.

**Degree Plans**

Below is a sample degree plan for students who have not transferred in credits.

**Sample Ph.D. Degree Plan: 96 credit hours**

FALL	WINTER	SUMMER
<p><b>SFTD 5001</b> Doctoral Seminar I</p> <p><b>SFTD 5006</b> Introduction to Systems Theories</p> <p>* <b>SFTD 5008</b> Introduction to Marital and Family</p>	<p>*<b>SFTD 5007</b> Research in Marital and Family Therapy</p> <p>*<b>SFTD 5009</b> Theories of Marital and Family Therapy</p> <p>*<b>SFTD 5045</b> Group Psychotherapy</p>	<p><b>SFTD 7301</b> Assessment in Marital and Family Therapy</p> <p><b>SFTD 7302</b> Theories of Personality &amp; Psychopathology</p> <p><b>SFTD 7311</b></p>

<p>Therapy</p> <p><b>SFTD 5300</b> Legal, Ethical, and Professional Issues</p> <p><b>SFTD 6520</b> Diversity and Psychosocial Issues</p>	<p><b>*SFTD 5046</b> Human Development Across the Life Cycle</p>	<p>Human Sexuality and Gender</p> <p><b>** Annual Review</b></p>
<p><b>SFTD 5002</b> Doctoral Seminar II</p> <p><b>SFTD 5010</b> Systemic Family Therapy I</p> <p><b>SFTD 5120</b> Thinking Systems</p> <p><b>SFTD 6200</b> Internal Practicum I</p>	<p><b>SFTD 5004</b> Reading/Writing/Editing for Doctoral Scholars</p> <p><b>SFTD 5020</b> Systemic Family Therapy II</p> <p><b>SFTD 5110</b> Language Systems</p> <p><b>SFTD 6200</b> Internal Practicum II</p>	<p><b>SFTD 5410</b> Quantitative Research I</p> <p><b>SFTD 6200</b> Internal Practicum III</p> <p><b>SFTD 6321</b> Fundamentals of Teaching Marriage and Family Therapy</p> <p><b>** Annual Review</b></p>
<p><b>SFTD 5003</b> Doctoral Seminar III</p> <p><b>SFTD 5030</b> Systemic Family Therapy III</p> <p><b>SFTD 6200</b> Internal Practicum IV</p> <p><b>SFTD 6410</b> Quantitative Research II</p>	<p><b>SFTD 5040</b> Systemic Family Therapy IV</p> <p><b>SFTD 6430</b> Qualitative Research I</p> <p><b>SFTD 6530</b> Family Therapy Topics</p> <p><b>SFTD 7360</b> Teaching Practicum</p> <p><b>SFTD 6750</b> Clinical Portfolio</p>	<p><b>SFTD 6325</b> Fundamentals of Supervision in Marriage and Family Therapy</p> <p><b>SFTD 7350</b> Qualitative Research II</p> <p><b>SFTD 6825</b> Academic/Research Portfolio</p> <p><b>** Annual Review</b></p>
<p><b>SFTD 7410</b> Clinical Internship</p>	<p><b>SFTD 7410</b> Clinical Internship</p>	<p><b>SFTD 7410</b> Clinical Internship</p>

<b>SFTD 6320</b> Supervision Practicum	<b>SFTD 6900</b> Dissertation  Dissertation Proposal Defense	<b>SFTD 6900</b> Dissertation  <b>Final Defense</b>
<b>SFTD 6900</b> Dissertation		

\*Courses are prerequisite to the program and not included in the 96 credit requirement. Portfolios are completed by the end of the third year.

### **Clinical Practica**

Students complete four internal practicum at the Family Therapy Clinic at the Brief Therapy Institute. During this practicum sequence students see their own clients and are supervised in teams and individually. Clients cannot be seen without approved supervision. Details regarding practicum and the department clinic are available in the Policies and Procedures Manual of the Brief Therapy Institute. Policies and Procedures are required reading and understanding of all policies is expected prior to commencing practicum are available online at <http://hsss.nova.edu/Downloads/mtf.htm>. In depth discussions of all policies will be a part of internal practicums. Students should also review and be familiar with the Practicum Handbook available on line. Students must maintain current their badge in order to see clients.

### **HIPAA**

Nova Southeastern University and the Department of Family Therapy require that all students successfully complete the two NSU HIPAA certificate requirements during their first term in the program, prior to seeing clients. These programs are uploaded on each student's Blackboard at the beginning of the first term. Certificates must be printed, name entered in BLUE, and submitted to the DFT Internship Coordinator.

Background checks and fingerprinting are required of ALL students and must be completed during the first two weeks of enrollment. Students should contact the DFT Internship Coordinator for detailed information on these procedures. They are also located at <http://hsss.nova.edu/Downloads/mtf.htm>

### **Client Contact Hours**

In order to graduate, all students must document that they have a minimum of 1000 hours of direct client contact hours. At least 500 of the 1000 required hours must be with couples and/or families present in the room.

Doctoral students who have graduated from a COAMFTE approved Master's program, or who had supervision from an AAMFT Approved Supervisor, can apply to have up to 500 client contact hours waived. Doctoral students who have a license in MFT or another mental health filed, or who obtain the license during their doctoral program, may petition the program to waive some of the required 1000 direct client contact hours. *However, waiving part of this client contact hour requirement does not release a student from completing all of the practicum or internship requirements of the program.* In order for a waiver request of client contact hours to be approved, the student must also provide a copy of their supervisor's vita and credentials. In order for their supervision to count, these credentials must indicate that

the previous supervisor was licensed in the mental health field AND had appropriate credentials for supervision.

If a waiver request is approved, students still are required to document a minimum of 100 in-the-room client contact hours with individuals, couples, and/or families during their time as a student in the program *before* beginning clinical internship. At least 50 of these hours must be accrued at the Brief Therapy Institute (BTI) Practicum hours may be included in the total. In order to count, all 100 direct client contact hours must be supervised by AAMFT Approved Supervisor, who will sign and document that the hours submitted are accurate. Students must follow all BTI policies and procedures.

For client contact hours obtained outside of BTI, documentation of client contact and supervision hours must include the date, type of session (i.e., family, couple, or individual), length, and location of each session. Students must have written case notes for all sessions listed. The necessary forms are available online at the CAHSS student resources website. Students must submit their completed forms to the Internship Coordinator at the end of EACH term to ensure progress is recorded and the student file remains updated. Students must submit to the Internship Coordinator the ORIGINAL SIGNED copy of the completed forms with all hours totaled and with all signatures in BLUE. Students must keep a copy of all completed and signed forms during their entire program and for future licensure needs.

#### **Client Confidentiality and Use of Client Information (DVDs and/or flash drives)**

Clients seen at the Brief Therapy Institute's Family Therapy Clinic sign a Therapy Agreement that gives student clinicians permission to record sessions for educational purposes. BTI provides students with the necessary materials to record their sessions. Students may NOT use their own DVDs and/or flash drives for recording sessions and all recordings must remain at BTI, on the premises, to ensure confidentiality. Viewing rooms are available at BTI for students to review their own work; they may not view another student's work without his or her prior written consent submitted to the BTI Clinic Office Manager for final approval. If students wish to show a recorded session in a class, or use them for their Clinical Portfolio requirements, they may sign out for a specified amount of time. This must be coordinated through the BTI Clinic Office Manager to ensure proper authorization. **At no time is case information to be taken off campus nor downloaded onto personal computers/flash drives.**

If students wish to write about a case seen at BTI and have obtained proper approval, they may schedule times to transcribe materials in the editing suite coordinated through the Clinic Office Manager. No identifying client information can appear on transcripts or written materials or be shared with others.

If students wish to show a recorded session to a professional audience outside of NSU, they must either have written consent or re-contact the clients seen on the recording and explain their request to present the case, when and where and for what purpose. The student must have each adult client sign a release, Authorization for Use or Disclosure of Information for Educational and Related Purposes, in advance of the presentation along with approval from the Clinic Director.

DVDs and the use of portable hard drives are supplied to students. All DVDs and/or hard drives assigned during a student's time at BTI must be stored at BTI. The Practicum Supervisor at the end of each practicum session returns all related information to BTI for placement in locked storage. DVDs or any client recordings or information are not allowed off BTI premises.

#### **Annual Review (Preliminary Review)**

As part of the graduation requirements, students must have an annual review at the end of each of the first 3 years. This annual review will consist of an evaluation of the student's academic progress, clinical progress, student's professional and ethical conduct, and level of attainment of the program's student learning outcomes. The Annual Review is also utilized for collection of feedback from students about the program, support services by the institution, as well as the Program Director. This review is conducted in a manner needed for each individual student such as, but not limited to, a meeting with a faculty committee, program director, or via email. Students must register for the Annual Review during the summer of each of the first 3 years.

### **Portfolios and Evaluations**

As a requirement for completing the Ph.D. program in family therapy, a student must submit for faculty evaluation two separate performance based portfolios which are considered capstone experiences. Each of these portfolios is designed to help assess how students met various aspects of the program's learning objectives and outcomes. The portfolio requirements are also designed to help students become better able to present their work in professional contexts, such as seeking employment and academic exchange. Each of the two portfolios and their requirements are described in detail below.

The two-components of the Portfolio process are:

1. Clinical Portfolio
2. Academic/Research Portfolio

Each portfolio is intended to address major training and academic goals of the program. The portfolio process represents a steppingstone experience for students as they prepare to undertake their internship or dissertation. Successful completion of each successive portfolio indicates that the student is able to plan, undertake, and complete increasingly sophisticated projects, requiring independence of both thought and motivation.

#### **1. Clinical Portfolio**

The Clinical Portfolio is intended to provide an opportunity for students to demonstrate their clinical competence, creativity, and theoretical clarity, in a manner and setting similar to that which could be expected in a job interview situation. It is an assessment of the student learning outcome associated with advanced clinical theory and practice. It should be viewed as the culmination of the on-site clinical training aspect of the doctoral program, and it is designed to allow students to demonstrate the full range and depth of their clinical skills and theoretical knowledge. To submit a Clinical Portfolio for faculty review, a student must have successfully completed the minimum of four (4) required internal practicum courses, or be enrolled in the fourth. Student's wishing to enhance their clinical skills or theoretical knowledge may do so with additional practicums, clinical work, or supervision before submitting their Clinical Portfolio.

#### **Clinical Portfolio Components**

The following are the 4 components to the Clinical Portfolio:

- Statement of Treatment Philosophy (5-7 pages, double spaced; APA formatted)
- Case Study (Written, single case from inception to treatment completion/evaluation)
- Video presentation (45 min–1 hour, professional audience)
- Verbatim transcription of the video clips with identifying information removed

### **Statement of Treatment Philosophy**

The Statement of Treatment Philosophy document should be between 5-7 pages, double spaced, and should adhere to all applicable APA formatting conventions. In this document, students should articulate their current overall philosophy of treatment as it applies to their work in the field of marriage and family therapy. This philosophy statement assumes that the student under review is still in a formative stage of development in terms of their clinical skills. Thus, it is important for the student to talk honestly and openly about the ways they assess their own current stage(s) of development. This statement may differ from the case study or video materials presented in the other parts of the Portfolio, but if it is, it would be important for the statement to address how these disconnects are part of the overall development of the student. An important part of this statement is the honesty, maturity, integrity, and clarity with which the student describes their journey throughout the years of clinical training they have received in the course of the program, as well as the accuracy of any theoretical assertions they make. The evaluation form for this part of the written component is located on the CAHSS website.

### **Single Case Study**

In this section of the written component of the portfolio, the student is asked to describe, in writing, their experience as a primary therapist with a single case, from inception and introduction to completion and evaluation. The purpose of this section of the portfolio is to allow the student to describe in great detail the how they managed a case from beginning to end, and in the process of doing so, giving insight into the theories, techniques, approaches, assumptions, supervision, and feedback that guided them through the process. This component of the Portfolio will be evaluated by the faculty review committee using a rating scale that evaluates the student based on the criteria indicated on the current evaluation form found on the CAHSS website.

### **Video Segments Presentation**

This section of the Clinical Portfolio is designed to allow the student to demonstrate through video segments, the correlation between theory and their actual clinical practices. Each student is required to produce and display between 5-7 video segments that demonstrate the connections between their theory/philosophy and their actual therapeutic conduct in the room. For each segment presented, the student will describe the theoretical concept, construct, or technique that they believe most accurately reflects the actions that the audience is about to view. Students should preface the clips with ample information so the audience will be able to follow well, as in a professional presentation.

The concepts, constructs, or techniques that the student describes and shows video clips displaying can come from any of the classes, courses, or supervision they receive during their training in the program. The clips can be arranged to represent a single clinical point of view, or they may be arranged to represent a wide variety of the clinical approaches the student has used in the course of their training. This part of the Portfolio should be representative of a range of work that best demonstrates the student's acquisition of clinical and theoretical skills during the program, regardless of theoretical approach.

It is expected that students will conduct themselves in a professional and collegial manner throughout the preparation of materials as well as throughout the presentation. The process for selecting, editing and developing a video presentation is an involved process that should be organized through the BTI office manager. The entire process may take 2 full months to complete due to the time needed to secure time and space with the media service staff. Students should start early in the term for which they are registered in order to complete the process.



The committee will consist of members of the full time family therapy faculty, selected on a random, rotating basis. Once selected, the members of the committee will receive all portfolio materials for review. The clinical portfolio will be open to DFT students and faculty only and scheduled for a maximum of one and one half hour. As a professional presentation, it is important that the student allocate the time for presentation and questions accordingly. Punctuality, time keeping, and facilitation are important parts of professional presentations.

The review will be publically announced to the Department of Family Therapy community, and open for only DFT faculty and students to attend. These events are not only a review of the student's portfolio of clinical work, but also an opportunity for active conversation with, and about, the clinical work of their colleagues of the dissertation. Care should be taken regarding appropriate dress, professional demeanor, clarity of presentation, and respect for clients and colleagues.

Upon completion of successfully passing the public presentation, the faculty review committee considers all of the materials presented in light of:

- The evaluation rubrics attached to those materials;
- The manner in which they were presented;
- The overall professionalism of the presenter, including dress, manner, tone, etc.; final defense, and
- The manner and substance of the ways in which the presenter handled questions, criticisms, theoretical disagreements, or ethical concerns raised by reviewers or members of the audience during the course of the review.

## **2. Academic/Research Portfolio**

The Academic/Research Portfolio is considered a capstone experience assessing the student learning outcome associated with research, scholarship and academic development. As a matter of professional development and career building, students are strongly encouraged to participate in a number of academic publishing and professional presentations before local, statewide, national, and international audiences.

All students are required to demonstrate that they possess doctoral level competency in both writing and professional presentation skills. There are 2 components to the Academic/Research Portfolio: There are the presentation component and the written component.

### *Presentation Component*

In order to satisfy the presentation component of the Academic/Research Portfolio, a student must be a part of one or more professional presentations before local, statewide, national or international audiences. To be considered as equivalent experiences, such presentations should occur in settings where submission is subject to a peer review process, and the length of the presentation is greater than 45 min. Because of the wide variety of professional presentation options available, students will need to submit a brochure where their name appears and copies of all relevant presentation materials to a committee of full time family therapy faculty reviewers. Any such presentations must be based on materials, projects, or research that the student has been involved in since they were enrolled in the family therapy program. Panel presentations will not be accepted. Students must demonstrate they had significant input to the preparation of the presentation.

Alternate presentation: Many doctoral students obtain additional training or experience in areas related to the field of Couples and Family Therapy. Students with

such knowledge and/or experience who are invited to present to a DFT class or workshop on the topic, may petition to count that presentation as fulfilling the presentation component of the Academic/Research portfolio. The petition would need to include a letter from the professor who invited the student to present or who attended the workshop stating that the presentation was equivalent of that commonly seen at a professional conference.

#### *Written Component*

In order to fulfill the written component requirement of the Academic/Research Portfolio, a student must submit for publication a manuscript or chapter that the student authored prior to enrolling in dissertation. This manuscript or chapter must have submitted to a peer reviewed, professional journal in family therapy or other closely related professional journal or edited book. A committee of full time family therapy faculty will review the article or chapter to determine if it satisfies this requirement. The student may also be the second author of the manuscript or chapter.

Alternate written component: Students may submit to the faculty committee evidence that an article or chapter she/he has authored or co-authored has been accepted for publication in a peer reviewed, family therapy or other closely related professional journal or edited book. Documentation that the article or chapter has been accepted for publication is required.

Students are highly encouraged to seek a faculty mentor prior to submitting for publication. Also, students may co-publish with faculty and other students/colleagues. In order to fulfill the requirement students must be the 1<sup>st</sup> or 2<sup>nd</sup> author. If a student is not the 1<sup>st</sup> or 2<sup>nd</sup> author, but 3<sup>rd</sup> +,, students must obtain and submit a letter from a faculty to the Program coordinator indicating that there work on the manuscript was a significant enough contribution to fulfill this requirement.

#### **Portfolio Timeline Information**

Doctoral students may not begin their internship until they have successfully completed their Clinical Portfolio. The presentation component of the Academic/Research portfolio as well as the submission of the manuscript or chapter must be completed prior to registering for dissertation credits.

#### **Internship**

An Internship of one year, 3 consecutive terms, is designed to provide the student with a full-time experience, emphasizing relationally focused practice, research, and/or supervision. The majority of a student's course requirements must be completed before beginning the internship experience. Students must have successfully passed their Clinical Portfolio requirement before registering for Internship. The three internship types are as follows: Clinical, Research, and Hybrid.

#### *Clinical Internship*

The Clinical Internship is designed to provide students with professional experience in the practice of marriage and family therapy. This internship option is designed for students who do not have a clinical master's degree or who would like to obtain further clinical experience.

The institution sponsoring the internship site(s) will have been in operation for at least two years. Internship site(s) will provide adequate facilities and equipment for the intern to carry out designated responsibilities. Students will work with both a

faculty supervisor and a site supervisor. When requesting supervision from a full time faculty AAMFT Approved Supervisor students will register for 3 credit hours per term for a minimum of 3 consecutive terms. If students have an AAMFT Approved Supervisor on site to supervise their clinical hours, or will obtain an outside AAMFT Approved Supervisor, they will register for 1 credit hour per term for a minimum of 3 terms. They will also work with their faculty supervisor as part of their internship experience. When taking 1 credit hour, students need to review their degree plan to ensure they will meet the required credit hours for their degree, and/or they will be required to take two additional elective courses to meet the credit hour internship requirement of a minimum of 9 credit hours.

#### *Research Internship*

The Research Internship is designed for students with an MFT, or closely related field, master's degree and license and provides students with an opportunity to further develop their research skills and knowledge of research projects, grants, and other available resources (i.e., working with faculty on research projects). The Research Internship experience requires prior approval by the faculty member/supervisor, Program Director, and internship site. The research internship will also require students to register with a faculty supervisor for 3 consecutive terms for 3 credits each term.

#### *Hybrid Internship*

The Hybrid Internship is designed for students with an MFT, or closely related field, master's degree and license and who are interested in designing an internship that meets their specific needs and/or interests. It can be a combination Clinical and/or research internship OR a combination to include advanced supervision. The Hybrid Internship will also require students to register with a faculty supervisor for 3 consecutive terms for 3 credits each term. The students and the supervising faculty will develop a specific contract delineating the details of the internship including expectations of outcome which must be approved by the program director prior to starting the internship.

### **The Teaching Course and Practicum**

Students take the Fundamentals of Teaching course during their first or second year in the program. This course is designed to promote learning on how to become an effective instructor/professor as part of a student's professional development and readiness for a teaching career. Upon completion of this course, students are able to work with full time faculty as teaching assistants in a practicum format to advance their teaching skills. Students seek out faculty and request a position as a TA in their course. Prior to the term commencing, the faculty and TA discuss the student's interest and type of involvement in the course. The faculty and student develop a written agreement as to the TA's responsibilities for the course.

### **The Supervision Course and Practicum**

The Supervision course and supervision practicum are designed to understand and practice the fundamentals of supervision and the advancement of a student's supervisory skills. Prior to taking the Supervision course students must have successfully passed their doctoral Internal Practicum courses. For the Supervision Practicum, students must contact a supervisor prior to beginning the supervision practicum to request permission to assist supervising. Students may also contact a master's level External Practicum supervisor for permission to assist supervising. Prior to the term commencing, the supervisor and student discuss the student's interest and type of involvement in the practicum. The supervisor and

student develop a written agreement as to the student supervisor's responsibilities for the practicum.

### **Dissertation**

The Ph.D. dissertation consists of original research in the Marriage and Family Therapy field. Students are encouraged to develop research topics that are not only of interest to them but also meaningful to the field at large. It is highly recommended that students begin their studies with a general idea of a dissertation topic which they begin to evaluate upon entering the program. **During each of the four research courses**, students will be developing components of a manuscript, such as an Introduction, Literature Review, Methodology, and IRB proposal, that will lead to a dissertation. Students enroll in their Dissertation courses while completing their Internship. A dissertation committee for all doctoral students will be composed of at least three members, one of whom will serve as the dissertation chair. The dissertation chair and at least one other committee member must be full-time DFT faculty members. A student may have one or more outside members on the committee if methodological or substantive topical issues make such membership advisable, and is approved by the dissertation chair. All members who are not DFT faculty must have an earned doctorate degree, must be full-time faculty at a university, and must provide copies of their credentials to the department. Dissertation committee members may not be from among the student's family members or personal friends, nor have graduated from CAHSS within the past three academic years. The dissertation Chair will formalize a research study with the student and develop a timeline for moving through the process.

The Dissertation process is extensive and specific details about how students move through this process and write their dissertation can be found in the DFT Dissertation Guidelines available online at [www.CAHSS.nova.edu/studentresources](http://www.CAHSS.nova.edu/studentresources). Students must take a minimum total of 9 dissertation credit hours; three credit hours per term for three terms. Three hours of dissertation credits is considered full time by the program. Students must continually be registered for at least one dissertation credit each term until they complete and successfully defend their dissertation, bind, and turn in their final document, and register their dissertation with ProQuest, UMI.

The Dissertation process may entail taking more than the minimum of 9 dissertation credit hours as required by the program. Once a student takes 9 dissertation credits over three terms, they can register for one credit hour each term thereafter until completion of their dissertation. If, for some reason, students cannot continue working on their dissertation, they must apply in writing to their Dissertation Chair and the Program Director requesting a Leave of Absence. The Leave of Absence form is located online and must be completed with original signature in BLUE to remain in good academic standing. A student requesting a leave for longer than one term (i.e., two or more), may be unable, upon returning, to continue with the same dissertation chair and committee. The student must submit a written request to their Dissertation Chair for approval to continue their work and all dissertation forms must be updated. If a Leave of Absence is requested and approved, this does not extend the 7 year timeframe for completing the degree program. Students not enrolled in the program for more than three terms are considered inactive and are required to reapply to the program. If approved for readmission, the student must be continually registered to remain in good standing in the program. Three terms of a Leave of Absence is the maximum for a student to remain active in the program. Students are required to adhere to the dissertation guidelines and timelines. The complete DFT Dissertation Guidelines can be found online at <http://CAHSS.nova.edu/Downloads/mft.htm>.

### **Individual Supervision for State Licensure or AAMFT Approved Supervisor**

Due to the AAMFT Code of Ethics principles related to multiple relationships and conflict of interest, full-time faculty may not serve as the supervisor for licensure for students enrolled in the program.

### **Concentration in Family Systems Health Care**

Students in the Ph.D. program in Family Therapy may choose to pursue a concentration in Family Systems Health Care. The concentration focuses on the relationships between psychosocial medicine and biomedicine in the treatment and prevention of illness and disease. Students learn the basics of biopsychosocial theory, practice, and collaboration. The program prepares professionals to offer therapeutic services in a variety of medical settings, including private medical practices, hospitals, community clinics, primary care/specialists' offices, and agencies.

Students in the Family Systems Health Care concentration program have ample opportunities to gain practical expertise through classroom learning and hands-on clinical, research, teaching, and service experiences. Specific areas of study include: adjustment patterns of clients and their families to chronic and acute illnesses; models of collaboration between medical family therapists and other health care professionals; the role of medical family therapists in the continuum of medical services; the politics and economics of health care; understanding human systems in health care; and brief interventions and systemic assessments useful in the treatment and care of patients and their families. Additionally, the program emphasizes professional development by assisting students in strengthening their professional and personal qualities necessary for successful participation in the medical milieu.

The student's growth as a reflective practitioner is encouraged through clinical research in physician, patient, therapist, family communications, adjustments to acute, chronic, or terminal illness, social effects and ethical dilemmas of new medical technologies, and other issues that transcend historical distinctions between physical treatment and psychosocial interventions. Program faculty and students cooperate to publish research findings and clinical experiences. Also, faculty and students of the program contribute to the growth of Family Systems Health Care and medical family therapy by supporting and participating in professional groups such as the Collaborative Family Health Care Coalition, the Society of Teachers of Family Medicine, Bereavement, Gerontology, and others.

In addition to degree requirements, students must complete the following coursework to receive a Concentration in Family Systems Health Care (24 credit hours):

- FSHC 5000 – Family Systems Health Care I
- FSHC 5010 - Family Systems Health Care II
- FSHC 5100 - Practicum I in Family Systems Health Care\*
- FSHC 5110 - Practicum II in Family Systems Health Care\*
- FSHC 5300 – Integration and Collaboration Among Health Care Systems
- FSHC 5500 - Politics and Economics of Health Care
- FSHC 6400 - Understanding Human Systems in Health Care Settings
- One Elective

\* Students may choose to complete their clinical internship in a medical setting to obtain the required 200 hours of face-to-face client contact for this concentration.

\*The catalog is periodically updated online.

## **Doctor of Marriage and Family Therapy (D.M.F.T.)**

### **Program Description**

The Doctorate in Marriage and Family Therapy (D.M.F.T.) is a practitioner oriented terminal degree. The primary emphasis of the D.M.F.T. degree program is specifically to produce professionals whose chief contributions will be in the clinical and supervisory.

The D.M.F.T. is a 78 credit-hour program designed for individuals holding master's degrees in a mental health field. The program prepares students for careers as private practitioners, agency administrators, clinical supervisors, and senior clinicians. The D.M.F.T. program is designed to expand and enhance a student's existing clinical skills in order to become top level practitioners, while at the same time demonstrating the place of program/clinical research in this pursuit.

To this end, the D.M.F.T. degree requires students to complete an Applied Clinical Project (ACP). The APC requires a student to conceive, propose, implement, and evaluate the effectiveness of a particular clinical program under the supervision of a faculty committee. The clinical program under review should be grounded in a systems based approach to family psychotherapy, yet may include large educational and/or consultation components.

The Department of Family Therapy has full and part time faculty and supervisors that represent diversity in race, cultural, gender, age, sexual orientation, and religion. The student body reflects the rich cultural diversity of the University and South Florida as far as race, religion, gender, sexual orientation, and age.

Students entering the D.M.F.T. program are required to have the following core curriculum or closely related equivalent courses **prior** to entering this advanced systems program. When students need to take any of these prerequisites, these courses must be completed prior to beginning the core D.M.F.T. curriculum.

- Introduction to Marriage and Family Therapy
- Legal, Ethical and Professional Issues in MFT
- Theories of Marital and Family Therapy
- Human Development across the Life Cycle
- Theories of Personality and Psychopathology
- Human Sexuality and Gender
- Diversity and Psychosocial Skills
- Research in Marriage and Family Therapy
- Assessment in Marital and Family Therapy

The 78 credit hour program integrates systemically oriented theory, clinical practice, qualitative, and quantitative research. The core curriculum includes:

### **Educational Outcomes**

The D.M.F.T program has identified Education Outcomes which include Program Outcomes, Student Learning Outcomes, as well as Faculty Outcomes.

### **Program Outcomes:**

PO1) The D.M.F.T program demonstrates a commitment to issues of cultural and sexual diversity, inclusion, social justice.

PO2) The D.M.F.T Program in Family Therapy demonstrates a commitment to servicing the community especially with culturally and sexually diverse populations as well as other marginalized groups.

PO5) The D.M.F.T Program in Family Therapy will train students in supervision and skills necessary for community practitioners.

### **Student Learning Outcomes**

SLO1) Students will awareness of issues of social justice, inclusion, and cultural and sexual diversity in teaching, research, supervision, and practice.

SLO2) Students will demonstrate potential competency in obtaining funding in the field of marriage and family therapy.

SLO3) Students will demonstrate competency in systemic/relational ethical/professional clinical practice.

SLO4) Students demonstrate potential competency in the theoretical, ethical, and legal practice in supervision.

SLO5) Students will demonstrate competency in their ability to conduct clinically focused research

SLO6) Students demonstrate a commitment to service in the community.

### **Faculty Outcomes:**

FO1) Faculty demonstrate a commitment to teaching and/or supervising which includes an emphasis on cultural and sexual diversity, and inclusion.

FO2) Faculty demonstrate a commitment to ethical clinical practice in the field of MFT and supervision

FO3) Faculty demonstrate a commitment to research and/or scholarship

FO4) Faculty demonstrate a commitment to service and student engagement

### **Core Curriculum**

#### **Developmental Courses** (3 credit hours)

Doctoral Seminars I-III (3 credit hours)

#### **Theory Courses** (18 Credits)

Introduction to Systems Theories

Theories of Personality and/or Psychopathology

Crisis Management

Advanced Therapy Courses (9 credit hours-choose 3 courses)

Systemic Family Therapy I (MRI/SFBT)

Systemic Family Therapy II (Narrative Therapy)

Systemic Family Therapy III (Intergenerational Theories)

Systemic Family Therapy IV (Ericksonian and Hypnotherapy)

International Perspectives in Counseling and Therapy

**Clinical and Supervision Skills** (9 credit hours)

Advanced Clinical/Micro Skills  
Supervision in Clinical Settings  
Clinical Practicum in Clinical Settings

**Research and Grant Writing Skills** (9 credit hours)

Qualitative Action Research  
Grant Writing for Funding Opportunities  
Evidence-based Research Models

**Specialization Topics across Cultures/Environments** (9 credit hours—choose 3 courses)

Couples Therapy  
Medical Family Therapy or Family Systems Healthcare  
Relationship Systems Consulting  
Private Practice Management  
Advanced Bowen Systems  
Advanced Couples Therapy

**Clinical Internships** (12 credit hours)

Internal Practicum I  
Internal Practicum II  
Clinical Supervision I  
Clinical Supervision II

**Capstones** (12 credit hours)

Clinical Portfolio (0 credit hours)  
External Practicum I  
External Practicum II  
Applied Clinical Project I  
Applied Clinical Project II  
Annual Reviews x 2 (0 credit hours)

**Elective Courses** (6 credits)

Foundations of Teaching  
Foundations of Supervision  
Language Systems  
Thinking Systems  
Advanced Research Courses  
    Quantitative Research I  
    Quantitative Research II  
    Qualitative Research I  
    Qualitative Research II  
Substance Abuse/Addictions and Critical Issues (Required for licensure in Florida)  
Equine Assisted Family Therapy  
Family Therapy Topics (I-VIII)  
Independent Study  
School-based Family Counseling  
Grief and Loss  
Academic Writing  
Others



### **Electives**

Electives are offered to support students in fulfilling course requirements for licensure as a marriage and family therapist in Florida and other states. Electives are also taken to enhance student learning in special topics. Students may choose to take more electives than are required or complete a Graduate Certificate in Family Systems Health Care or Qualitative Research with permission from the Program Director. Other courses offered within the University may be considered for elective status pending approval. In keeping with the interdisciplinary philosophy of the School, students have the opportunity to take electives in various specialties, such as Family Systems Health Care. Additional courses may help students fulfill many of the course requirements for licensure in Florida (and other states) as a marriage and family therapist.

### **Program Format, Leave of Absences**

The residentially offered D.M.F.T program can be completed in 3 years with the maximum timeframe of 7 years. Full-time enrollment is considered to be at least nine credit hours per term, fall, winter, and summer. Students must continually be enrolled to remain active in the program. If a student cannot take classes due to unforeseen circumstances, s/he must to apply for a Leave of Absence three weeks prior the beginning of a term. Approval by the Program Director is required. A student who has not registered for one entire academic year is considered inactive and must confer with the Program Director to request readmission to the program. If approved for readmission, the student must be continually registered to remain in good standing in the program. Three terms of a Leave of Absence is the maximum for a student to remain active in the program. Students can request a leave of absence for no more than three terms. A student who has not registered for one entire academic year is considered inactive and must reapply to the program. Once students complete their Clinical Portfolio, they can conduct their external practicums at the same time as their Applied Clinical Project (ACP) courses.

### **Program Specifics**

#### **Disclosure of Guiding Principle of our Programs**

It is with great pride that, we, the members of the Department of Family Therapy at Nova Southeastern University, share with our students, one of the guiding principles of our training programs.

Our programs are guided by the importance of inclusion, diversity and affirmative practices in the classroom, coursework, clinical training, as well as all professional and collegial relationships and interactions. We are committed to training our students in a manner that is respectful of and sensitive to religious/spiritual beliefs, cultural traditions and practices, gender identities and in all areas that distinguish individuals. Our goal is to be self-reflexive practitioners, holding ourselves accountable for our commitment to our principles.

We further strive to train students to respond to each other with the same honor and respect. Subsequently, we expect students will treat fellow students, staff, and clients accordingly. We stress a commitment to servicing clinical populations in an affirmative, supportive and competent manner including but not limited to underprivileged, minority, and socially oppressed groups, ethnic, racial, religious groups, LGBTQ individuals, foreign nationals, individuals with different levels of ability both physical and mental, as well as individuals of various genders, ages and socioeconomic and relationship statuses.

Ultimately, we believe that individual belief systems and values should be respected but that those belief systems and values do not hinder the practice of affirmative therapy. Additionally, our programs abide by the AAMFT Code of Ethics. Specifically, the following:

*1.1 Non-Discrimination. Marriage and Family Therapists provide professional assistance to persons without discrimination on the basis of race, age, ethnicity, socioeconomic status, disability, gender, health status, religion, national origin, sexual orientation, and gender identity or relationship status.*

### **Professional/Ethical Conduct**

Students are expected to abide by the AAMFT Code of Ethics, conduct indicated in the Florida Statutes Chapter 491, conduct indicated in HIPAA, as well as the NSU Student Handbook. If at any time during a student's program, the faculty is alerted to questions about a student's conduct, a meeting will be scheduled with the Program Director and one other faculty. The program follows all guidelines from the NSU Student handbook. The results of the meeting will be documented along with recommendation for a remediation plan. If it is found that a student's conduct fell outside those indicated in the above documents, the outcome of such a meeting could ultimately lead to immediate dismissal from the program.

### **Courses Necessary for Licensure**

The following is a list of courses offered in our department that are necessary for licensure in the state of Florida as a Licensed Marriage and Family Therapist. From this list, doctoral students may submit a request for Transfer of Credit for up to 21 credits toward their 78 required credits. The student must have passed with a grade "B" or better in each course. The courses students wish to transfer must have been completed within the past 7 years.

- SFTD 5007: Research in Marital and Family Therapy
- SFTD 5008: Introduction to Marital and Family Therapy: Counseling Theories and Techniques
- SFTD 5009: Theories of Marital and Family Therapy
- SFTD 5045: Group Psychotherapy
- SFTD 5046: Human Development Across the Life Cycle
- SFTD 5006: Introduction to Systems Theory
- SFTD 5300: Legal, Ethical, and Professional Issues
- SFTD 6520: Diversity and Psychosocial Issues
- SFTD 7311: Human Sexuality and Gender
- SFTD 7301: Assessment in Marital and Family Therapy
- SFTD 7302: Personality Theories & Psychopathology
- SFTD 5311: Substance Abuse/Addictions and Critical Issues in Systems Theory

### **Requirements for Work in the On-site Clinic, Clinical Practicums**

Before entering Internal Practicum I, students are required to complete the following courses:

- SFTD 5006: Introduction to Systems Theory
- 
- SFTD 5300: Legal, Ethical, and Professional Issues
- SFTD 5008: Introduction to Marriage and Family Therapy

All students must take and pass the following requirements within the first month of enrollment:

- Two HIPAA certificate courses
- Level two background check with photo badge
- CITI course prior to conducting any research

Students must also be familiar with the Practicum Handbook and Brief Therapy Institute Policies and Procedures, both available on the website.

**Degree Plan**

Students enter the D.M.F.T. program in the fall term. Following is a sample degree plan. Degree plans are developed during a student’s first term and modified if needed throughout their program.

**Sample D.M.F.T. Degree Plan: 78 credit hours**

Fall (August)	Winter (January)	Summer (May)
D.M.F.T 5001 Doctoral Seminar I  D.M.F.T 5006 Introduction to Systems Theory  D.M.F.T 5010 Systemic Family Therapy I  D.M.F.T 6200 Internal Practicum I	D.M.F.T 5020 Systemic Family Therapy II  D.M.F.T 5130 Crisis Management  D.M.F.T 6200 Internal Practicum II  D.M.F.T 6400 Evidenced-Based Research Methods	D.M.F.T 6325 Fundamentals of Supervision in Marriage and Family Therapy  D.M.F.T 6558 Couples Therapy: Theory and Application  D.M.F.T 7302 Personality Theories and Psychopathology or Elective  Elective  <b>*D.M.F.T 6600 Annual Review</b>
D.M.F.T 5002 Doctoral Seminar II  D.M.F.T 5030 Systemic Family Therapy III or Elective  D.M.F.T 5140 Advanced Micro Skills  D.M.F.T 6210 Clinical Practicum (BTI)  Elective	D.M.F.T 5040 Systemic Family Therapy IV or Elective  D.M.F.T 5340 Grant Writing for Funding Opportunities  D.M.F.T 6320 Supervision Practicum I  External Practicum I	D.M.F.T 6300 External Clinical Practicum  D.M.F.T 6320 Supervision Practicum II  D.M.F.T 6410 Qualitative Action Research  (10 credit hours)  <b>*D.M.F.T 6600 Annual Review</b> <b>**D.M.F.T 6750 Clinical Portfolio</b>
D.M.F.T 5003 Doctoral Seminar III  D.M.F.T 5312 Advanced Substance Abuse Training or Elective  Or Elective  D.M.F.T 6300 External Clinical Practicum	D.M.F.T 6950 Applied Clinical Project I	D.M.F.T 6950 Applied Clinical Project II  <b>Graduation and Celebration (June)</b>

**Practicums and Evaluations**

D.M.F.T students acquire clinical and supervision hours based on the following criteria:

- D.M.F.T 6200 Internal Practicum I and II
- D.M.F.T 6210 Clinical Practicum

- D.M.F.T 6300 External Practicum I and II
- D.M.F.T 6320 Supervision Practicum I and II

### **Internal Practicums**

Details regarding Practica and the department clinic, the Brief Therapy Institute (BTI), are available in the Policies and Procedures Manual. Policies and Procedures are distributed each term to students attending practicum and are available online at <http://CAHSS.nova.edu/Downloads/mtf.htm>. Students must make themselves familiar with the Practicum Handbook, also available on the website.

Nova Southeastern University and the Department of Family Therapy require that all students complete two HIPAA course requirements found on Blackboard before seeing clients in the clinic. Also, all students are required to complete Background checks which include fingerprinting during the first week of the term, and prior to seeing clients. Contact the Internship Coordinator for more information.

### **HIPAA**

Nova Southeastern University and the Department of Family Therapy require that all students successfully complete the two NSU HIPAA certificate requirements during their first term in the program, prior to seeing clients. These programs are uploaded on each student's Blackboard at the beginning of the first term. Certificates must be printed, name entered in BLUE, and submitted to the DFT Internship Coordinator.

Background checks and fingerprinting are required of ALL students and must be completed during the first two weeks of enrollment. Students will contact the DFT Internship Coordinator for detailed information on these procedures are also located at <http://CAHSS.nova.edu/Downloads/mtf.htm>

### **Client Contact Hours**

In order to graduate, all students must document that they have a minimum of 1000 hours of direct client contact hours. At least 500 of the 1000 required hours must be with couples and/or families present in the room.

Doctoral students who have graduated from a COAMFTE approved Master's program, or who had supervision from an AAMFT Approved Supervisor, can apply to have up to 500 client contact hours waived. Doctoral students who have a license in MFT or another mental health filed, or who obtain the license during their doctoral program, may petition the program to waive some of the required 1000 direct client contact hours. *However, waiving part of this client contact hour requirement does not release a student from completing all of the practicum or internship requirements of the program.* In order for a waiver request of client contact hours to be approved, the student must also provide a copy of their supervisor's vita and credentials. In order for their supervision to count, these credentials must indicate that the previous supervisor was licensed in the mental health field AND had appropriate credentials for supervision

If a waiver request is approved, students still are required to document a minimum of 100 in-the-room client contact hours with individuals, couples, and/or families during their time as a student in the program *before* beginning clinical internship. At least 50 of these hours must be accrued at the Brief Therapy Institute (BTI) Practicum hours may be included in the total. In order to count, all 100 direct client contact hours must be supervised by AAMFT Approved Supervisor, who will sign and document that the hours submitted are accurate. Students must follow all BTI policies and procedures.

For client contact hours obtained outside of BTI, documentation of client contact and supervision hours must include the date, type of session (i.e., family, couple, or individual), length, and location of each session. Students must have written case notes for all sessions listed. The necessary forms are available online at the CAHSS student resources website. Students must submit their completed forms to the Internship Coordinator at the end of EACH term to ensure progress is recorded and the student file remains updated. Students must submit to the Internship Coordinator the ORIGINAL SIGNED copy of the completed forms with all hours totaled and with all signatures in BLUE. Students must keep a copy of all completed and signed forms during their entire program and for future licensure needs.

### **Client Confidentiality and Use of Client Information (DVDs and/or flash drives)**

Clients seen at the Brief Therapy Institute's Family Therapy Clinic sign a Therapy Agreement that gives student clinicians permission to record sessions for educational purposes. BTI provides students with the necessary materials to record their sessions. Students may NOT use their own DVDs and/or flash drives for recording sessions and all recordings must remain at BTI, on the premises, to ensure confidentiality. Viewing rooms are available at BTI for students to review their own work; they may not view another student's work without his or her prior written consent submitted to the BTI Clinic Office Manager for final approval. If students wish to show a recorded session in a class, or use them for their Clinical Portfolio requirements, they may sign out for a specified amount of time. This must be coordinated through the BTI Clinic Office Manager to ensure proper authorization. At no time is case information to be taken off campus nor downloaded onto personal computers/flash drives.

If students wish to write about a case seen at BTI and have obtained proper approval, they may schedule times to transcribe materials in the editing suite coordinated through the Clinic Office Manager. No identifying client information can appear on transcripts or written materials or be shared with others.

If students wish to show a recorded session to a professional audience outside of NSU, they must either have written consent or re-contact the clients seen on the recording and explain their request to present the case, when and where and for what purpose. The student must have each adult client sign a release, Authorization for Use or Disclosure of Information for Educational and Related Purposes, in advance of the presentation.

DVDs and the use of portable hard drives are supplied to students. All DVDs and/or hard drives assigned during a student's time at BTI must be stored at BTI. The Practicum Supervisor at the end of each practicum session returns all related information to BTI for placement in locked storage. DVDs or any client recordings or information are not allowed off BTI premises

### **Program Requirements: Annual Review, Clinical Portfolio and Applied Clinical Project**

As a requirement for completing the D.M.F.T. program, students prepare and submit a Clinical Portfolio that includes a written and video presentation of their clinical and supervision work at the end of their second year. The portfolio requirement is also designed to help students become better able to present their work in professional contexts, such as seeking employment and academic exchange. And, at the end of a student's third year, a paper and presentation of their Applied Clinical Project is required.

Each requirement is intended to address major training and academic goals of the program and the student's progress throughout their program. This review process represents a stepping stone experience for students as they prepare to undertake their Applied Clinical Project work. Successful completion of each component indicates that the student is able to

plan, undertake, and complete increasingly sophisticated projects, requiring independence of both thought and motivation.

Each of these components and their requirements are described in detail below.

- Annual Review (summer after each year)
- Clinical Portfolio
- Applied Clinical Project (third year)

### **Annual Review (Preliminary Review)**

As part of the graduation requirements, students must have an annual review at the end of each of the first 3 years. This annual review will consist of an evaluation of the student's academic progress, clinical progress, student's professional and ethical conduct, and level of attainment of the program's student learning outcomes. The Annual Review is also utilized for collection of feedback from students about the program, support services by the institution, as well as the Program Director. This review is conducted in a manner needed for each individual student such as, but not limited to, a meeting with a faculty committee, program director, or via email. Students must register for the Annual Review during the summer of each of the first 3 years.

### **Clinical Portfolio**

The Clinical Portfolio is intended to provide an opportunity for students to demonstrate their clinical competence, creativity, and theoretical clarity, in a manner and setting similar to that which could be expected in a job interview situation. It is an assessment of the student learning outcome associated with clinical competence. It should be viewed as the culmination of the in-house clinical training aspect of the doctoral program, and it is designed to allow students to demonstrate the full range and depth of their clinical skills and theoretical knowledge. To submit a Clinical Portfolio for faculty review, a student must have successfully completed the Internal Practicum sequence. Student's wishing to enhance their clinical skills or theoretical knowledge may do so with additional practica, clinical work, or supervision before submitting their Clinical Portfolio.

### **Clinical Portfolio Components**

The following are the 4 components to the Clinical Portfolio:

- Statement of Treatment Philosophy (5-7 pages, double spaced; APA formatted)
- Case Study (Written, single case from inception to treatment completion/evaluation)
- Video presentation (45 min–1 hour, professional audience)
- Verbatim transcripts of the video clips with identifying information removed.

### **Statement of Treatment Philosophy**

The Statement of Treatment Philosophy document should be between 5-7 pages, double spaced, and should adhere to all applicable APA formatting conventions. In this document, students should articulate their current overall philosophy of treatment as it applies to their work in the field of marriage and family therapy. This philosophy statement assumes that the student under review is still in a formative stage of development in terms of their clinical skills. Thus it is important for the student to talk honestly and openly about the ways they assess their own current stage(s) of development. This statement may differ from the case

study or video materials presented in the other parts of the Portfolio, but if it is, it would be important for the statement to address how these disconnects are part of the overall development of the student. An important part of this statement is the honesty, maturity, integrity, and clarity with which the student describes their journey throughout the years of clinical training they have received in the course of the program, as well as the accuracy of any theoretical assertions they make. The evaluation form for this part of the written component is located on the CAHSS website.

### **Single Case Study**

In this section of the written component of the portfolio, the student is asked to describe, in writing, their experience as a primary therapist with a single case, from inception and introduction to completion and evaluation. The purpose of this section of the portfolio is to allow the student to describe in great detail the how they managed a case from beginning to end, and in the process of doing so, giving insight into the theories, techniques, approaches, assumptions, supervision, and feedback that guided them through the process. This component of the Portfolio will be evaluated by the faculty review committee using a rating scale that evaluates the student based on the criteria indicated on the current evaluation form found on the CAHSS website.

### **Video Segments Presentation**

This section of the Clinical Portfolio is designed to allow the student to demonstrate through video segments, the correlation between theory and their actual clinical practices. Each student is required to produce and display between 5-7 video segments that demonstrate the connections between their theory/philosophy and their actual therapeutic conduct in the room. For each segment presented, the student will describe the theoretical concept, construct, or technique that they believe most accurately reflects the actions that the audience is about to view. Students should preface the clips with ample information so the audience will be able to follow well, as in a professional presentation.

The concepts, constructs, or techniques that the student describes and shows video clips displaying can come from any of the classes, courses, or supervision they receive during their training in the program. The clips can be arranged to represent a single clinical point of view, or they may be arranged to represent a wide variety of the clinical approaches the student has used in the course of their training. This part of the Portfolio should be representative of a range of work that best demonstrates the student's acquisition of clinical and theoretical skills during the program, regardless of theoretical approach.

It is expected that students will conduct themselves in a professional and collegial manner throughout the preparation of materials as well as throughout the presentation. The process for selecting, editing and developing a video presentation is an involved process that should be organized through the BTI office manager. The entire process may take 2 full months to complete due to the time needed to secure time and space with the media service staff. Students should start early in the term for which they are registered in order to complete the process.

The committee will consist of members of the full time family therapy faculty, selected on a random, rotating basis. Once selected, the members of the committee will receive all portfolio materials for review. The clinical portfolio will be open to DFT students and faculty only and scheduled for a maximum of one and one half hour. As a professional presentation, it is important that the student allocate the time for presentation and questions accordingly. Punctuality, time keeping, and facilitation are important parts of professional presentations.

The review will be publically announced to the Department of Family Therapy community, and open for only DFT faculty and students to attend. These events are not only a review of the student's portfolio of clinical work, but also an opportunity for active conversation with, and about, the clinical work of their colleagues of the dissertation. Care should be taken regarding appropriate dress, professional demeanor, clarity of presentation, and respect for clients and colleagues.

Upon completion of successfully passing the public presentation, the faculty review committee considers all of the materials presented in light of:

- The evaluation rubrics attached to those materials;
- The manner in which they were presented;
- The overall professionalism of the presenter, including dress, manner, tone, etc.; final defense, and
- The manner and substance of the ways in which the presenter handled questions, criticisms, theoretical disagreements, or ethical concerns raised by reviewers or members of the audience during the course of the review.

### **Portfolio and Exam Timeline Information**

For students to remain within the three year completion of the program, they will submit their portfolio during the 6<sup>th</sup> term, and show readiness to proceed with their Applied Clinical Project their 3<sup>rd</sup> year; failure to do so means that a student will need additional time in the program. The program has a maximum of 5 years to complete.

### **3. Applied Clinical Project (ACP)**

The Applied Clinical Project (ACP) should be seen as the capstone experience of the D.M.F.T. degree process. The ACP is the student's demonstration of his/her ability to carry out a high quality, professional program of systemically based treatment. The ACP should be a project the student carries out under CAHSS faculty supervision from concept, to proposal, to implementation, and finally through eventual evaluation of the effectiveness of the program. An ACP is viewed as a career launching undertaking. At the time of its culmination, students should be able to articulate and demonstrate to other mental health professionals their unique area of systems based practice expertise. Students should review and be familiar with the ACP Guidelines available on the website.

Students select a DFT full-time faculty supervisor and one other full-time faculty reviewer for their ACP only after they have completed the majority of their coursework and have successfully passed their Clinical Portfolio. All proposals, data collection, and analysis toward the completion of the ACP must be conducted under faculty supervision.

At the end of the ACP, students will develop a professional quality presentation and review of their entire project to a faculty committee and the public. The faculty committee will consist of their project supervisor, faculty reviewer, and any other students and terminally degreed professionals that the student wishes to invite. However, only full time faculty of CAHSS will have the final say on the acceptability of the final product and its final presentation. Students register for a minimum of 6 credit hours of Applied Clinical Project. Students must continue to register for ACP credit hours until they complete, successfully defend, and finalize their project. This may entail taking more than the minimum Applied Clinical Project credit hours stipulated in the catalog. If for some reason, students cannot continue working on their ACP, they must apply in writing to their faculty supervisor and Program Director for a leave of absence, which must be in place three weeks prior to the start of a term. If a student requests a leave for longer than one term or takes a second term-long leave, they may not be able, upon their return, to continue with the faculty



supervisor with whom they had earlier been working. If a student requests a leave for longer than three consecutive terms and has not registered for the following term, they are considered inactive and would need to reapply to the program. If a Leave of Absence is requested and approved, this does not extend the 7 year timeframe for completing the degree program.

### **Individual Supervision for State Licensure or AAMFT Membership**

Due to the AAMFT Code of Ethics principles related to multiple relationships and conflict of interest, full-time faculty may not serve as the supervisor for licensure for students enrolled in the program.

### **Concentration in Family Systems Health Care**

Students in the D.M.F.T. program may choose to pursue a concentration in Family Systems Health Care. The concentration focuses on the relationships between psychosocial medicine and biomedicine in the treatment and prevention of illness and disease. Students learn the basics of biopsychosocial theory, practice, and collaboration. The program prepares professionals to offer therapeutic services in a variety of medical settings, including private medical practices, hospitals, community clinics, primary care/specialists' offices, and agencies.

Students in the Family Systems Health Care concentration program have ample opportunities to gain practical expertise through classroom learning and hands-on clinical, research, teaching, and service experiences. Specific areas of study include: adjustment patterns of clients and their families to chronic and acute illnesses; models of collaboration between medical family therapists and other health care professionals; the role of medical family therapists in the continuum of medical services; the politics and economics of health care; understanding human systems in health care; and brief interventions and systemic assessments useful in the treatment and care of patients and their families. Additionally, the program emphasizes professional development by assisting students in strengthening their professional and personal qualities necessary for successful participation in the medical milieu.

The student's growth as a reflective practitioner is encouraged through clinical research in physician, patient, therapist, family communications, adjustments to acute, chronic, or terminal illness, social effects and ethical dilemmas of new medical technologies, and other issues that transcend historical distinctions between physical treatment and psychosocial interventions. Program faculty and students cooperate to publish research findings and clinical experiences. Also, faculty and students of the program contribute to the growth of Family Systems Health Care and medical family therapy by supporting and participating in professional groups such as the Collaborative Family Health Care Coalition, the Society of Teachers of Family Medicine, Bereavement, Gerontology, and others.

In addition to degree requirements, students must complete the following coursework to receive a Concentration in Family Systems Health Care (24 credit hours):

- FSHC 5000 Family Systems Health Care I
- FSHC 5010 Family Systems Health Care II
- FSHC 5300 Integration and Collaboration among Health Care Systems
- FSHC 5500 Politics and Economics of Health Care Systems
- FSCH 5110 External Practicum I and II\*

\*Students may choose to complete their external practicums in a medical setting to obtain the required 200 hours of face-to-face client contact for this concentration.

## **ABOUT OUR MASTER'S PROGRAMS**

## **M.H.S in Child Protection**

### **Program Description**

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

### **How to Apply**

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

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

### **Provisional Admissions**

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

### **Academic Advisement**

Students seeking academic advisement or degree planning should consult with their program office.

### **Course Work**

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

### **Program Objectives**

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

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

Demonstrate proper communication skills in investigating

## **M.S. in College Student Affairs**

### **Program Description**

The M.S. in College Student Affairs is designed to prepare students for the expanded roles and responsibilities of student affairs professionals in today's diverse college and university educational environments. Students will learn and experience the practical application of the knowledge base and skill sets of student affairs administration and conflict analysis and resolution in higher education organizational settings. The program is designed for students who are interested in a career in student affairs, and for those currently working in student affairs who seek to advance their own personal knowledge and professional credentials. The CSA program consists of a 15 course (45 credits) sequence that places emphasis on two core concentrations, Conflict Analysis and Resolution and Student Affairs in Higher Education.

\*Students in DCRS who are counting a concentration in Organizations and Schools using College Student Personnel Administration courses towards their degree in Conflict Analysis and Resolution will not be able to complete the M.S. in College Student Affairs as an additional degree.

### **Program Formats**

The CSA program is offered in both residential and distance learning formats. The flexible distance learning formats allow mid-career working adults and those unable to attend the residential program, to study college student affairs in a creative, rigorous, and structured fashion. CSA and CSPA students taking online classes are required to attend two Residential Institutes (RI) per academic year on the Fort Lauderdale campus as well as online Web-based courses. Each RI is 5 days long. Currently the RIs are held in February and late September/October. Please visit <http://CAHSS.nova.edu/RI> for current information.

Students may enroll full or part time, taking six to nine credit hours per term. Students who enroll in 3 courses per term can expect to complete the program in five terms. Part-time students can expect to complete the program in three years. Students register for three terms a year.

### **Degree Plans**

A sample degree plan for a residential student who begins their studies in the Fall term and enrolls in 3 courses per term can be found on the website at <http://CAHSS.nova.edu/programs/macs/resources.htm>. Degree plans will be modified based on a student's enrollment date and pace of study.



Some practicum sites require a background check before the practicum placement can begin. Generally the background check is done at the student's expense and should be done as soon as possible before the practicum term.

The department has a CSA Practicum Handbook and Practicum forms accessible through the website at: <http://CAHSS.nova.edu/programs/macs/resources.htm>. DMS has a Practicum Advisor available to assist students and general Practicum Advising sessions are held each term.

### **Graduate Assistantships**

Graduate Assistantships will be available in the diverse functions within the Office of Student Affairs at NSU to residential students enrolled full-time in the CSA program. Assistantships are 12-month appointments and offer partial tuition remission, a stipend, meal plan, and housing for those living on campus. Students accepted to the full-time CSA program may apply for a Graduate Assistantship position by contacting Dr. Gay Holliday, Associate Dean of Student Affairs, in the Office of the Dean of Students at NSU. More information can be found on the website: <http://www.nova.edu/studentaffairs/assistantships/index.html>

### **Examinations and Evaluations**

In addition to successfully completing all course work, and obtaining the required practicum hours discussed above, students must pass a comprehensive examination to be awarded the M.S. in College Student Affairs. When a student has completed all coursework and practicum hours, has maintained a minimum of 3.0 GPA with no "incomplete" grades, and is a "student in good standing" with no disciplinary actions pending or disciplinary tasks to complete, the student will be eligible to take the comprehensive examination. The comprehensive exam is an assessment of the student's ability to integrate the knowledge and skills gained through course work and the practicum experience. The exam tests the student's written ability to critically analyze and apply conflict assessment, theory, and research methodology to hypothetical conflict situations. The exam also tests knowledge of material specific to the academic curriculum.

The comprehensive exam is offered three times a year: in January, May and August/September. The exam takes an entire day. The student is given four hours to complete each section, with a lunch break in between sections. Students have the choice of sitting for the exam on NSU's main campus, at selected NSU Educational Centers, or at a testing center approved by the department. If the student takes the exam at NSU or an NSU center, there are no assessed fees related to the exam. Some approved locations may charge a fee for proctoring the exam. Should the student choose to take the exam at such a location, that fee shall be assessed to the student.

Faculty members are assigned to review each question. Students are assigned an examination number. Thus, faculty members do not know whose answers they are reviewing. In order to fail a question, two faculty reviewers must award a failing grade.

All four questions must be answered correctly to pass the exam. Students who fail any part of the exam must retake the failed section(s) of the exam when the exam is next offered. They may choose the option of sitting for an oral exam in the section(s) failed prior to the next time the exam is offered. In order to choose this option they must make a formal request to the department chair within 30 days of notice of the exam results. The oral exam will be scheduled within 45 days of notice of the exam results. If the oral exam is not successfully passed, the student shall sit for the failed section(s) when the exam is next offered. Students have five years to complete degree requirements.

### **Graduation Requirements**

In order to be eligible for conferral of degree, CSA students must have completed all coursework, practicum hours, and passed the comprehensive examination. In addition, they must have at least a 3.0 GPA with no "incomplete" grades, and must be a "student in good standing" with no disciplinary actions pending or disciplinary tasks to complete. CSA students may participate in the June graduation ceremonies if they have completed all coursework, practicum hours and taken their comprehensive examination even if they have not yet received their grade for the exam.

## **M.S. in Conflict Analysis and Resolution**

### **Program Description**

The M.S. in Conflict Analysis and Resolution is designed to train reflective professionals in the practice, design, and evaluation of a variety of conflict resolution applications. The M.S. program focuses on pragmatic approaches to solving problems inherent in human social relations. Students are exposed to a wide array of techniques and strategies to help people achieve improve relations and resolve conflicts that arise in many personal, professional, organizational, and social environments. The M.S. program consists of a 13-course (39 credits) sequence that includes conflict resolution theory, practice skills, field placement, research design, and program evaluation.

You may elect to complete a general course of study or pursue concentrations in the following areas:

- Conflict and Crisis Management
- Culture and Ethnic Conflict
- International Peace and Conflict
- Conflict in Organizations and Schools

Students pursuing a concentration must take 3 additional credits above degree requirements and are allowed to do a maximum of two (2) concentrations.

### **Program Formats**

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

Students may enroll full or part time, taking six to nine credit hours per term. Students who attend full-time can expect to complete the program in 19 months. Part-time students will complete the program in 2 ½ years. Summer attendance is mandatory.

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

### **Student Advising**

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

### **Degree Plans**

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

### Degree Plan: 39 credits hours

	Fall (August)	Winter (January)	Summer (May)
<b>Year 1</b>	CARM 5000: Foundations and Development of Conflict Resolution and Peace Studies  CARM 5040: Communication Dynamics in Dispute Resolution: The Human Factor  CARM 6120: Culture and Conflict: Cross-cultural Perspectives	CARM 5020: Theories and Philosophies of Conflict and Peace  CARM 5140: Negotiation Theory and Practice  CARM 5200: Research Design and Program Evaluation	CARM 6130: Practicum I: Supervised Field Experience  CARM 66__: Elective  CARM 6140: Facilitation Theory and Practice ( <b>on campus</b> )
<b>Year 2</b>	CARM 66__: Elective  CARM66__: Elective	CARM 66__: Elective  CARM 5100: Mediation Theory and Practice	<b>Comprehensive Examination-Given in January, May, and August or September</b>  <b>Graduation and Celebration</b>

### Program Specifics

#### **Practicum**

To complete the M.S. in Conflict Analysis and Resolution, students must complete Practicum I, including the accrual of at least 65 hours of practicum. Students may elect to complete Practicum II as an elective. Students are responsible for documenting practicum hours, and must have these hours verified and signed by an on-site supervisor. The practicum experience is designed to provide students with an experiential opportunity to utilize conflict resolution methodology and theory within a diversity of professional settings. Students will have the opportunity to apply theoretical concepts within a practical framework.

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

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

Please visit <http://CAHSS.nova.edu/Downloads/car.htm> for the Practicum Handbook and forms.

#### **Master's Thesis Option**

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

#### **Examinations and Evaluations**

In addition to successfully completing all course work, and obtaining the required practicum hours discussed above, students must pass a comprehensive examination to be awarded



the M.S. in Conflict Analysis and Resolution. To be eligible to sit for the exam, a student must have completed all coursework and practicum hours, have maintained a "B" average in all classes with no "incomplete" grades, and be considered in *good standing* with no disciplinary actions pending or disciplinary tasks to complete. Students must also have met their financial obligations to the university to be in good standing and be able to register for the exam. The comprehensive exam is an assessment of one's ability to integrate the knowledge and skills gained through course work and the practicum experience. The exam tests a student's written ability to critically analyze and apply conflict assessment, theory, and research methodology to hypothetical conflict situations. The exam also tests knowledge of material specific to the academic curriculum.

Comprehensive exams are given three times per academic year, once per term. The exam is available on-line and takes place over two weekdays. Students may take the examination on NSU's campus or anywhere else of their choosing. Students will be able to access the exam at a specific time on the morning of the first day, and their answers will be due 48 hours later. Students may use whatever materials they choose, but are expected to work alone. They are expected to write the exam answers in their own words and to use appropriate citations when applicable. Exam answers will be submitted to Turnitin.com to check for proper citation. The exam consists of a single question; the answer will integrate theory, research, and practice aspects of conflict analysis and resolution.

Teams of faculty members grade the exam answers. Students are assigned an examination number. Thus, faculty members do not know whose answers they are reviewing. Students' answers are evaluated on the substantive content, logical and coherent style, and relevant use of class and other academic material. Students who receive a failing grade by the team of faculty graders may take the examination again, up to a maximum of three times. However, students will be required to prepare and wait until the next examination is offered. Following failure of the exam, faculty may require that a student retake a particular class, prepare a special written assignment, or other remedial tasks before the exam can be taken for the second time. After three consecutive failures, the student will be dismissed from the Master's program. A failure to submit after accessing the exam will be counted as an exam fail. Students have five years to complete all degree requirements.

## **M.S. in Criminal Justice**

The M.S. in Criminal Justice trains those interested in law enforcement and the justice system through an interdisciplinary focus. The program prepares students through the core curriculum and allows for exposure to many different subject areas, found in ever burgeoning field of criminal justice, through various specialty tracks. This facilitates choice for students and fosters the development of experience within a particular segment of the field. Additionally, students may choose among elective courses which reflect areas of interest to criminal justice professional. The program requires successful completion of the thirty-six hour program that includes core courses, specialty track courses, and electives.

### **Admission Requirements**

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

1. baccalaureate degree from a regionally accredited institution

2. cumulative grade point average (GPA) of 2.5 or higher or GPA of 3.0 or higher in major, or GPA of 3.0 or higher within the last two years or a total score of 300 or higher on the combined verbal and quantitative sections of Graduate Record Exam (GRE) taken within the last five years;
3. relevant professional experience or accomplishment;

Applicants will also be required to submit a brief statement of interest in the program, articulating career plan, capabilities, special achievements, etc. accompanied by two letters of reference from professional references familiar with the candidates' aptitude to perform adequately at a graduate level. Students may seek admission to the program for fall, winter or summer sessions. The Department of Justice and Human Services admits students on a rolling basis throughout the year.

### **How to Apply**

Those interested in seeking their Master of Science degree in Criminal Justice should apply online at: (<http://cahss.nova.edu/masters/criminaljusticems/index.html>) where an application and all necessary application information may be obtained.

Application Procedures:

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

### **Provisional Admissions**

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

### **Orientation Information**

Department of Justice and Human Services (SJHS) students will be provided with important orientation information, via e-mail, after the signed acceptance letter and seat deposit are received by the SJHS program office.

### **Academic Advisement**

SJHS students seeking academic advisement or degree planning should consult with an SJHS Academic Advisor by calling 954-262-7001 or via email at [humanservices@nova.edu](mailto:humanservices@nova.edu).

### **Course Work**

The M.S. in Criminal Justice trains those interested in law enforcement and the justice system through an interdisciplinary focus. The program prepares students through the core curriculum and allows for exposure to many different subject areas, found in ever burgeoning field of criminal justice, through various specialty tracks. This facilitates choice for students and fosters the development of experience within a particular segment of the field. Additionally, students may choose among elective courses which reflect areas of interest to criminal justice professional. The program requires successful completion of the thirty-six hour program that includes core courses, specialty track courses, and electives.

**Note: Complete course descriptions can be found at the back of this catalog in the "Course Description" section.**

### **Master of Science in Criminal Justice Curriculum (30 credits)**

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

CJI 0510 Survey Issues in Criminal Justice (3 Credits)

CJI 0520 Social Administration of Criminal Justice (3 Credits)

CJI 0530 Legal Issues in Criminal Justice (3 Credits)

CJI 0540 Program Evaluation in Criminal Justice (3 Credits)

CJI 0550 Investigative Processes (3 Credits)

**Concentrations (12 Credits Required:** Choose one concentration and complete four courses within selected concentration)

Legal Perspectives of Criminal Justice (12 Credits)

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

CJI 6110 Criminal Evidence (3 credits)

CJI 6120 Advanced Criminal Procedure (3 credits)

CJI 6130 Criminal Law (3 credits)

CJI 6140 Legal Research and Writing for Non-Lawyers (3 credits)

CJI 6150 Selected Issues in Forensic and Social Science (3 credits)

### **Behavioral Science (12 Credits)**

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

CJI 6210 Law Enforcement and the Mentally Disordered Offender (3 Credits)

CJI 6220 Police Psychology and Criminology (3 Credits)

CJI 6230 Behavioral Criminology (3 Credits) (replaces CJI 6260)

CJI 6240 Police Stress and Mental Health (3 Credits)

CJI 6250 Forensic Psychology (3 Credits)

**Business Administration: (12 Credits)**

Description: This concentration will provide specialization training in the issues of business administration and will focus on areas such as legal, ethical, and social values of business, delivering superior customer value, managing organizational behavior, and managing human resources.

- CJI 6301 Managing Legal, Ethical, and Social Challenges (3 credits)
- CJI 6302 Influencing People for Organizational Effectiveness (3 credits)
- CJI 6303 Marketing Decisions for Managers (3 credits)
- CJI 6340 Managing Human Resources (3 credits)
- CJI 6305 Leading Creativity and Innovation for Sustainability (3 credits)

**Public Administration: (12 Credits)**

Description: This concentration will provide specialization training in the issues of public administration and will focus on areas such as budget analysis administration, ethics, strategic management, and public administration theory.

- CJI 6410 Administrative Law and Ethics in the Public Sector (3 Credits)
- CJI 6420 Public Administration in Theory and Practice (3 Credits)
- CJI 6430 Strategic Planning in the Changing Public Environment (3 Credits)
- CJI 6440 Public-Sector Human Resource Management (3 Credits)

**Substance Abuse: (12 Credits)**

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

- CJI 6510 Psychopharmacology of Illicit and Licit Drugs (3 Credits)
- CJI 6520 Alcohol and Other Drug Treatment in the Criminal Justice System (3 Credits)
- CJI 6530 Substance Abuse Treatment in the Community (3 Credits)
- CJI 6540 Cultural Factors in Treatment Associated with Substance Abuse Issues and the Criminal Justice System (3 Credits)
- CJI 6550 Special Topics in Substance Abuse and the Criminal Justice System (3 Credits).

**Strategic Community Planning: (12 Credits) \*\*\*Students may choose any four courses listed to complete this concentration\*\*\***

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

- CJI 6610 Human Factors (3 Credits)
- CJI 6620 Critical Incidents Response (3 Credits)
- CJI 6630 Conflict and Crisis Management Theory and Practice (3 Credits)
- CJI 6640 Family Violence: The Effects on Families, Communities and Workplaces (3 Credits)
- CJI 6650 Strategic Community Planning and Partnerships (3 Credits)
- CJI 6660 Race and Ethnic Relations in America (3 Credits)
- CJI 6670 Metropolitan Conflict (3 Credits)
- CJI 6680 Transformational Narratives (3 Credits)
- CJI 6690 Federalism and Intergovernmental Conflict (3 credits)

**Information Systems: (12 Credits)**

Concentration Description: This concentration will focus on the application of technological concepts of information systems to the collection, retention, and dissemination of information for management planning and decision-making.

CJI 6710 Information Security Operations Management (3 Credits)

CJI 6720 Information Privacy and Ethics (3 credits)

CJI 6730 Electronic Commerce on the Internet (3 credits)

CJI 6740 Database Systems (3 credits)

CJI 6750 Telecommunications and Computer Networking (3 credits)

### **Conflict & Crisis Management: (12 Credits)**

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

CJI 6810 Violence Prevention (3 Credits)

CJI 6820 Human Factors (3 Credits)

CJI 6830 Conflict & Crisis Negotiation (3 credits)

CJI 6840 Conflict and Crisis Management Theory and Practice (3 credits)

CJI 6850 Critical Incidents: Response, Management and Resolution (3 credits)

### **Child Protection and Juvenile Justice: (12 Credits)**

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

CJI 6910 Theory of Child Protection, Investigation, and Advocacy (3 credits)

CJI 6920 Juvenile Justice: Systems, Structure, and Process (3 credits)

CJI 6930 Family Dynamics: Motivation, Support and Communication (3 credits)

CJI 6940 Victimology: Child Abuse and Exploited Children (3 credits)

CJI 6950 Safe Schools: Climate and Culture (3 credits)

### **Information Security: (12 Credits)**

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

CJI 6101 Fundamentals of Security Technologies (3 credits)

CJI 6102 Information Security Operations Management (3 credits)

CJI 6103 Information Security Governance (3 credits)

CJI 6104 Information Systems Auditing (3 credits)

CJI 6105 Information Security Management Project (3 credits)

### **Forensic Investigative Technologies: (12 Credits)**

Description: This concentration will provide specialization training in the burgeoning field of forensic investigation. Students will be exposed to investigative and analysis techniques used during criminal investigations.

CJI 6111 Firearms, Fingerprints and Other Impression Evidence (3 Credits)

CJI 6112 Forensic Analysis of Trace and Drug Evidence (3 Credits)

CJI 6113 Crime Scene (3 Credits)

CJI 6114 DNA – Technology that Revolutionized Criminal Investigations (3 Credits)

CJI 6115 Overview of Crime Laboratory Management (3 Credits)

**Emergency Preparedness Leadership: (12 Credits)**

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

CJI 6121 All-Hazards Preparedness (3 credits)

CJI 6122 Communicable Diseases and Chemical, Biological, Radiological, Nuclear, Explosive (CBRNE), Challenges (3 credits)

CJI 6123 Interagency Disaster Communication (3 credits)

CJI 6124 Community Disaster Preparedness (3 credits)

CJI 6125 Special Topics in All-Hazards Preparedness (3 credits)

**Electives** (3 Credits Required: Choose one of the following)

Please note that typically only two or three electives will be offered each term. Elective courses are offered on a rotating basis.

CJI 0601 Examining the Role of Police and Minority Communities (3 Credits)

CJI 0602 Clinical Investigation of Fraud (3 credits)

CJI 0603 Practicum I (3 credits) *Offered each term*

CJI 0604 Practicum II (6 credits) *Offered each term*

CJI 0605 Practicum III (9 credits) *Offered each term*

CJI 0606 Terrorism from a Criminal Justice Perspective (3 credits)

CJI 0608 Forensic Odontology (Dental Forensics) (3 credits)

CJI 0609 White Collar Crime (3 credits)

CJI 0610 Private and Public Policing (3 credits)

CJI 0611 Clinical Applications of Hypnosis (1 credit)

CJI 0612 Women and the Criminal Justice System (3 credits) The Women and

CJI 0613 Crime and the Media (3 credits)

CJI 0614 Becoming an Effective Expert Witness (3 credits)

CJI 0615 Correctional Psychology (3 credits)

CJI 0616 Communication and Problem Solving Techniques (3 credits)

CJI 0617 Street Gangs (3 credits)

CJI 0618 Forensic Laboratory Technologies (3 Credits)

CJI 0619 Interview and Interrogation (3 Credits)

CJI 0620 Executive Leadership (6 credits)

CJI 0621 Political and Public Policy Basis of Emergency Management (3 credits)

CJI 0622 Preventing Juvenile Delinquency (3 credits)

CJI 0623 Sociological Dynamics of Youth Gangs (3 credits)

CJI 0624 Ethics in Law and Criminal Justice (3 credits)

CJI 0625 Child Sexual Abuse (3 credits)

CJI 0626 International Crime (3 credits)

CJI 0627 Critical Issues in Corrections (3 credits)

CJI 0628 Administrative Investigations (3 credits)

CJI 0629 Thesis I (3 credits)

CJI 0630 Thesis II (3 credits)

CJI 0631 Managing Generational Cohorts (3 credits)

CJI 0632 Continuing Services (for continuing Thesis students)

CJI 0633 Law Enforcement Interviewing (3 credits)

CJI 0634 Animals in Criminal Justice (3 credits)

CJI 0635 Pre-Employment Investigations for Criminal Justice Professionals (3 credits)

## M.A. in Cross-Disciplinary Studies

### **Program Description**

The M.A. in Cross-disciplinary Studies (MACS) is multidisciplinary, experiential, and allows students to self-design their graduate studies. The program is designed to meet the needs of students who are seeking a broader learning forum and who appreciate the unique self-design of cross-disciplinary studies. The MACS program provides intellectual advancement and the opportunity to expand and enrich educational horizons in keeping with the liberal studies traditions. The MACS program utilizes a multidisciplinary approach and variety of perspectives for observing, analyzing, and addressing contemporary social issues. Students focus on systemic approaches and methodologies when studying human challenges. MACS utilizes experiential learning to provide students with hands-on training where theory and practice are integrated.

MACS consists of an 11-course sequence (33 credits) that includes core classes, practicums, a 12-credit concentration track and one 3-credit elective.

### **Program Formats**

Students can complete the program residually or online, and have a large selection of on-campus and online courses from which to choose. MACS aims at convenience and accommodation by utilizing online course delivery format and self-designed programs. The students enrolled in the program are afforded the greatest flexibility in self-selecting and self-directing their concentrated areas of interest, while at the same time retaining and reinforcing an emphasis on general professional skills.

MACS students taking online classes are **not** required to attend Residential Institutes (RI) on the Fort Lauderdale campus **unless they are taking Facilitation or Mediation**. If either of those courses is being taken in the fall or winter terms, attendance at RI is mandatory. Although not required, MACS students are encouraged to attend and participate in this event. Currently the RIs are held in February and late September/October. Please visit <http://CAHSS.nova.edu/RI> for current information.

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

### **Student Advising**

In the MACS program it is essential for a student to seek advice regarding course selection and their degree plan. They are expected to keep in periodic contact with the Department Chair and Program Manager. Students are encouraged to work with the NSU Office of Career Development for career planning. Students are also encouraged to seek the advice of faculty in the departments in which they are taking courses.

### **Degree Plans**

A sample degree plan for a residential student who begins their studies in the Fall term and enrolls in 3 courses per term can be found on the website at <http://CAHSS.nova.edu/programs/macs/resources.htm>. Degree plans will be modified based on a student's enrollment date and pace of study.

**Degree Plan: 33-36 credits hours**

	Fall (September)	Winter (January)	Summer (April)
<b>Year 1</b>	MACS 5310: Introduction to Systems Theories  MACS 5400 Interdisciplinary Writer  Concentration Elective	MACS 5200: Research Design  MACS 5020: Theories & Philosophies of Conflict and Peace  Concentration Elective	MACS 6130 Practicum I  Concentration Elective  Concentration Elective
<b>Year 2</b>	MACS 6160: Practicum II  Concentration Elective  Master's Thesis (if applicable)	Portfolio  Master's Thesis (if applicable)	<b>Graduation and Celebration</b>

**Practicum**

To complete the M.A. in Cross-disciplinary Studies, students must complete a total of 130 hours of practicum. Students are responsible for documenting practicum hours, and must have these hours verified and signed by an on-site supervisor. The practicum experience is designed to provide students with an experiential opportunity to utilize theory and methodology within a diversity of professional settings. Students will have the opportunity to apply theoretical concepts within a practical framework.

Practicum I and II provide a community placement for the student to develop and refine practitioner skills. Using the Practicum experience, students have the opportunity to apply theoretical concepts within a practical framework under the supervision of an on-site supervisor. The Department will work with students to establish a placement suited to each student's interests, if possible.

Please consult with the Department for detailed information. During each term and at every Residential Institute, one or more Practicum Advising sessions are scheduled. Students who have not yet registered for practicum courses are encouraged to attend these sessions. Students may also seek individual in-person or telephonic appointments with the Department for assistance with practicum placements. Please visit <http://CAHSS.nova.edu/programs/macs/resources.htm> for the Practicum Handbook and forms.

**Final Portfolio Project**

In addition to successfully completing all course work, and obtaining the required practicum hours discussed above, MACS students must choose between two options as a final project at the end of the Program, the thesis or the portfolio. At the completion of the project, students will be awarded the M.A. in Cross-Disciplinary Studies. All classwork, practicum hours, and final portfolio/thesis must be completed within five years.

The portfolio draft must be submitted to the Department electronically as should any future required drafts. Once approval is received, the final portfolio should be printed with named tabs separating the sections. It should be preferably coil bound, but may be spiral bound if exceptionally large.

The portfolio project is designed to demonstrate the cross-disciplinary perspective students acquired and honed in the program. Students will use the portfolio to present what they



learned through their own personalized curriculum. Portfolio Guidelines can be found on the website at <http://CAHSS.nova.edu/programs/macs/resources.htm>.

### **Master's Thesis Option**

Students who wish to complete a 6-credit Master's Thesis may do so by completing 3 additional credits. If the thesis is not completed after 6 credits, continued registration at one credit per term will be required until the Thesis is complete. Students must request permission from the DMS Chair before enrolling for the Master's Thesis and generally must have a GPA of at least 3.5. For more information about the Thesis option, please consult with the department.

### **Concentration Tracks**

MACS students may choose a concentration track. MACS students may also take the courses offered through the Qualitative Research Graduate Certificate as concentration courses or as their elective. Concentration tracks consist of 12 credits within a concentration.

MACS also offers a number of courses designed to help students focus on topics and areas of their academic and professional interest. MACS has initiated courses such as Transformational Narratives, Foundations of Genocide, Editing I and II, and Introduction to Institutional Assessment. In addition, MACS has introduced the Directed Readings courses. These courses are designed to provide opportunities for a student to work one-on-one or in small group seminar format with faculty on specific topics of the student's interest. Directed Readings are offered in topics such as Media and Public Policy, Native American Studies, Sociology, Gender, Diversity and Multiculturalism, African American Studies, Social Justice, Religion and Society, Tribal Dynamics, Human Rights, Transformational Poetry, Homeland Security, Community Development, Latin American Studies, Philosophy, Family Violence, and Political Science. See the course list or website (<http://CAHSS.nova.edu/programs/macs/resources.htm>) for more information.

Students work closely with the department in the selection of a concentration and in their choice of the courses offered within that concentration. Generally the concentration is also linked to the practicum experience to best enhance the student's knowledge and skills in the area of their specialty.

### **Graduate Assistantship**

MACS students in good standing may apply for the program's graduate assistantship. The graduate assistant may perform research, work in community projects, and provide other services as needed by the department.

### **Graduation Requirements**

In order to be eligible for conferral of degree, MACS students must have completed all coursework, practicum hours, and submitted their final portfolio. In addition, they must have at least a 3.0 GPA with no "incomplete" grades, and must be a "student in good standing" with no disciplinary actions pending or disciplinary tasks to complete. MACS students may participate in the June graduation ceremonies if they have completed all coursework, practicum hours, and submitted a rough draft of their portfolio before May 1<sup>st</sup>.

## **M.S. in Developmental Disabilities**

### **Program Description**

### **Admissions Requirements**

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

### **Provisional Admissions**

Students will only be considered for admission if they have successfully completed an undergraduate degree. A provisional admission may be granted in cases where an applicant is unable to produce the official copies of all required application documents at the time of the application deadline. If provisional admission is granted, the provisional student must provide any and all outstanding application documents on or before a predetermined deadline. Failure to provide any and all outstanding application documents by the deadline may result in withdrawal from the program.

### **Curriculum**

Students enrolled in the Masters of Science in Developmental Disabilities are required to complete a total of 30 credits, which is comprised of 18 credit hours of foundational coursework, 9 credit hours in one of the concentrations, and 3 credit hours of a Developmental Disabilities Master's Research Project. Following is a sample of a degree plan for full-time students. Degree plans will be modified based on a student's enrollment date and pace of study.

### **Academic Advisement**

Students seeking academic advisement or degree planning should consult with the program office by calling 954-262-7001.

### **Program Outcomes**

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

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

- Demonstrate knowledge of the impact of health disparities experienced by individuals with developmental disabilities and the implications for healthcare and human services organizations

### Sample Degree Plan

year one		
First Semester	HSDD 5000: Survey of Developmental Disabilities (3 credits)	HSDD 5100: Program Design and Evaluation (3 credits)
Second Semester	HSDD 5200: Disability and the Family Cycle (3 credits)	HSDD 5300: Legal and Ethical Issues in Disability (3 credits)
Third Semester	HSDD 5400: Healthcare Issues in Developmental Disabilities (3 credits)	HSDD 5500: Disability Services Administration (3 credits)
year two		
Fourth Semester	Concentration course (3 credits)	Concentration course (3 credits)
Fifth Semester	HSDD 6000: Developmental Disabilities Master's Research Project (3 credits)	Concentration course (3 credits)

## M.S. in Family Therapy

### **Program Description**

The M.S. in Marriage and Family Therapy is designed to help students develop clinical excellence and prepare for careers as marriage and family therapists. Students are prepared to assume professional positions in private practice, employee assistance programs, managed care and health care organizations, child care and child development systems, family service agencies, schools, churches, hospitals, and other clinical and organizational settings.

The 60 credit hour degree program consists of coursework and clinical practice. Training is concentrated on brief, interactional models of family therapy, preparing our graduates to practice in a time-sensitive, cost-effective manner. The M.S. in Marriage and Family Therapy has full accreditation with the: (703) 838-9809;

[http://www.aamft.org/iMIS15/AAMFT/Education\\_and\\_Training/Accreditation/Content/COA\\_MFTE/Accreditation\\_Resources.aspx?hkey=5cb74a42-815a-4b75-9c29-64e5e70f02d5](http://www.aamft.org/iMIS15/AAMFT/Education_and_Training/Accreditation/Content/COA_MFTE/Accreditation_Resources.aspx?hkey=5cb74a42-815a-4b75-9c29-64e5e70f02d5)

### **Educational Outcomes**

Educational Outcomes of the M.S. Program are comprised of Program Outcomes (PO's), Student Learning Outcomes (SLO's) and Faculty Outcomes (FO's). Each outcome has

benchmark targets for which the program collects data and evaluates the results of that data for program improvement. The Educational Outcomes are as follows:

### **Program Outcomes**

PO 1: The Master's Program in Family Therapy program demonstrates a commitment to issues of cultural and sexual diversity, inclusion, and global perspectives.

PO 2: The Master's Program in Family Therapy program maintains accreditation with COAMFTE.

PO 3: The Master's Program in Family Therapy prepares its students to meet the academic and practica requirements for licensure as a marriage and family therapist in the state of Florida.

PO 4: The Master's Program in Family Therapy demonstrates a commitment to servicing the community especially with culturally and sexually diverse populations as well as other marginalized groups.

PO 5: The Master's Program demonstrates a commitment to the ethical and professional practice of MFT.

PO 6: The Master's Program will graduate students in a timely manner.

PO 7: The Master's Program demonstrates a commitment to post graduate success.

### **Student Learning Outcomes**

SLO 1: Students will demonstrate competency in their potential ability and ability to work with culturally and sexually diverse populations.

SLO 2: Students will demonstrate competency as ethical and professional practitioners in MFT.

SLO 3: Students will demonstrate a commitment to servicing the community.

SLO 4: Students will demonstrate competency in their potential ability and ability in assessing, diagnosing, and treating diverse individuals, couples, families, and groups over a broad developmental continuum.

SLO 5: Students will demonstrate the ability to potentially apply and apply relational/systemic theories practice.

SLO 6: Students will demonstrate effectiveness in their clinical work with clients.

### **Faculty Outcomes**

FO 1: Faculty demonstrates a commitment to teaching and/or supervising which includes an emphasis on cultural and sexual diversity, inclusion, and global perspectives.

FO 2: Faculty demonstrates a commitment to ethical clinical practice in the field of MFT and supervision.

FO 3: Faculty demonstrates a commitment to research and/or scholarship.

FO4: Faculty demonstrates a commitment to service and student engagement.

### **Recruitment Policy**

As noted in the MS in MFT Educational Outcomes, the NSU MS in MFT program demonstrates a commitment to diversity and inclusion, and prepares students for the clinical practice of family therapy, maintaining a high level of graduation and postgraduate success in the field. Our recruitment policy combines a commitment to diversity and underserved populations with a fair and realistic appraisal of qualities needed to graduate and have success in the field of marriage and family therapy. We do not require the GRE or other standardized testing, as standardized testing tends to privilege certain populations over others. We do require a 3.0 undergraduate GPA, and demonstrated interpersonal ability. In addition to letters of reference, an admissions essay, and a writing sample, we conduct in person interviews to assess prospective students. To attract qualified students,

we maintain relationships with universities nationwide with large undergraduate human development/family studies programs, as many of our students come to us with this background, referred by a trusted faculty member.

We make it a point to build relationships with other universities nationwide, including HBCU's and other majority minority institutions. We also offer open houses, open to the community, and publicized through our website, where prospective students can talk with faculty and current students. Our students and graduates themselves are a primary source of prospective students for us, as they recommend the program to friends and colleagues. We strive to recruit a diverse student body, in terms of age, experience, sexual orientation, race, class, culture, gender, and national origin. We are transparent about our values and what we offer, providing all prospective students with a statement of our core diversity/inclusion values, and publicizing both our licensure exam pass rates and our postgraduate employment statistics.

### **Retention Policy**

As noted in the MS in MFT Educational Outcomes, the NSU MS in the MFT program demonstrates a commitment to diversity and inclusion, and prepares students for the clinical practice of family therapy, maintaining a high level of graduation and postgraduate success in the field. Our retention policy balances our commitment to the best outcome for individual students, with the need to maintain a positive reputation for our graduates to ensure success in the field. The program director attends closely to the progress of individual students during their first semester. Most of our attrition occurs during this first semester, when students are not able to succeed academically or have underestimated the commitment required for a graduate program. In this event, the program director meets with the student and the faculty teaching the student that semester. Every effort is made to work towards a mutually agreeable outcome, as for example a transfer to a less academically rigorous, nonclinical program.

At the end of the first three semesters, when the students transition to their external practicums, the program director again consults with faculty as to the progress of individual students. Students having academic difficulties or low grades would have been noted before this point, but if students have performed well academically but the faculty has concerns about their clinical ability, Students may be asked to take additional internal practicums above and beyond the minimum requirement. The program director and the faculty work with individual students to maintain their progress towards graduation. If at any time, however, it becomes clear a student is interpersonally, ethically, or academically unqualified for the practice of marriage and family therapy, that student will be dismissed from the program. Our goal is a high level of retention, but balanced at all times with the need to maintain the integrity of the program and the profession.

### **Student Achievement**

The NSU MS in MFT program has a policy of continuous assessment of students and of graduate success.

1. Assessment of students includes course evaluations and grades; practicum evaluations (both on site and faculty supervisor evaluations); and comprehensive examination results. We also maintain close contact with external supervisors, at agency sites, and obtain their evaluations of our students. (See chart below for aggregated data; we also obtain individual evaluations of each student from their external, on site supervisor as well as faculty supervisor).

2. Once students are graduated, we maintain data on graduation rates, licensure exam pass rates, and job placement rates in the field. We are able to verify graduation rates from our

own internal data. Once students are graduated, we must rely on their maintaining in contact with us to provide us with licensure exam pass rates and career data. To encourage students to do this, we utilize social media and personal contact. We provide graduates with a permanent @nova.edu email address. In addition, we maintain three active Facebook pages: an NSU MS in MFT Club page; a page put together by graduates but linked to the program director, for those signed up to take the licensure exam; and the program director's individual page. The program director posts job openings and resources for graduates to encourage graduates to maintain contact with her and with the program. We also host monthly "reunions" for graduates in the tri-county area, one for graduates in agency work and one for graduates in private practice. In addition, the NSU alumni office sends out a survey to graduates annually. We consider ourselves both "high tech" and "high touch" in our efforts to maintain contact with graduates. The program director is reliably in contact with the majority of program graduates, and supplies them with job openings, references, workshop information, and ongoing updates on the licensure examination.

3. Finally, we also maintain contact with major employers of our graduates and obtain their input through participation in our curriculum committee. We have representatives of large private practices and agencies that employ our graduates in the tri-county area serving on this committee and this allows us to continuously assess the program fit with employer needs.

### **Graduation Rates**

Accreditation by the COAMFTE (Commission on Accreditation for Marriage and Family Therapy Education) requires that programs graduate at least 5-% of their students within the minimum advertised length of the program and 65% by the maximum advertised length of the program. The M.S. in Family Therapy program advertises that students graduate within a 2-5 year time frame. Analysis of data indicates that the program graduates 62% of its students by the 2 year mark and 96% by the 5 year deadline. These impressive statistics substantially exceed the requirements of the COAMFTE.

### **National Licensure Exam Pass Rate**

Graduates of our M.S in Family Therapy program are eligible to become registered interns in the state of Florida as Marriage and Family Therapists. Registered Interns can take the National licensing exam developed and administered by AMFTRB (Association of Marital and Family Therapy Regulatory Boards). Registered interns must take and pass the exam and complete other clinical requirements in order to be eligible to become fully licensed marriage and family therapists in the state of Florida. Through the education, mentoring and diligent efforts on the part of the program, our graduates have a passing rate of 99% over last 10 years on the AMFTRB National Exam.

Commission on Accreditation for Marriage and Family Therapy Education

**PROGRAM COMPOSITION & STUDENT ACHIEVEMENT**

(Based on IPEDS Classification)

M.S. in Family Therapy  
Program Composition

Item	Current Students	Graduates	Faculty	Supervisors
<b>Year</b>				
1st	52	Not Applicable		
2nd	62			
3rd	15			
4th +	9			
<b>Gender</b>				
Female	128	50	18	17
Male	10	7	6	4
<b>Ethnicity</b>				
Nonresident	10	0	0	0
Black, non-Hispanic	39	16	4	3
American Indian/Alaskan Native	0	0	0	0
Asian/Pacific Islander	6	1	2	2
Hispanic	41	13	3	2
White, non-Hispanic	42	27	15	15

**Sample Degree Plan: 60 credit hours**

Fall (August)	Winter (January)	Summer (May)
SFTM 5310 Introduction to Systems Theory	SFTM 5321 Theories of Marriage and Family Therapy	SFTM 5400 Internal Practicum II
SFTM 5320 Introduction to Marital and Family Therapy: Counseling Theories and Techniques	SFTM 5400 Internal Practicum I	SFTM 6333 Personality Theories and Psychopathology
SFTM 6340 Legal, Ethical, and Professional Issues	SFTM 6332 Human Sexuality and Gender	SFTM 6374 Group Psychotherapy
SFTM 5335 Human Development	<i>*(Elective can be taken any term)</i>	
SFTM 5322 Clinical Practice in Marriage & Family Therapy (must be taken with an External Practicum)	SFTM 6558 Couples Therapy	SFTM 6320 Assessment in Marital and Family Therapy
SFTM 6300 External Practicum I	SFTM 5350 Research in Marriage and Family Therapy	SFTM 6550 International Perspectives
SFTM 6331 Diversity and Psychosocial Issues	SFTM 6300 External Practicum II	SFTM 5311 Substance Abuse and Critical Issues in Systems Theories
	SFTM 5700 Comprehensive Examination	<b>Graduation and Celebration (June)</b>

\*In addition to the above coursework, students are required to choose an elective from a selection of courses, including but not limited to:

- SFTM 5036: Infant Mental Health
- SFTM 5037: Suicide Prevention
- SFTM 5038: Military Families
- SFTM 5039: Collaborative Divorce
- SFTM 5301: Agency Practice in Organizational Consulting
- SFTM 5355: Introduction to Equine-Assisted Family Therapy
- SFTM 5357: Developing a Private Practice I Coaching and Therapy
- SFTM 5358: Solution Focused Coaching
- SFTM 6330: Grief and Loss
- SHSS 6620: Academic Writing

This required elective may be taken the term of the student's choice.

The program fulfills the academic requirements for state licensure in Florida and for clinical membership in AAMFT; additional post-master's clinical experience is required for both credentials.

### **Program Formats**

Students may enter the program term in the fall or summer terms. Full time students take 9 to 12 credit hours per term. If a student takes less than the 9 credits of required courses per term, they need approval from the admissions office. They also work with the program office staff to develop a viable degree plan. Students who attend full-time can expect to complete the program in 2 years. Summer attendance is required.

### **Degree Plans**

Following is a sample degree plan for students who begin their studies in the Fall term. Degree plans are developed upon enrollment.

### **Course Requirements**

To complete the M.S. in Family Therapy, students must complete 500 hours of client contact, 250 of which must consist of relational hours as defined by the program. Students also must accumulate at least 100 supervision hours, 50 of which must be based on direct observation and videotape. They are responsible for documenting clinical and supervision hours, using the forms provided on the CAHSS website under student resources. Students are required to keep a copy of all documentation pertaining to both Internal and External Practicums. This includes their clinical and supervision hour forms, contracts, and clinical evaluations. A student's first two Practicums are at the Brief Therapy Institute, Family Therapy Clinic; therefore, they are called Internal Practicums. Students must pass the first two Internal Practicums to be eligible to continue clinical training in two External Practicums. Students may elect to take more than two Internal Practicums to better hone in their clinical skills prior to moving into their External Practicum setting. The External Practicums are internships in the community where students provide clinical services in school, hospital, agency, private practice, and other settings.

Before students begin their External Practicum, they collaborate with the DFT Internship Coordinator to identify and develop an external practicum, community-based site and a contract with the site. Attendance at the annual internship fair is strongly recommended to obtain an internship site. Prior to beginning their external practicum experience, students must have completed an internship contract, signed by the student, the internship site supervisor, their faculty supervisor, and the Program Director. If proof of a student's professional liability insurance coverage is needed for the practicum site, a copy can be obtained from the Internship Coordinator. Students must have ALL documentation completed and presented to the Internship Coordinator for approval prior to beginning any



training or clinical work at the practicum site. A site supervisor must be a licensed mental health professional who meets the supervisory requirements based on COAMFTE standards.

Students must register for a minimum of two terms of External Practicum as part of their program requirements. Students will need to register for additional External Practicums if needed to meet the clinical and supervision hour requirements. The DFT faculty teaching the course will supervise the student in one-hour weekly face to face meetings or more as needed. Faculty supervisors are AAMFT Approved Supervisors. Students also are required to have regularly scheduled supervision with their site supervisor at their clinical site(s).

There are four important documents of information that students must provide the Internship Coordinator **prior** to beginning their internship:

1. The original signed copy of the internship contract.
2. A resume of the on-site supervisor to demonstrate that he or she has a master's degree and is a licensed mental health professional or meets the equivalent criteria and a copy of the AAMFT Supervisor Certificate, if applicable.
3. A brochure or written information about the internship site.
4. A written description from the on-site supervisor clearly identifying internship duties and responsibilities.

Students should plan on acquiring a **minimum** of 15-20 client contact hours per week at their site to ensure completion of the 500 required client-contact hours and supervision hours within two required terms of External Practicum. Students may also take a third external practicum to complete the required hours and to enhance their skills. Students must adhere to their site contract requirements (i.e., school systems provide therapeutic services throughout the school year and require student interns to sign a contract to provide continuous services). In addition to the weekly client contact hours, students are required to schedule additional time at the internship sites to complete paperwork, allow for missed appointments, and become a valued member of their site. Thus, 20 hours a week committed to the internship site is realistic. This time may include weekdays, evenings, and/or weekends, depending on the site requirements. If students are unable to commit the needed amount of time to a site, they will need to register and take additional practicum(s) to accrue the required 500 clinical hours. Students must be supervised throughout the practicums.

If students want more diverse experiences, or are not accumulating hours rapidly enough at one internship site, they may develop an additional site. A contract for each site must be completed prior to beginning at that site. The internship contract should be clearly understood by all parties. No more than two internship sites are recommended and must have their faculty supervisor's, Internship Coordinator's, and Program Director's approval.

Practicums are evaluated by both the site supervisor and faculty supervisor each term, utilizing the program's practicum evaluation forms. Students are invited to assess their own performance as well. These forms, designed by faculty, closely assess clinical skills and can be obtained online at the CAHSS website at <http://CAHSS.nova.edu/Downloads/index.htm> under the M.S. in Family Therapy program.

### **Practicum Evaluations**

Students are enrolled in two Internal Practicums once they complete their core courses. Within the internal practicums and later the external practicums, the supervisor and students are able to evaluate their progress in therapeutic skills by reviewing the following:

- Attention to Professional, Ethical and Legal Issues
- Systemic Case Conceptualization
- Clinical Session Management
- Attention to Client/Therapist Position
- Effective Use of Supervision

It is recognized that student progress in acquiring and practicing therapeutic skills and formulating their therapeutic orientation as they move through the program from novice to professional. As such, students have the opportunity to identify their strengths and needs for further development throughout their clinical experiences. The evaluation forms can be viewed under <http://CAHSS.nova.edu/Downloads/index.htm>.

### **Concentration in Family Systems Health Care**

Students in the M.S. in Family Therapy program may choose to pursue a concentration in Family Systems Health Care. The concentration focuses on the relationships between psychosocial medicine and biomedicine in the treatment and prevention of illness and disease. Students learn the basics of biopsychosocial theory, practice, and collaboration. The program prepares professionals to offer therapeutic services in a variety of medical settings, including private medical practices, hospitals, community clinics, primary care/specialists' offices, and agencies.

Students in the Family Systems Health Care concentration program have ample opportunities to gain practical expertise through classroom learning and hands-on clinical, research, teaching, and service experiences. Specific areas of study include: adjustment patterns of clients and their families to chronic and acute illnesses; models of collaboration between medical family therapists and other health care professionals; the role of medical family therapists in the continuum of medical services; the politics and economics of health care; understanding human systems in health care; and brief interventions and systemic assessments useful in the treatment and care of patients and their families. Additionally, the program emphasizes professional development by assisting students in strengthening their professional and personal qualities necessary for successful participation in the medical milieu.

The student's growth as a reflective practitioner is encouraged through clinical research in physician, patient, therapist, family communications, adjustments to acute, chronic, or terminal illness, social effects and ethical dilemmas of new medical technologies, and other issues that transcend historical distinctions between physical treatment and psychosocial interventions. Program faculty and students cooperate to publish research findings and clinical experiences. Also, faculty and students of the program contribute to the growth of Family Systems Health Care and medical family therapy by supporting and participating in professional groups such as the Collaborative Family Health Care Coalition, the Society of Teachers of Family Medicine, Bereavement, Gerontology, and others.

In addition to degree requirements, students must complete the following coursework to receive a Concentration in Family Systems Health Care (24 credit hours):

- FSHC 5000: Family Systems Health Care I
- FSHC 5010: Family Systems Health Care II
- FSHC 5100: Practicum I in Family Systems Health Care\*
- FSHC 5110: Practicum II in Family Systems Health Care\*
- FSHC 5300: Integration and Collaboration Among Health Care Systems
- FSHC 5500: Politics and Economics of Health Care
- FSHC 6400: Understanding Human Systems in Health Care Settings
- One Elective

\* Students may choose to do part of all of their external practicums in a medical setting to obtain their required clinical hours for the M.S. program. At least 200 clinical hours are required for this concentration.

### **M.S. Comprehensive Exam**

In addition to successfully completing all coursework and obtaining the required minimum 500 client contact hours and 100 supervision hours, students must pass a comprehensive examination as required for the M.S. in Family Therapy degree. This clinically focused examination tests the student's ability to apply what has been learned. Exams are given, and retakes arranged through the administrative office.

The comprehensive examination is developed by the Program Director in consultation with the faculty and the community advisory council. The examination reviews core curriculum content and ability to apply this material to real life situations. Details of the examination and suggestions for study will be presented each term at a comprehensive examination review, one to three weeks prior to the exam.

Each comprehensive examination answer is reviewed independently and blindly by three faculty reviewers. Faculty has a four-week period of time to complete exam grading. Students may review their exam materials with the M.S. Program Director.

The comprehensive exam may be retaken one time after an initial failure, and twice after a score of "in progress". Remedial study and retake of classes as assigned by the program director may be required. Retake exams can be taken at the next scheduled exam date. Students in good academic standing are eligible to walk in the June graduation ceremony with a score of "in process" or "pass" on the comprehensive exam.

### **Leave of Absence**

A student may request a Leave of Absence. The form is located on the Student Resources M.S. program and must be completed and approved three weeks prior to the date of the leave request. Students on leave for more than three consecutive terms and not registered within the following term are considered inactive and would need to reapply to the program. A Leave of Absence does not extend the 5-year timeframe for completing the M.S. in Family Therapy program.

### **Individual Supervision for State Licensure and AAMFT Membership**

There may be occasions after completing the M.S. in Family Therapy degree that graduates seek private, individual clinical supervision from a member of the faculty. Before approaching a faculty member with such a request, students must have already successfully completed all degree requirements. If a student is being supervised by a full or part faculty and enrolls in one of the DFT doctoral programs, the student is required to locate a different supervisor outside the program to prevent a potential dual relationship and conflict of interest.

The Department works closely with an outside professional firm that conducts licensure exam reviews on campus throughout the year. This process is designed to support students and alumni in passing the AMFTRB licensure exam and becoming licensed in the MFT field. Notices of the exam review process are posted through the program list serves. In addition, required coursework and an examination in the clinical practice class helps to prepare students for the national licensure examination. Graduates are encouraged to stay in touch with the department for updated study tips, assistance in forming study groups, and career advice/consultation, as they enter the field of professional marriage and family therapy.

Student membership in the American Association for Marriage and Family Therapy is strongly suggested. Students gain additional educational information and familiarity in the MFT field.

Commission on Accreditation for Marriage and Family Therapy Education  
(COAMFTE) of the American Association for Marriage and Family Therapy (AAMFT)  
112 South Alfred Street, Alexandria, VA 22314-3061  
<http://www.aamft.org>

## **M.A. in Gerontology**

### **Program Format**

The Master's program is comprised of 33 credits. The core curriculum is comprised of six courses plus the capstone seminar and capstone project (24 credits). The concentrations are comprised of three courses (9 credits). The program culminates in a 6-credit capstone project: 3 credits will be earned for participating in an interdisciplinary seminar, which will be geared toward developing the capstone proposal; 3 credits will be earned for the semester in which the student is involved in completing the project itself.

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

### **Admissions**

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

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

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

### **Transfer Students**

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

### **International Students**

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

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

[www.naces.org](http://www.naces.org).

International students are encouraged to contact the Office of International Student Services at (954) 262-7240 or 800-541-6682, ext. 27240, or by email at [intl@nova.edu](mailto:intl@nova.edu), or visit [www.nova.edu/internationalstudents](http://www.nova.edu/internationalstudents).

**Provisional Admissions**

Students will only be considered for admission if they have successfully completed an undergraduate degree. A provisional admission may be granted in cases where an applicant is unable to produce the official copies of all required application documents at the time of the application deadline. If provisional admission is granted, the provisional student must provide any and all outstanding application documents on or before a predetermined deadline. Failure to provide any and all outstanding application documents by the deadline may result in withdrawal from the program.

**Program Outcomes**

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

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

**Academic Advisement**

Students seeking academic advisement or degree planning should contact the program office at 954-262-7001.

**Sample Degree Plan**

year one		
First Semester	GERO 5200: Concepts and Controversies in Aging (3 credits)	GERO 5300: Humanities and Aging (3 credits)
Second Semester	GERO 5400: Sociology of Aging for Future Leaders (3 credits)	GERO 5500: Psychology of Aging (3 credits)
Third Semester	GERO 5600: Biology of Human Aging (3 credits)	GERO 5700: Aging and Ethnicity (3 credits)

year two		
Fourth Semester	Concentration Course 1 (3 credits)	Concentration Course 2 (3 credits)
Fifth Semester	Concentration Course 3 (3 credits)	Gero 6200: Capstone Seminar (3 credits)
Sixth Semester	GERO 6300: Capstone Project (3 credits)	

## M.S. in National Security Affairs

### **Program Description**

M.S. in National Security Affairs in the Department of History and Political Sciences is designed to provide students with theoretical, research, and applied skills in the emerging academic field of national security affairs. Students in this program will build a core understanding of critical issues informing the field of national security today, including the assessment and analysis of the threat of terrorism in the US and beyond and the analysis of intelligence collection.

The program consists of a core of 5 courses (15 credits) offered by the department, and developed specifically for this program. Pedagogically, the program core focuses on building the critical analytical skills graduates need to succeed professionally in the field of National Security Affairs. The ability to critically analyze intelligence information, historical and contemporary issues informing the field, and to perform textual analyses, defines the program core's most important learning outcomes.

Following completion of the program core, students will be able to choose one of four concentration tracks offered through CAHSS, and through partnership agreements with other academic units at NSU, including the Criminal Justice track from the Department of Justice and Human Services, and the Cyberterrorism track from the College of Engineering and Computing. To complete a concentration track successfully, students must take 4 courses in their chosen track (12 credits). Students will also complete 2 elective courses (6 credits) from any of the four concentration tracks offered through the program.

Students interested in the Cyber Terrorism track are encouraged to speak with the Department as early as possible. After a consultation, it will be determined whether the student can enter the cyber-terrorism track or if additional foundation courses will be required in order to enter and successfully complete the track. The additional courses can count as electives.

### **Program Formats**

NSA aims at convenience and accommodation by utilizing online course delivery format. The students enrolled in the program are afforded the great flexibility in selecting one of the four concentrations and electives. We know many of our students are already engaged in work in the field of national security and this may preclude them from participating in residential classes. Therefore, the program is designed to be completed entirely online. However, some of the courses are also offered in residential format and students may select those sections as appropriate.

NSA students are not required to attend Residential Institutes (RI) on the Fort Lauderdale campus. However, they are encouraged to attend and participate in the event. Currently the RIs are held in February and late September/October. Please visit <http://CAHSS.nova.edu/RI> for current information.

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

### **Degree Plans and Student Advising**

In the NSA program it is essential for a student to seek advice regarding course selection and their degree plan. They are expected to keep in periodic contact with the department chair as well as the staff of the department. Students in the NSA program work closely with the department in designing appropriate individual degree plans for the successful completion of the program. Degree plans are designed and modified based on a student's enrollment date, pace of study and the scheduling of specific courses. Some courses are offered several times during the academic year while others may only be offered once a year. In addition, some courses serve as prerequisites for other courses and therefore must be taken before others courses may be taken. Therefore it is essential that students work closely with the department in the design and maintenance of their individual degree plans.

Students who anticipate receiving veteran's benefits should consult with the NSU Veteran Benefit Administrator. Information may be found at: <http://www.nova.edu/financialaid/veterans/index.html>.

### **Core Courses**

The program provides a core of 5 courses (15 credits) offered by NSA and developed specifically for this program in addition to concentrations and electives.

### **Concentration Tracks**

Each NSA student will select one of the four concentrations offered by the program. Two of the concentrations are offered through CAHSS and two are offered through collaborative arrangements with NSU partners.

- Track I: Cyber-terrorism and Security (in partnership with the College of Engineering and Computing)
- Track II: Criminal Justice (in partnership with the Department of Justice and Human Services)
- Track III: International Relations and Global Affairs (within the College of Arts, Humanities, and Social Sciences)
- Track IV: Homeland Security (at the College of Arts, Humanities, and Social Sciences)

Students select a concentration and then take four courses (12 credits) from available courses within that concentration. Some courses may have prerequisites making it necessary to take some of the courses in a specific order. Therefore students are reminded to consult with the department for advice in the creation of their degree plans and prior to registration each term.

The chart below provides guidance regarding track courses. Tracks III and IV have additional offerings and as new courses are designed they will be added. Tracks III and IV may also

have Directed Readings periodically available in various areas of interest. A few have been listed to provide examples. Please contact the Department for additional details.

**NSA Tracks**

<b>Track I: Cyber-terror and Security</b>	<b>Track II: Criminal Justice</b>	<b>Track III: International Relations &amp; Global Affairs</b>	<b>Track IV: Homeland Security</b>
NSAM 0683 Fundamentals of Security Technologies	NSAM 5510 Survey Issues in CJ	NSAM 6643 Social Aspects of Terrorism	NSAM 6638 Conflict & Crisis Management
	NSAM 5520 Social Admin in CJ	NSAM 6633 International War and Its Resolution	NSAM 6640 Critical Incidents Response
NSAM 0684 Information Security Management	NSAM 5530 Legal Issues in CJ	NSAM 6632 Civil Wars and Their Resolution	NSAM 6641 Conflict and Crisis Negotiation
NSAM 0685 Information Security Governance	NSAM 5540 Program Evaluation	NSAM 6654 Islam, Conflict and Peacemaking	NSAM 6130 Practicum I: Supervised Field Experience
NSAM 0686 Information Systems Auditing	NSAM 5550 Investigative Processes	NSAM 6130 Practicum I: Supervised Field Experience	NSAM 6619 - Strategic Community Planning and Partnerships
NSAM 0687 Information Security Project		NSAM 6651- Theories of Ethnicity and Nationalism	NSAM 6634 - Metropolitan Conflict
		NSAM 6616 –	NSAM 6170 - Violence Prevention and Intervention
		NSAM 6630 – Foundations of Genocide Studies	NSAM 6607 – Ethno political and Community Based Conflicts
		NSAM 6659 – Conflict & Peace Building in Africa	NSAM 6110 – Public Policy and Strategic Planning
		NSAM 6110 – Public Policy and Strategic Planning	*Directed Readings classes are available including in related topics such as:  NSAM 5502 – Directed Readings in National Security Affairs NSAM 5537 – Directed Readings in Intelligence and Counterintelligence  NSAM 5538 – Directed Readings in Homeland Security



A sample degree plan for a residential student who begins their studies in the Fall term and enrolls in 3 courses per term can be found on the website at <http://CAHSS.nova.edu/programs/macs/resources.htm>

### **Electives**

Students in the program will select two electives (6 credits) in addition to their core courses and concentration courses. Electives may be chosen from any of the concentration tracks.

### **Practicum**

Practicum is not required in NSA but may be selected as part of Tracks III and IV or as an elective. The Department is available for assistance and advising regarding practicum. Practicum is taken as a class and students select a field site to work in during the same term as the class. Practicum I is offered in the Summer and Winter terms. Practicum advising sessions are offered residentially and online to help students plan. It is recommended that any interested students begin to explore potential practicum sites well in advance of the term they wish to take practicum. Practicum is both a course as well as a field experience.

Students are responsible for documenting practicum hours, and must have these hours verified and signed by an on-site supervisor. The practicum experience is designed to provide students with an experiential opportunity to utilize theory and methodology within a diversity of professional settings. The Department will work with students to establish a placement suited to each student's interests, if possible.

The student must receive approval from both the Department and the agency on-site supervisor before beginning the required Practicum hours. The student is responsible for documenting Practicum hours and receiving supervisor approval. The practice component of the student's Practicum is evaluated by the on-site supervisor and this evaluation is combined with the classroom performance and course requirements and converted into a final overall grade by the professor teaching the course.

Most if not all of the practicum sites of interest to NSA students require a background check/security clearance before the practicum placement can begin. This is at the student's expense and should be done as soon as possible before the practicum term. Therefore NSA students interested in practicum should begin their planning well in advance.

### **Examinations and Evaluations**

In addition to successfully completing all course work, students must pass a tabletop examination to be awarded the M.S. in National Security Affairs. When a student has completed all coursework, has maintained a minimum of 3.0 GPA with no "incomplete" grades, and is a "student in good standing" with no disciplinary actions pending or disciplinary tasks to complete, the student will be eligible to take the tabletop examination. The tabletop exam is an assessment of the student's ability to integrate the knowledge and skills gained through course work. The exam tests the student's written ability to critically analyze and apply conflict assessment, theory, and research methodology to hypothetical conflict situations. The exam also tests knowledge of material specific to the academic curriculum.

The interactive online table-top exercise will assess the program outcomes. The table-top exercise will be scored like all major assignments in the program, using a rubric and assessing students' competencies in regards to program outcomes. Students must receive a grade of 70% or higher to pass the tabletop exercise. The tabletop exercise is a graduation requirement. Students who score below 70% on this requirement must retake the tabletop exercise. The tabletop exercise can be taken a maximum of three times. Students who

cannot pass it in three attempts will not graduate. Students must finish all coursework and pass the tabletop examination within 5 years.

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

### **Graduation Requirements**

In order to be eligible for conferral of degree, NSA students must have completed all coursework and passed the tabletop examination. In addition, they must have at least a 3.0 GPA with no "incomplete" grades, and must be a "student in good standing" with no disciplinary actions pending or disciplinary tasks to complete. NSA students may participate in the June graduation ceremonies if they have completed all coursework and taken their tabletop examination even if they have not yet received their grade for the exam.

## **M.A. in Writing**

### **Program Description**

The Master of Arts in writing degree program provides students with a foundation in rhetoric, research, and the evolution of the English language. Students develop expertise in a variety of professional and creative writing genres, and they have the opportunity to study teaching writing. Students can go on to careers in writing, publishing, and education; work as professional writers for magazines, newspapers, and businesses; and pursue a variety of Ph.D. programs of study.

### **Learning Outcomes**

The successful M.A. in Writing graduate is expected to:

1. Write in multiple genres for diverse audiences using professional-level conventions;
2. Create texts employing professional-level rhetorical strategies;
3. Conduct professional-level research;
4. Produce a master's thesis of publishable quality.

### **Curriculum**

#### **Major Requirements (30 credits)**

##### ***Core Courses (9 credits)***

WRIT 5010	Research Methods (3 credits)
WRIT 5200	Grammar and History of the English Language (3 credits)
HUMN 5000	History and Theory of Rhetoric (3 credits)

##### ***Elective Courses (15 credits)***

Select 15 credits from the following courses:

WRIT 5000	Professional and Public Writing (3 credits)
WRIT 5020	Poetry Writing Workshop (3 credits)
WRIT 5030	Fiction Writing Workshop (3 credits)
WRIT 5040	Screenwriting Workshop (3 credits)
WRIT 5050	Autobiography and Memoir Workshop (3 credits)
WRIT 5060	Writing Literary Nonfiction (3 credits)
WRIT 5100	Teaching Writing (3 credits)
WRIT 5400	Technical Writing (3 credits)

WRIT 5550	Feature Writing (3 credits)
WRIT 5600	Science & Nature Writing (3 credits)
WRIT 5700	Travel Writing (3 credits)
WRIT 5800	Editing, Layout, and Design (3 credits)

***Thesis (6 credits)***

WRIT 6000	Master's Thesis (3 credits, repeatable)
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**Thesis Requirements and Guidelines**

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

If a student has not successfully defended his/her thesis after completing 6 credits of thesis coursework, the student must remain enrolled in a 3-credit thesis course for each additional semester during which he/she is working on the thesis, including the semester of defense. During this time, the student must maintain active status in the degree program. Students may complete a maximum of 12 credit hours of thesis work.

The thesis may take one of the following forms:

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

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

**Creative Thesis:** Student produces one extended work or a collection of works of fiction, nonfiction, or poetry. All creative theses should include substantial explanation of the student's evolution as a writer and placement of thesis work in an historical or literary context.

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

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

Phase One: Selecting a Committee and Writing a Proposal

**Advising Committee**

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

Writing students must select only one thesis committee member, who must be a member of the college's full-time faculty.

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

### **Writing a Thesis Proposal and Submitting an Institutional Review Board (IRB) Application**

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

Once completed, the student submits the Thesis Proposal Approval Form and the IRB application (if applicable) to the director of the respective academic division within the college for review and approval.

#### *Phase Two: Research, Data Collection, and Writing the Thesis*

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

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

In the latter stages of writing, line edits should be implemented to make the writing clear, cohesive, and grammatically correct. Documentation should be accurate and conform to the most recent updates of documentation style required of the student's discipline.

Prior to the defense, the student submits final copies of the project to each committee member.

#### *Phase Three: Thesis Defense*

After the student has submitted final copies of the thesis, he/she will schedule a Thesis Defense, with the thesis committee's approval. **The thesis defense must take place during the student's final semester of the program.** The student and the thesis adviser should discuss appropriate presentation of the project prior to the defense. The defense will be before the graduate faculty and an audience of other students and invited guests. During the event, the student summarizes the project, presents the major findings, and addresses questions from the thesis committee. If appropriate, the student may give a reading. The student's presentation of the project and answers to these questions will be considered as part of the assessment of the thesis project. After the committee finishes asking questions, audience members will have the opportunity to ask questions of the student.

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

### Important Deadlines

	Fall Semester Completion	Winter Semester Completion
Thesis Proposal due to Committee Chair	midterm week of winter semester	midterm week of fall semester
Thesis due to Committee Chair	October 1	March 1
Thesis Defense	November 1-7	April 1-7

### Thesis Format and Style Guidelines

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

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

1. Make all final revisions and prepare one final manuscript according to the following guidelines.
  - The manuscript should be double-spaced in Times New Roman, 12-point font.
  - The left margin should be 1.5".
  - All other margins (top, right, and bottom) should be 1".
  - Page numbers should be placed in a header: top right, ½" from the top, numeral only.
  - Front matter should be prepared.
2. Submit an electronic copy of the manuscript, including front matter, in one document to the committee chair. The chair will review the formatting and alert student to any necessary changes.
3. Once the manuscript has been approved by the chair, the student will:
  - Submit one final electronic copy to the chair that will become part of the academic digital archive.
  - Print one copy of the complete manuscript, including front matter, on white 100% cotton fiber paper. The signature page must include original signatures. This copy should be submitted to the Chair, will be bound, and will become part of the academic digital archive.

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

**ABOUT OUR  
GRADUATE CERTIFICATE  
PROGRAMS**

## **GRADUATE CERTIFICATE PROGRAMS**

The CAHSS Graduate Certificate programs prepare students for the changing nature of professions, businesses, and community services. They provide needed knowledge, methods, and skills leading to career advancement and life enlightenment in the fields of study. Graduate Certificate programs are beneficial for those who have already received a graduate degree in their current area, but would like to specialize in the new area of inquiry and practice. Graduate Certificate programs are also appropriate for those who possess an undergraduate degree and are seeking to obtain the fundamentals in the considered field of study. Many of the earned credits can also be counted toward a related master's degree or doctoral degree program, if the student is interested in and accepted to the program at a later time. Below is a description of the various CAHSS Graduate Certificate programs.

### **Graduate Certificate in Advanced Conflict Resolution Practice**

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

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

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

Students may enroll full or part time, taking three to nine credit hours per term. Students who attend full-time can expect to complete the program in 10 months. Part-time students will complete the program in 16 months. Summer attendance is mandatory.

#### **Degree Plans**

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

**Degree Plan: 15 credits hours**

	<b>Fall (September)</b>	<b>Winter (January)</b>	<b>Summer (April)</b>
<b>Year 1</b>	CARM 5040: Human Factors  CARM 6140: Facilitation Theory and Practice <b>(online program)</b>	CARM 5100: Mediation Theory and Practice  CARM 5140: Negotiation	CARM 6000: Organizational Conflict: Theory and Practice  CARM 6140: Facilitation Theory and Practice <b>(on-campus program)</b>  <b>Graduation and Celebration</b>

**Graduate Certificate in College Student Personnel Administration**

Our program in College Student Personnel Administration (CSPA) prepare students for many professions related to Student Affairs in college, university, and community settings. We focus on training Student Affairs professionals who take a humanistic, learner-centered approach in their work as change agents within the university and the larger society.

The program explores important topics in the field of Student Affairs such as conflict resolution, diversity, student development, student services, judicial affairs, administration, on-campus and campus life, Greek affairs, peer counseling, and crisis intervention, to name a few. Students examine the current trends and historical approaches in higher education, as well as future needs for effective student affairs practices in the 21<sup>st</sup> century.

The Graduate Certificate appropriate for those who seek graduate training in CSPA, as well as those who have already earned a degree in their professional field but would benefit from academic training in the applications of college student personnel administration to their current professions.

The program CSPA seeks to: 1) apply an interdisciplinary approach to understanding the field of Student Affairs; 2) provide an opportunity for student to engage in significant study and practice within the field; and 3) prepare students for professional positions in the field of Student Affairs.

The program CSPA collaborates closely with our sister program in Conflict Analysis and Resolution and the University's Division of Student Affairs. The Division of Students Affairs serves as a host site for practicum and other hands-on training opportunities.

The Graduate Certificate in CSPA consists of eight courses (24 credits). Students who decide to continue their studies may apply to the M.S. in College Student Affairs program (CSA).

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



Students may enroll full or part time, taking three to nine credit hours per term. Students can expect to complete the Graduate Certificate program in 15 months. Summer attendance is mandatory. Students in the CSPA certificate program who are in good standing may speak with the department about the M.S. in CSA.

CSPA students taking online classes are required to attend two Residential Institutes (RI) per academic year on the Fort Lauderdale campus as well as online Web-based courses. Each RI is 5 days long. Currently the RIs are held in February and late September/October. Please visit <http://CAHSS.nova.edu/RI> for current information.

**Degree Plans**

A sample degree plan for a residential student who begins their studies in the Fall term and enrolls in 3 courses per term can be found on the website at <http://CAHSS.nova.edu/programs/macs/resources.htm> Degree plans will be modified based on a student’s enrollment date and pace of study.

**Degree Plan: 24 credit hours**

	<b>Fall (August)</b>	<b>Winter (January)</b>	<b>Summer (May)</b>
<b>Year 1</b>	CSPA 5004: Administration in CSPA  CSPA 5040: Human Factors  CSPA 5001: The 21 <sup>st</sup> Century College Student	CSPA 5100: Mediation Theory & Practice  CSPA 5002: Current Issues & Trends in CSPA  CSPA 5006: College Student & Adult Development	CSPA 5003: The College Student and the Law  CSPA 6130: Practicum I  <b>Graduation and Celebration</b>

**Practicum**

To complete the certificate in College Student, students must complete a total of 65 hours of practicum. Students are responsible for documenting practicum hours, and must have these hours verified and signed by an on-site supervisor. The practicum experience is designed to provide students with an experiential opportunity to utilize student affairs theory and practice within a diversity of professional settings. Students will have the opportunity to apply theoretical concepts within a practical framework.

Students complete one practicum during their course of study. Practicum I is comprised of the course as well as field experience. Thus students are dually mentored by a course professor as well as a site supervisor. The field experience provides students with the opportunity to explore a breadth of student affairs functions and gain exposure, knowledge and experience in the variety of programs and services that make up a college/university division of student affairs: residential life, housing, career services, student union, student activities, leadership development, recreation and wellness, volunteer services, special events, judicial programs and the office of the dean of students.

The courses provide a framework for students to integrate and process their practical experiences through the lenses of theory and research. They also help students create a

career plan. Practicum experiences may take place at Nova Southeastern University or another college or university.

Some practicum sites require a background check before the practicum placement can begin. Generally the background check is done at the student's expense and should be done as soon as possible before the practicum term.

The department has a CSA Practicum Handbook and Practicum forms accessible through the website at: <http://CAHSS.nova.edu/programs/macs/resources.htm>. DMS has a Practicum Advisor available to assist students and general Practicum Advising sessions are held each term.

## **Graduate Certificate in Family Studies**

The Graduate Certificate in Family Studies is designed to train individuals who want to work with families in a variety of contexts: as educators, community organizers, legal professionals, child-care workers, or EAP counselors. Human Relations professionals, business managers or supervisors, among many others, would also benefit from the application of systemic family principles to their efforts. The curriculum includes coursework on systemic thinking in family studies, topics in human and family systems development, gender issues, sexuality issues, violence in the family, and diversity issues.

This program takes advantage of our school's unique access to a multidisciplinary faculty, incorporating coursework in peace studies, violence prevention, consultation, school systems, and business systems. Our multidisciplinary approach prepares students to apply knowledge about family systems directly to their work environment and demands.

The Graduate Certificate Program in Family Studies is a 24 credit hour program (8 courses). Students who decide to continue their studies in Family Therapy may be able to apply some of these credit hours toward the M.S., Ph.D., or D.M.F.T. in Family Therapy if accepted into the program.

Students may enroll full or part time, taking three to nine credit hours per term. Students can expect to complete the Graduate Certificate program in 10-15 months depending on the pace of study. Summer attendance is required.

### **Degree Plans**

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

**Sample Degree Plan: 24 credit hours**

	<b>Fall (August)</b>	<b>Winter (January)</b>	<b>Summer (May)</b>
<b>Year 1</b>	SFTM 5310: Introduction to Systems Theories  SFTM 6331: Diversity and Psychosocial Issues  SFTM 5320: Introduction to Marital & Family Therapy  <i>or</i>  FSHC 6400: Understanding Human Systems in Health Care Settings	SFTM 5350: Research in Marital & Family Therapy  SFTM 6332: Human Sexuality and Gender  Elective	SFTM 5311: Substance Abuse/Addiction and Critical Issues in Systems Theory  SFTM 6320: Assessment in Marital & Family Therapy        <b>Graduation and Celebration</b>

\*Electives are available depending on student needs to fulfill the certificate requirements.

**Graduate Certificate in Family Systems Health Care**

The Graduate Certificate in Family Systems Health Care offers students the fundamental applications of systemic family therapy in health care settings, including the discipline of medical family therapy.

The Graduate Certificate in Family Systems Health Care is appropriate for professionals who have already earned or are earning a graduate degree in their professional field, family systems, or related fields and who would benefit from an academic study of the applications of systemic thinking and strength-based models of relational and family systems that can be applied in health care and medical settings.

The Graduate Certificate in Family Systems Health Care focuses on the relationships between psychosocial medicine and biomedicine in the treatment and prevention of illness and disease. This program prepares professionals to offer systemic thinking in a variety of settings, including private practices, hospitals, community clinics, primary care/specialists' offices, health care and managed care agencies and organizations.

Specific areas of study include adjustment patterns of patients and their families to chronic and acute illnesses; models of integration and collaboration among medical systems and other health care professionals; the role of the family health care provider in the continuum of services; the politics and economics of health care; understanding human systems in health care; and brief interventions and systemic assessments useful in the treatment and care of patients, their families, and interactions within the health care milieu.

The Graduate Certificate in Family Systems Health Care consists of eight courses (24 credits), which include biopsychosocial and systemic theories, relationship skills, professional issues, and health care systems. The program is offered in a distance-learning, online format, and some courses may also be available in a residential format. This flexible format allows mid-career working adults, and those unable to attend on-campus programs,

to study in a creative, rigorous, and structured fashion. Students enrolled in the online program will be invited to participate in Residential Institutes on the main campus two times per year as part of their practical experience and add to their collaboration with co-professionals. Residential students in the family therapy master's or doctoral degrees can take their practicum experiences to apply their clinical and relational skills at a health care internship site. A minimum of 200 clinical hours, along with approved supervision, are required for this certificate.

Students must have a bachelor's degree and 3.0 GPA to apply. Students may enroll full or part time, taking 3 to 9 credit hours per term. Students who attend full time can expect to complete the program in 1 or more years, depending on pace of study. Students who complete Graduate Certificate in Family Systems Health Care courses online may wish to attend the Residential Institutes to further add to their collaboration with co-professionals and further their studies. Summer attendance is required based on course offerings.

### **Degree Plans**

A sample of a degree plan is shown for a full time student who begins studies in fall term. Degree plans will be modified based on a student's enrollment date and pace of study. To complete the requirements for the Graduate Certificate in Family Systems Health Care, students must take 24 credit hours. Additional electives may be taken based on a student's interests with the approval of the program director.

Students in graduate programs (i.e., M.S. in Family Therapy, Ph.D., or D.M.F.T. in Family Therapy) that include the following courses can transfer up to 9 credit hours into this certificate program:

- SFTM 5010: Introduction to Systems Theory
- SFTM 5321: Theories of Marital & Family Therapy
- SFTM 6320: Assessment in Marital & Family Therapy

Electives are available and are based on a student's interests (i.e., Clinical Practicum III; Gerontology, others).

Two External Practicums are required to meet the requirements of placement in a medical setting to experience a collaborative learning process to combine theory and practice in a setting based on student interest. The Internship Coordinator facilitates site locations and contracts to support clinical placement(s). A minimum of 200 clinical hours are required to meet this certificate requirement, along with one hour of supervision from an AAMFT Approved Supervisor, as well as supervision by a medical professional. Students register for two terms of External Practicums. Clinical and supervisor hour forms are available on the CAHSS M.S. student resources website.

**Sample Degree Plan: 24 credit hours**

	<b>Fall (August)</b>	<b>Winter (January)</b>	<b>Summer (May)</b>
<b>Year 1</b>	SFTM 5310: Introduction to Systems Theory (may be transferred in)  FSHC 5000: Family Systems Health Care I  FSHC 5500: Politics and Economics of Health Care Systems	SFTM 5321: Theories of Marital & Family Therapy (may be transferred in)  FSHC 5010: Family Systems Health Care II (Grief and Loss across Cultures)  FSHC 6400: Understanding Human Systems in Health Care Settings  FSHC 5100: External Practicum I	SFTM 6320: Assessment in Marital & Family Therapy (may be transferred in)  FSHC 5300: Integration and Collaboration Among Health Care Systems  FSHC 5110: External Practicum II  [*Electives offered each term]

*\*Electives can be created to fit student interests.*

**Graduate Certificate in Gerontology**

**Overview**

Our certificate program offers an 18 credit, six course curriculum, which covers the major areas of Gerontology. These six areas provide professionals already working in the fields of human services, health care, long term care, senior housing, or any other area in which older adults are served, the opportunity to augment and/or enhance their expertise about aging. The professional with this expertise will be better equipped to work with the broad range of interdependent issues that older adults experience, as well as allow for advancement in a career in which aging is a focus.

**Admissions Requirements**

The Department of Justice and Human Services accepts applications to the Master's and Graduate Certificate programs from any person who possesses, or is in the process of completing a bachelor's degree from a regionally accredited university. Applicants must complete all bachelor's degree requirements before beginning graduate studies.

1. Complete online application form.
2. Baccalaureate degree from a regionally accredited institution. Official transcripts from all schools attended and/or agency evaluation of foreign degree.
3. A grade point average (GPA) of 3.0 or higher in the last 60 semester hours of undergraduate coursework or a master's degree with an overall GPA of 3.0 or better; or a total score of 300 or higher on the combined verbal and quantitative sections of the Graduate Record Exam (GRE) taken within the past five years, or other similar measures.
4. Personal statement (300 word minimum) why you are interested in the program to which you are applying for, as well as your professional goals, your assessment of

your abilities to manage the challenges of graduate and/or certificate work, and any other information you would like to provide. The personal statement helps us get to know you beyond the objective data provided in review of your course grades and other objective information. It also demonstrates your ability to communicate your thoughts in a professional, organized and succinct manner.

5. Two academic or professional letters of recommendation.
6. Official transcripts from all colleges and universities attended.
7. TOEFL score (if applicable)
8. An interview may be required for admission to the program.

### **International Students**

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

Applicants who have attended foreign universities or colleges are required to have their academic credentials evaluated for U.S. institutional equivalence. While there are several credential evaluators, the most widely used companies are listed below or visit NACES. International students are encouraged to contact the Office of International Student Services at (954) 262-7240 or 800-541-6682, ext. 27240, or by email at [intl@nova.edu](mailto:intl@nova.edu), or visit our International Students Page.

### **Transfer Students**

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

### **Curriculum**

- GERO 5200: Concepts and Controversies in Aging (3 credits)
- GERO 5300: Humanities and Aging (3 credits)
- GERO 5400: Sociology of Aging for Future Leaders (3 credits)
- GERO 5500: Psychology of Aging (3 credits)
- GERO 5600: Biology of Human Aging (3 credits)
- GERO 5700: Aging and Diversity (3 credits)

## **Graduate Certificate in National Security Affairs**

This program is designed for professionals in the field seeking career advancement, those who aspire to enter the field, individuals in related professions, and those retired from the military and government seeking consulting and other positions. Examples of potential students include personnel in the military, federal, state and local governments, law

enforcement, corporations, and academia, as well as recent college graduates. For students with a graduate degree or pursuing a graduate degree in another field, this would be a valuable complement to their existing program.

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

The Graduate Certificate in NSA consists of five courses (15 credits). There are four required courses and the fifth course is an elective selected from any of the four concentrations in the MS in National Security Affairs. Students who are in good standing in the NSA certificate program may speak with the department about the MS in NSA.

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

**Degree Plan: 15 credit hours**

Below is a sample degree plan for a student who begins their studies in the Fall term and enrolls in 2 classes per term. Degree plans will be modified based on a student’s enrollment date and pace of study.

	Fall (August)	Winter (January)	Summer (May)
Year 1	NSAM 5001: Current & Historical Issues  NSAM 5002: Terrorists & Terrorism	NSAM 5003: National Intelligence Collection  NSAM 5004: Border Protection & Military Issues	NSAM Elective

**Graduate Certificate in Peace Studies**

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

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

the use of culturally informed methods for transforming oppressive situations. Students are trained to identify, assess, and create interventions that respond to the desire for justice and peace.

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

The Graduate Certificate is a 24-credit program. Students can tailor the Graduate Certificate to their interests. The program is offered in both residential and distance learning formats. These flexible formats allow mid-career working adults and those unable to attend the on-campus program, to study in a creative, rigorous, and structured fashion. Students enrolled in the online program participate in Residential Institutes on the main campus twice per year, as well as online Web-based courses.

Students may enroll full or part time, taking three to nine credit hours per term. Students who attend full-time can expect to complete the program in 10 months. Part-time students will complete the program in 19 months. Summer attendance is mandatory.

**Degree Plan: 24 credits hours**

Below is a sample of a degree plan for a full-time student who begins their studies in the fall

	<b>Fall (August)</b>	<b>Winter (January)</b>	<b>Summer (May)</b>
<b>Year 1</b>	CARM 5000: Foundations and Development of Conflict Resolution  CARM 6120: Culture and Conflict  CARM 6170: Violence Prevention and Intervention	CARM 5020: Theories and Philosophies of Conflict and Peace  Elective #1  Elective #2	Elective #3  Elective #4  <b>Graduation and Celebration</b>

term. Degree plans will be modified based on a student’s enrollment date and pace of study. To complete the requirements for the Graduate Certificate in Peace Studies, students must take 12 credits of electives (4 courses) approved by the department as Peace Studies curriculum.

**Graduate Certificate in Qualitative Research**

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

Students may take three to six credit hours per term. Students can expect to complete the QRGP in one to two years depending on their pace of study. Students in the program who are in good standing and wish to pursue a master’s degree may apply to the department for



acceptance into the Master of Arts in Cross-disciplinary Studies (MACS). Twelve (12) QRGP credits are eligible for consideration for transfer of credit (TOC) into MACS as concentration courses or as an elective provided they meet other TOC requirements. (See Transfer of Credit requirements). MACS students can take QRGP course as a part of their course of studies.

**Degree Plans**

A sample degree plan for a residential student who begins their studies in the Fall term and enrolls in 2 courses per term can be found on the website at <http://CAHSS.nova.edu/programs/macs/resources.htm>. Degree plans will be modified based on a student’s enrollment date and pace of study.

**Degree Plan: 18 credit hours**

Fall (August)	Winter (January)	Summer (May)
QRGP 6300 Foundations of Qualitative Research	QRGP 6301 Qualitative Data Collection	QRGP 6305 Qualitative Research Design
QRGP 6302 Qualitative Data Analysis I	QRGP 6303 Qualitative Data Analysis II	Elective
		<b>Graduation and Celebration</b>

**Graduate Certificate in Solution Focused Coaching**

Coaching, as an alternative to psychotherapy, is a growing field. According to the Canadian newspaper The National Post, personal coaching (which includes life coaching, career coaching, college coaching and health and wellness coaching) is the second fastest growing profession in Canada, second only to information technology. Here in the United States, the profession has also seen considerable growth. Our family therapy program is nationally and internationally known for expertise in solution focused therapy, which is an excellent fit with the brief, goal oriented nature of personal coaching. We offer this certificate to those seeking a career as professional personal coaches.

**Curriculum Requirements**

The Graduate Certificate Program in Solution Focused Coaching is a 15 credit hour program (five courses). Students who decide to continue their studies may be able to apply some of these credit hours toward the M.S., Ph.D., or D.M.F.T. in Family Therapy, if accepted into the program.

SFTM 5310	Introduction to Systems Theories
SFTM 6333	Theories of Personality and Psychopathology
SFTM 5335	Human Development Across the Life Cycle
SFTM 5357	Developing a Private Practice in Coaching and Therapy
SFTM 5358	Solution Focused Coaching

## **Post Baccalaureate Certificate in Paralegal Studies**

### **Overview**

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 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**

### **Certificate Requirements**

- [LEGS 1150](#): Introduction to Law and the Legal Profession (3 credits)
- [LEGS 2100](#): Legal Research and Writing (3 credits)
- [LEGS 3050](#): Criminal Law and Procedure (3 credits)
- [LEGS 3210](#): Computer Applications for the Legal Profession (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)

The academic program and curriculum requirements listed on this page are from the 2015-2016 edition of the NSU Undergraduate Student Catalog. Students are bound by policies and curricula published in the catalog in effect the semester they enter the university, unless an agreement is made with appropriate NSU administration officials allowing them to abide by policies published in a later catalog.

**GRADUATE MINOR AND DUAL  
DEGREE  
PROGRAMS**

## **ABOUT OUR GRADUATE MINORS**

Graduate minors foster pluralistic academic exposure and intellectual exchange. Many fields have become multidisciplinary and multi-professional. From a career angle, employers nowadays look for well-versed, well-rounded, versatile employees who can deal with ever-changing, multidimensional marketplaces. Graduate minors are areas of inquiry supplemental to the major graduate studies connected with other disciplines or professions. Graduate minors consist of 12 credits over and above a student's major program requirements. The graduate minors are obtainable for NSU graduate students in good academic standing, pending class seat availability. Please visit the website at <http://CAHSS.nova.edu/programs/minors/index.htm>.

### **Graduate Minor in Conflict Resolution Studies**

Offered through the Conflict Resolution Studies (DCRS), the graduate minor in Conflict Resolution Studies emphasizes the theories and philosophies of disputing, justice, equity, and nonviolence. It is designed to introduce knowledge of the conflict resolution field and to provide foundations for academic and professional growth. It is offered in both a residential and distance learning format. The DCRS graduate minor is designed for non-major students who are interested in getting a foundational exposure to the conflict resolution field. Applicants from any disciplinary or professional backgrounds are welcome.

#### **Curriculum (12 credits):**

Required:

- CARM 5000: Foundations and Development of Conflict Resolution and Peace
- CARM 5040: Human Factors

Choose Two:

- CARM 5020: Theories and Philosophies of Conflict
- CARM 5100: Mediation Theory and Practice (Prerequisite: CARM 5000 and 5040)
- CARM 5140: Negotiation Theory and Practice (Prerequisite: CARM 5000 and 5040)
- CARM 6000: Organizational Conflict: Theory and Practice (Prerequisite: CARM 5000, 5040)
- CARM 6120: Culture and Conflict: Cross-Cultural Perspectives
- CARM 6170: Violence Prevention and Intervention (Prerequisite: CARM 5000)

### **Graduate Minor in Family Systems**

The Graduate Minor in Family Systems in the Department of Family Therapy (DFT) is designed to introduce students to systems theory and how it is used to help individuals, couples, and families. Students taking this minor are prepared to better understand how family dynamics play a role in shaping individual and group behaviors in and outside of clinical settings. The courses are designed to familiarize students with some of the core concepts associated with systemic approaches to facilitating interpersonal change and development. Students will have a better understanding of how a systemic approach to interpersonal relationships can benefit families, communities, and large social systems.

#### **Curriculum (12 credits):**

Required:

- SFTM 5310: Introduction to Systems Theories
- SFTM 5320: Introduction to Marital and Family Therapy
- SFTM 5321: Theories of Marital and Family Therapy

Choose one:

SFTM 5330: Group Psychotherapy

SFTM 6331: Diversity and Psychosocial Issues

SFTM 6332: Human Sexuality and Gender

SFTM 6374: Human Development Across the Life Span

## **ABOUT OUR DUAL DEGREE PROGRAM**

### **M.S. in Conflict Analysis and Resolution/J.D. OR Ph.D. in Conflict Analysis and Resolution/J.D.**

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

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

## **ABOUT CAHSS-BASED EXPERIENTIAL TRAINING AND COMMUNITY SERVICES**

### **Advanced Bowen Family Systems Training Project/Workshops**

In conjunction with the Western Pennsylvania Family Center, CAHSS and the Department of Family Therapy has teamed up to present a series of Advanced Bowen Family Systems workshop trainings to members of the South Florida family therapy community, at no cost to the participants. These workshops are conducted at the training center of the WPFC in Pittsburgh, Pa., and are simultaneously broadcast electronically to the campus of Nova Southeastern University. These feature nationally and internationally renowned practitioners and experts in Bowen Family Systems theory who share their knowledge and expertise on various areas of family functioning and clinical practice. The electronic format allows for interactive question and answer sessions with the presenters, and exposes both students and members of the South Florida family therapy community to gain access to highly specialized professional resources. After the formal presentations conclude a "locals only" discussion follows, facilitated by a member of the Department of Family Therapy faculty.

### **Brief Therapy Institute and Family Therapy Clinic**

The Brief Therapy Institute (BTI) is South Florida's primary training center for brief counseling and family therapy, as well as the community service provider for the Department of Family Therapy. Since 1988, BTI has provided affordable, innovative, culturally-sensitive counseling services to thousands of tri-county residents of diverse ethnic and cultural backgrounds, religious affiliations, and sexual orientation.

Located in the Maltz Building on NSU's main campus, BTI offers individuals, couples, and families a sliding-fee schedule, convenient times for appointments, and quick access to therapeutic treatment.

Much of the therapy at BTI is provided by practicum teams, each comprised of an AAMFT approved faculty member and up to six graduate student therapists. As one of the team members, a designated primary therapist works directly with the clients, the others join the supervisor in an observation room behind a one-way mirror. The two rooms are connected by telephone, so, as the session proceeds, the supervisor and team may call the therapist, make observations and pose questions.

Such "live supervision" of cases serves multiple purposes. The primary therapist receives ongoing, immediate feedback on his or her work. Team members behind the mirror are able to experience the session without having to conduct it, allowing them to learn from an intense, but non-demanding perspective. The supervisor is able to see clearly what the therapist is doing and how the clients are responding, making it possible to offer clear and relevant support and direction. And the clients are able to receive cutting-edge, non-pathologizing therapeutic involvement from committed professionals, helping them to resolve personal problems and interpersonal conflicts.

Our advanced doctoral students have an opportunity to participate in a more independent practicum which offers more flexibility for scheduling and seeing clients while still working with a supervisor and team. A wide variety of individuals, couples, and families are seen at BTI. We work closely with our community service providers to become a therapeutic resource for children and families facing, multiple issues, veterans, couples, and extended families. Issues may include school-related issues, reunification, substance abuse challenges, pre-marital, divorce, grief and loss, and other therapeutic issues. For more information, visit <http://CAHSS.nova.edu/BTI/>.

### **Center for Applied Research on Substance Use and Health Disparities**

The principal mission of the Center for Applied Research on Substance Use and Health Disparities (ARSH), is the production, dissemination, and utilization of scientific knowledge in the areas of substance abuse, health risk behaviors, and health disparities among vulnerable populations. Areas of special interest include:

- The etiology, patterns and consequences, and prevention and treatment of drug and alcohol abuse;
- The epidemiology of HIV/AIDS and other sexually transmitted infections, and the prevention of such infections among highly vulnerable populations;
- The prevalence and patterns of health disparities among affected subpopulations, and the development and testing of new approaches to intervention.

ARSH is part of the Department of Justice and Human Services at CAHSS. The Center is headed by Dr. Steven P. Kurtz (Ph.D., Sociology from Florida International University). In addition to an office at the NSU main campus in Ft. Lauderdale, ARSH maintains both an administrative office and a field office, which houses the day-to-day operations of extramurally funded grants, in Miami. <http://arsh.nova.edu/index.html>)

### **Community Resolution Services**

Community Resolution Services (CRS) offers trainings and workshops, as well as facilitation and other services, to individuals, families, groups, and communities. CRS is an in-house practicum site available to students in DMS/MACS and DCRS. CAHSS students that are not engaged in practicum may apply as volunteers. CRS supports students who intend to enhance their skills and who want to participate in projects and activities rich with prospects for professional development. It also offers needed services to the community, at either no cost or based on a sliding fee scale. This enables our underserved community members to access and participate in conflict resolution services.

CRS offers professional opportunities in the community for students who want to enhance their skills beyond the classroom. It also offers opportunities for faculty to mentor students while enhancing their own practice skills.

CRS maintains a variety of projects including the VOICES Family Outreach Project; CRPS Project (Community Resources, Partnerships and Solutions); CRS Training and Consulting Project and Peace Place. Peace Place is a unique, long-term collaboration between CRS and the Broward County Library System. The library provides a public forum and CRS uses Peace Place as an opportunity to share important research, information, and skills with the community.

For more information about CRS, please contact the CRS Coordinator at [crs@nova.edu](mailto:crs@nova.edu).

### **Equine Assisted Family Therapy Outreach**

In collaboration with Stable Foundations, an equine assisted therapy practice within the local community, the Department of Family Therapy offers opportunities for master's and doctoral students to serve as clinical interns, offering equine assisted family therapy for individuals, couples, and families. Integrating the systemic theoretical foundations that are the hallmark of the family therapy program with the practice of equine assisted therapies, this collaborative effort provides a unique clinical opportunity for students. Clinical supervision is provided by Dr. Green and by licensed mental health professionals affiliated with Stable Foundations. Additionally, the Department of Family Therapy offers an Equine Assisted Family Therapy course to both Master's and Doctoral students. Taught by Dr. Shelley Green, Professor of Family Therapy, the course offers students the opportunity to both learn about

and practice equine assisted family therapy, and to utilize the equine model to enhance and reflect on their own clinical strengths and approach.

### **Suicide and Violence Prevention**

NSU's commitment to collaboration is clearly evidenced by the Office of Suicide and Violence Prevention. Dr. Douglas Flemons, CAHSS Professor of Family Therapy, co-directs the office with Dr. Scott Poland, CPS Professor of Psychology. The office, which reports to the Division of Clinical Operations, is also staffed by a post-doc psychologist and a graduate assistant. Drs. Flemons and Poland and their staff offer trainings throughout the campus on suicide prevention, suicide assessment, stress reduction, and time management, and their website at <http://www.nova.edu/suicideprevention/> provides resources for campus based *and* online students, faculty, and staff. The office is just completing a 3-year SAMHSA grant that funded the creation of three video-supported Blackboard training modules on suicide prevention and assessment, designed to assist in the creation of a human safety net for the entire NSU community. Drs. Flemons and Poland, co-PIs for the grant, were assisted by the grant coordinator, Dr. Erin Procacci, and by creative consultant Dr. David Spangler, a professor and administrator in the Fischler School of Education.

### **Systemic Change in Schools**

Under the direction of NSU faculty and the Broward school district's office of Diversity and Multicultural Affairs, master's and doctoral level family therapy interns provide mentoring, family therapy and consultation to public schools serving an at risk population. For 2012/2013, the program will serve four elementary and three middle schools. The program has received district wide recognition, and has resulted in a publication in Family Therapy News, two national presentations and several dissertation projects.

### **Community Outreach**

CAHSS has developed a verity of community outreach projects within the departments and in the community. These projects are developed for the students to advance their academic and experiential learning. Please visit our website for detailed information <http://CAHSS.nova.edu/>.

## **STUDENT SERVICES**

### **CAHSS Student Government Association**

The CAHSS Student Association (CAHSS SGA) is an organization whose goal is to unify the student body by building learning communities through social activities, academic events, and clubs, etc. The CAHSS SGA consists of the Executive Board (President, Vice-President, Treasurer, and Secretary) and Representative Council (Student Representatives from each department, International Student Representative and Online Student Representative). Elections are held in April for these offices. A CAHSS faculty member serves as SGA Advisor. Please visit <http://CAHSS.nova.edu/sa/officers.htm>.

### **Graduate Assistantships**

Each department offers some graduate assistantships (GA) for doctoral students. GAs must be enrolled as full time students in an on-campus degree program at the CAHSS, maintain a minimum 3.5 GPA, and remain otherwise in good academic standing. The GA's duties may include but will not be limited to assisting the faculty member in developing and conducting research, preparing and facilitating grants and contracts, conducting research relevant to course preparation, and community outreach. Positions will be for a 10-20 hours per week.



Compensation is hourly at \$15/hour. Continuation of the assistantship may be reviewed after each term based on the student's academic performance and performance as a GA. Students enrolled in the M.A. in Cross-disciplinary Studies are eligible to apply for the GA position with the department. The same guidelines seen above apply.

Students enrolled in the programs in College Student Affairs are eligible for GA positions through NSU's Division of Student Affairs. GA's in these positions work closely with the Dean of Student Affairs and other campus life administrators. Please visit <http://www.nova.edu/cwis/studentaffairs/> for more information.

### **NSU Student Support**

Nova Southeastern University provides extensive student support through its Office of Enrolled Students. For detailed information on Financial Aid, Registration, Student Accounts, Technology, and other student services, please visit <http://www.nova.edu/resources/current-students.html>.

### **Scholarships**

Students are encouraged to seek internal and external scholarships. CAHSS provides an online database of organizations that fund social science and humanities programming and research. Please visit <http://CAHSS.nova.edu/Downloads/PDF/scholarships/scholarship-funds.pdf> for more information.

In addition, NSU has several scholarship programs administered through the Office of Student Financial Assistance.

Please visit <http://www.nova.edu/financialaid/scholarships/index.html> for more information.

### **Career Development Program and Career Connections**

The College is concerned not only with students' academic progress, but also with their career development. Whether a student is a master's student newly graduated from college or a student with significant professional experience, their career objectives and goals will likely change during this program as opportunities increase and horizons are expanded.

Students' academic studies will expose them to theories and concepts that may prompt them to see themselves in professional areas that had never been considered before; maybe had never even heard of before. If a student is uncertain of the best way to obtain information about new career possibilities or how to best link electives and practicum opportunities to this goal, the CDP can provide the support needed through its informative resources.

Students very often can work in positions across many professions maximizing their unique inter-professional and interdisciplinary training and skills. The field of college student affairs (CSA) involves not only colleges and universities, but touches upon related organizations and communities. The field of national security affairs (NSA) offers career opportunities in the public and provides sectors and requires the ability to critically analyze intelligence information, understand historical and contemporary issues informing the field, and to perform textual analyses. Our students have many creative options, but there is much to learn about these options.

Students' previous educational, professional, community, and volunteer experiences, coupled with their own unique personality, style, and people skills, will point toward specific opportunities. The student's career development plan is therefore a unique design with

specialized long- and short-term objectives and goals. The student's goals today will likely be different from the goals he or she will have a few years from now, so this plan must be fluid and must reflect the student's academic and professional growth.

The Career Development Program works with NSU's Office of Career Development. Career Cafes are opportunities to meet practitioners and learn more about specific career paths and opportunities. We bring in local professionals and encourage our students to work closely with staff in NSU's Office of Career Development. The Career Connection is an online resource for DMS students and alumni, providing lists of jobs, hyperlinks, resource lists, references to helpful books and materials, and periodically offers online chats and workshops. In order to participate in Career Connections you must be our student or graduate and you must request to be added to the web environment. You may visit NSU's Office of Career Development at: <http://www.nova.edu/career/index.html>

### **The Writing Lab**

CAHSS provides free writing assistance for students through The Writing Lab. The lab is offered weekly on campus, online via Blackboard, and as a live online chat. There are also workshops scheduled each term on various writing topics, including at each Residential Institute. For more information please contact the Department of Multidisciplinary Studies.

### **CAHSS Online**

In an effort to offer students, graduates, faculty, and staff greater access to important information, CAHSS provides a comprehensive World Wide Web homepage (<http://CAHSS.nova.edu>), which contains all the necessary information. The CAHSS Web pages are home to a number of unique online resources created and developed here at the school. The following is a list that students may find useful and interesting:

- Career Development Program
- CAHSS Dialogs
- Brief Therapy Institute
- Community Resolution Services
- Community Outreach
- Employment Opportunities at CAHSS:  
<http://CAHSS.nova.edu/AboutCAHSS/employ.htm>
- NSU Distance Library Services: <http://www.nova.edu/library/electlib/>
- NSU Computer Help Desk: <http://www.nova.edu/help/>

### **Student Evaluation of Classes and Practicums**

At the end of each term, students are given the opportunity to provide the program with their comments about the courses they took. The student's anonymity is strictly protected in the following ways: a) no names are required on the evaluation; b) all evaluations are completed on a secure website; c) faculty members do not receive an overall summary of the evaluations until after grades have been submitted to the Registrar. Student feedback is welcomed and considered very valuable.

## **CAHSS Faculty, Staff, and Administration**

For a full list of the College of Arts, Humanities, and Social Sciences faculty, staff, and administration please visit <http://cahss.nova.edu/index.html#tabs1-grad>.

## COURSE DESCRIPTIONS

*All courses are in numerical order, three credit hours, unless otherwise indicated.*

### Ph.D. in Conflict Analysis and Resolution

#### **CARD 5000 - Foundations and Development of Conflict Resolution & Peace Studies**

This course outlines the substantive themes, history, origins, contexts, and philosophical foundations of conflict resolution, healing, peacemaking, and problem solving. Students will examine levels of interventions and processes in the field of conflict resolution. Offered all terms.

#### **CARD 5040 - Communication Dynamics in Dispute Resolution: The Human Factor**

This course presents communication theories relevant to conflict resolution as well as theories about understanding, analyzing, and managing conflict. The course focuses on the human and emotional aspects of conflict, and includes the influence of gender and culture. This course is pragmatic as well as theoretical, and presents communication and conflict resolution models in a practice-based approach. Offered all terms.

#### **CARD 5100 - Mediation Theory and Practice**

This course examines theories, methods, and techniques of mediation. Students will have the opportunity to demonstrate their knowledge of mediation skills.

Prerequisites: CARM or CARD 5040. Offered fall and winter.

#### **CARD 5140 - Negotiation Theory and Practice**

This course examines conflict intervention from the perspective of the disputant/negotiator. The integration of theory and practice will emphasize the tactics, strategies, and operations of effective and ineffective bargaining/negotiating behavior. The course develops negotiator skills and knowledge, leading to collaborative-based actions and solutions.

Prerequisites: CARM or CARD 5040. Offered winter.

#### **CARD 6120 - Culture and Conflict: Cross-Cultural Perspectives**

This course examines the nature and meaning of conflict, conflict management techniques, and the assessment of conflict situations from a cross-cultural perspective. Explores various models for training third parties to function effectively in handling disputes where cultural differences are a significant factor. Also addresses various theoretical and practical implications of indigenous conflict management techniques and beliefs found in different cultural settings. Offered fall.

#### **CARD 6130 - Practicum I: Supervised Field Experience**

This course is a field research project that incorporates classroom knowledge and real-world settings. Students will demonstrate their ability to apply theory to practice and analyze situations utilizing knowledge from previous course work.

Prerequisites: CARM 5000 or CARD 5000, and CARM 5040 or CARD 5040, and CARM 5020 or CARD 7040 AND 1 of the following CARM 5100, CARM 5140, CARM 6140, CARD 7020. Offered all terms.

#### **CARD 6140 - Facilitation Theory and Practice**

This course develops students' skills in working with groups. It incorporates theories and models of group dynamics, facilitation, and group development, as well as workshop

development and delivery. This course uses a practice-based approach, including role-plays and workshop presentations. Prerequisites: CARM or CARD 5040. Offered fall and winter (online) and summer (on-campus).

**CARD 6160 - Practicum II: Supervised Field Experience**

Continuation of CARD 6130 Practicum I: Supervised Field Experience. Prerequisite: CARD 6130. Offered fall and winter.

**CARD 6170 - Violence Prevention**

This course examines various theories of human aggression and violence, exploring their underlying assumptions about human nature and the causes of violence. Also included is an introduction to a range of violence intervention and prevention approaches developed for use at the interpersonal, intergroup, and societal level. Offered summer and fall.

**CARD 6601 - International Conflict Resolution**

This course reviews international conflict resolution in many settings and includes informal mediation by private interveners and scholar-practitioners; formal mediation by individual, regional, transnational, and international organizations; and mediation within small and large states. Offered occasionally.

**CARD 6602 - Resolving Environmental and Public Disputes**

This course focuses on the theoretical bases, practical applications, process orientations, and actual intervention into complex multiparty, multi-issue public disputes. Focus is on social/environmental interactions and sources of political and economic conflict over human health environmental protection and natural resource scarcity. Offered occasionally.

**CARD 6604 - Gender and Conflict**

This course examines gender roles in conflict and how conflict is experienced and perceived by men and women. Course material includes feminist theories, men's studies, religion, literature, history, anthropology, film, television, psychology, the justice system, and alternative dispute resolution. Offered occasionally.

**CARD 6605 – Institutional Assessment in Conflict Resolution Practice**

This course will introduce students to the field of institutional assessment and planning, emphasizing the higher education environment and its unique challenges. Students will explore the functions of educational institutions across systems, develop an understanding of the concepts of institutional assessment and administrative issues in higher education, learn to use core technologies and methodologies for research applications, and build experience navigating the political and interpersonal dynamics that promote effective institutional assessment. Offered occasionally.

**CARD 6606 – Advanced Mediation Skills**

This course will oblige students to examine conventional wisdom and the students' own beliefs to develop a more sophisticated understanding of the potentials and limits of mediation in a wide variety of contexts. The course will cover selected mediation issues and skills in more depth than possible in an introductory survey of mediation. Students will analyze issues such as convening mediations, eliciting and satisfying interests, maintaining impartiality, dealing with power imbalances, handling apparent impasses, identifying and handling various ethical problems, and writing agreements. Students will also discuss practical aspects of operating a practice such as getting clients, billing, developing good relationships with other professionals, and creating standard forms. Prerequisites: CARM or CARD 5100. Offered occasionally.

**CARD 6607 – Ethno-political and Community-Based Conflicts**

This course introduces the major methods used by states, international organizations, and conflict resolution practitioners to eliminate, manage, and resolve ethnic and community-based conflicts. Case studies are used to explain conflict escalation and de-escalation, and mechanisms of conflict intervention. Offered Yearly.

**CARD 6608 - Nonviolent Social Movements**

This course focuses on 20th-century nonviolent social movements such as the women's rights and suffragist movement; Gandhi's prolonged struggle against British colonialism; Martin Luther King, Jr., and the American Civil Rights movement; the American peace movement against the war in Vietnam; and the nonviolent movements that resulted in the end of communist rule in Eastern Europe. Offered occasionally.

**CARD 6610 – Family Violence: The Effects on Families, Communities and Workplaces**

This course explores the overall effects of trauma and violence on individuals, families, communities, and the workplace. Issues of abuse, violence, and systemic responses are explored in relation to their effect on individual behavior, family dynamics, service provision, and community systems. Methods for identifying such issues in the context of family mediation and other types of conflict intervention are explored. Offered occasionally.

**CARD 6611 – Race and Ethnic Relations in America**

This course examines the social constructionist approach toward the study of racial and ethnic conflict and conflict analysis in the U.S. It is designed to assist students in increasing their ability to analyze racial issues from a historical and contemporary perspective, and to explore the basic theoretical paradigms that have been used to conceptualize the idea of race and ethnicity from the 19<sup>th</sup> century to the present. The course will also explore the effects of contemporary policies in addressing racial and ethnic inequities, and strategies to combat racism. Offered occasionally.

**CARD 6613 – Arbitration Theory and Practice**

The purpose of this course is to help understand the theory and processes of arbitration for a wide variety of cases. This course will cover the nature, enforceability and scope of arbitration clauses; other requirements to arbitrate; the powers of arbitrators; issues that typically arise in arbitration; the conduct of arbitration hearings; the remedies available in awards under federal and state law; and proceedings to confirm or to modify or vacate arbitration awards. Offered occasionally.

**CARD 6614 - Workshop Development**

This course helps students to create a connection between the graduate program and professional life by learning how to create, develop, and present workshops and training in the field of conflict resolution. Students will learn concepts and principles necessary to create and design workshops for adults and for children. Students will actually develop and present workshops in class in order to gain experience, have a finished product, and get valuable feedback from participants. Offered occasionally.

**CARD 6618 - The Reflective Practitioner: Consulting, Conflict, and Change in Organizational Settings**

A hands on, clinically based course in which students will form consulting teams (like in consulting firms) and actually do consulting in the community. Offered occasionally.

**CARD 6619 - Strategic Community Planning and Partnerships**

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

**SHSS 6620 - Academic Writing**

A user-friendly seminar on how to write clear, unpretentious academic prose. Covers technical issues—sentence structure, punctuation, tenses, idea development—in a non-technical manner. Includes strategies for creating and editing manuscripts and for researching, organizing, and writing literature reviews. Offered all terms.

**CARD 6621 – Introduction to Human Rights**

This course provides students with an introductory survey of political, philosophical, historical, economic, and legal considerations related to fundamental human rights concepts. Students will examine human rights issues in both domestic and international arenas. In particular, the course addresses the issues of the ideological and cultural origins of human rights theory; the sources of rights and rights violations; the impact of the nation-state system, governments and other institutions (such as corporations, churches and universities), and domestic and foreign policies particularly of the U.S.) on human rights law and enforcement. Finally, students examine the wide variety of political, civil, economic, social and cultural rights warranting protection. Offered Yearly.

**CARD 6623 - Practicum III**

This course is a more advanced field research project that incorporates classroom knowledge and real-world settings. Students will demonstrate their ability to apply theory to practice and analyze situations utilizing knowledge from previous course work. Program approval required. **Department approval required.** Offered occasionally.

**CARD 6624 - Advanced Practicum**

This practicum experience is a faculty-driven experience in which a faculty member will design a project in conjunction with another organization or university and students selected for the practicum will work on that project with the faculty member. The project may also entail a one to two week mandatory field experience in which students and the faculty member will work on the project on location. Students will be responsible for their expenses. Students will apply for this practicum and must be selected. Offered occasionally.

**CARM 6625 Field Studies Practicum**

The Global Field Studies Practicum Course in Conflict Resolution incorporates a field-immersion component as part of this practicum course. It is developed around principles of multidisciplinary conflict analysis, management, and resolution which promote scholarship of engagement in communities through research, education, and practice. This course provides a solid knowledge base by the application of conflict resolution concepts through experiential learning that lead to professional development. The field experience enhances students' cross-cultural skills, appreciation and understanding of diversity and global issues. During the course students are exposed to a diverse community of researchers, practitioners, policy makers, who share with students their experience and career journeys. The course provides for the enhancement of students' career development

plans and requires the completion of all required practicum forms and paperwork. For their final project students are expected to work with a partner organization developing research, training, or consultancy projects where students apply theoretical concepts within a practical framework.

### **CARD 6626 - Conflict Resolution for the School and School System**

This course is designed for anyone in a position to influence school policy, practice, and decision-making, from within or as a consultant. The course takes a systems approach to resolving conflicts within the school and school system, applying conflict analysis and conflict resolution models to conflict situations, using negotiation, mediation, and facilitation processes, developing a conflict resolution culture throughout the system, providing training for parents, teachers, students, and school board. The course also examines methods to manage conflict, including using conflict resolution practices in crisis situations, and mediating and negotiating with parents, teachers, administrators, and students. The course uses a case study method. Offered Yearly.

### **CARD 6627 - Conflict Resolution and Peer Mediation for Students: Elementary, Middle and High School Levels**

This course is designed to bring conflict resolution and peer mediation training to students at the classroom, school, or school system level with the objective of transforming student/classroom/school conflict resolution culture. Students will examine the elements of conflict resolution and peer mediation curricula, materials and resources in the field, and current research. Students will also do original curriculum/peer mediation design by integrating state-of-the-art thinking in conflict resolution methods, theories, and research into the design, implementation, and institutionalization of conflict resolution and peer mediation programs. Offered yearly.

### **CARD 6630—Foundations of Genocide**

This course is a survey of the causes, forms, and nature of genocide. The course addresses the complexities in differentiating human rights violations and crimes against humanity, from genocide and government sponsored mass murder. Theoretical and applied cases studies will facilitate student engagement. The course will serve as an introduction to the theories and applied practices utilized in analyzing acts of genocide. Issues addressed throughout the course will include: genocidal intent, eugenics and genocide, demographic purging, as well as mass and public extermination.

### **CARD 6633 - International War and Resolution**

This course focuses on various aspects of international war and peace. Topics of discussion include defining war, historical patterns of warfare, motivations to engage in such conflict, as well as efforts to deter or resolve international war. Offered yearly.

### **CARD 6634 - Metropolitan Conflict**

This course will explore historical and theoretical explanations for the different types of conflict prevalent in various metropolitan areas. A series of case studies, focusing on both cities within the United States and abroad, students will explore such topics as the role of ethnicity in conflict, structural inequalities of the system, urban/suburban relations, urbanization, and metropolitan growth and development. Offered occasionally.

### **CARD 6635 - Advanced Facilitation: Facilitating Complex Group Problem Solving**

This course focuses on facilitation in complex problem situations. The focus will be on intercultural settings. Various approaches to complex facilitation are introduced, with special attention to dealing with difficult parties and principles of Interactive Management (IM). This course will provide students with the skills necessary to perform a facilitation

workshop with a computer-assisted program developed to resolve complex problems. Students will gain experience as participants in problem-solving sessions, which they will study and analyze. Class sessions will consist of role-plays, discussion and analysis, and presentation of information. Prerequisites: CARD 6140. Offered occasionally.

**CARD 6638 – Conflict and Crisis Management: Theory and Practice**

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

**CARD 6639 – Organizational Conflict Intervention**

This course will explore the diagnostic techniques and tools necessary to assess organizational conflict, and tools necessary for successful intervention. Offered yearly.

**CARD 6640 – Critical Incidents Response**

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

**CARD 6641 – Conflict and Crisis Negotiation**

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

**CARD 6643 - Social Aspects of Terrorism**

In the last fifteen years we have seen a significant surge in acts of terrorism. Today, terrorism plays a significant role in international and domestic politics and affects each of us in varying degrees. This course is an advanced seminar dealing with terrorism. It is imperative that we understand terrorism, the history of terrorism, the types of terrorism, the terrorist, his motivations, and the causes and consequences of terrorism. This course examines a wide range of topics in order to provide you with a deeper understanding the phenomenon of terrorism. We will engage in a thoughtful and in-depth examination of the definitions, causes, and consequences of terrorism, as well as consider the different means to countering terrorism. We will evaluate the domestic and international causes and effects of terrorism, state-sponsored terrorism, and suicide terrorism. We will examine and evaluate how terrorists raise, store, spend, and transfer their financial resources. Offered occasionally.

**CARD 6644 - Consulting with Leaders in Organizational Conflict: A Four Frame Approach**



Studies clearly show that successful leaders of twenty-first century organizations need to make sense of complex conflict situations before taking action. This course will combine theory and practice to equip students to assist organizational leaders in developing both diagnostic and behavioral sophistication by using multiple frames before taking action. Participants will engage in both classroom learning, on-line assistance, and leadership coaching with a client and organization of their own choosing. Offered yearly.

### **CARD 6645 – Indigenous Systems of Conflict Resolution**

This course is designed to make contributions to the field by exploring the processes of conflict resolution and peacemaking as practiced by the indigenous communities around the world. Class members will engage in an in-depth exploration of techniques of peacemaking, as practiced in various parts of the world. Offered yearly.

### **CARD 6646 – The Anthropology of Peace and Conflict**

This course will explore the social dynamics of disputing and undertaking detailed examinations of specific cases. By examining diverse expressions of conflict and different means of controlling it, students will deepen their understanding of conflict analysis and broaden their perspectives on how disputes can be managed. Course topics will include the cooperative and aggressive components of human nature, the social construction of violence, genocide, and war, and the relationship between conflict resolution, social control, inequality, and justice. Offered occasionally.

### **CARD 6647 –Risk Management for Organizations**

This course examines risks across all types of organizations, including healthcare. The course will outline various types of risk exposures including pure, operational, project, technical, business, and political. Students will learn how to develop a systemic risk management program for any organization through risk identification, qualitative impact analysis, quantitative impact analysis, risk response planning, and risk monitoring. Offered yearly.

### **CARD 6648 – Researching Conflict**

In this course, students and instructors will together conceptualize, design and carry out a mixed methods research study on a topic connected to violence. The students and instructors will decide on a research problem to be studied. The goal of the elective is to help students deepen their understanding of quantitative and qualitative research and hone their research skills. The course will be a collaborative effort, building on the experience, knowledge, expertise, and interests of all of the participants. Offered yearly.

### **CARD 6650 - International Negotiation: Principles, Processes, and Issues**

This course describes and analyzes the major principles, processes and issues of international negotiation in the twentieth and twenty-first centuries. It seeks to provide students with the analytical tools and skills required to explain and predict the outcome of specific (bilateral or multilateral) negotiations through the study of various explanatory factors, including: stability and change in the structure of the existing "international system"; the individual characteristics of the nations-states parties (power/capabilities, interests, culture/values, negotiating styles, etc.); the strategic and tactical moves of those considered as "key player"; as well as the role of smaller states and non-state actors. Offered yearly.

**CARD 6651- Theories of Ethnicity and Nationalism**

This course is foundational for theoretical understandings of ethnicity and nationalism. Students will analyze general theories from key debates and critically examine various points of view in relation to defining boundaries, conflict, context, difference, identity, migration, minority/majority, race, and tribalism in regard to ethnicity, as well as community, fantasy, ideology, neo-Marxism, modernism, perennialism, political, primordialism, semiotic, sociocultural, socioeconomic, imagination, invention, and tradition in association with nationalism and nationalists, and the entwinement and interrelation between all of these prevalent notions and themes. Upon completion of the course students will better grasp ethnic belonging, ethno-nationalist conflict, and intra/inter-group disputes from the standpoint of applied theory, cultural relativity, and humanism. Offered yearly.

**CARD 6652- History, Memory & Conflict**

Why do certain cycles of violence and revenge seem to be passed down from generation to generation? How do we in the present remember and interpret the traumas and conflicts our society endured in the past, and how might this lay the groundwork for the conflicts of today? By exploring the significance of history, memory, and cognition, this course provides the most recent theoretical debates on these issues and their significance for understanding why populations persist in a state of violence. Questions to be considered include: how does the past become relevant to the present, and how do we as peace-builders respond to interrupt cycles of historical violence? Others are: how is the past re-invented, mythologized about, and re-imagined? How do the powerful manipulate collective memory to perpetuate cycles of violence? Why does memory have such an important role in the persistence of intractable hostilities and how does the learning of violence become transmitted from one generation to the next? Using cutting-edge theories and case studies from today's headlines, and incorporating tools of practice such as art and storytelling, this course will empower students to be a part of peace-building in the context of entrenched historical conflict.

**CARD 6653 – Conflict in Conservation and Development**

This course examines conflict in conservation and development. It covers theoretical frameworks and introduces participatory tools that will enable students to more effectively analyze and address situations of conflict in conservation and development initiatives. The course familiarizes students with concepts and methods from natural resource management, sustainable livelihood systems and collaborative learning approaches. Offered occasionally.

**CARD 6654 - Islam, Conflict, and Peacemaking**

This course will provide a historical overview of Islam, including an introduction to belief systems, the different branches of the faith and schools of Islamic law with a special emphasis on Muslim doctrines related to conflict and peace. It will include the contemporary era and investigate Muslim engagements with modernity and discuss the varied responses and perspectives. There will some discussions of international relations, but the course will also emphasize micro level issues. Students will have the opportunity to develop research projects designed to extend their understanding of Islam and its potential as a resource for peace building. Offered occasionally.

**CARD 6655 -The Interdisciplinary Writer**

This course is designed to assist graduate students in creating essays, thought papers, and other pieces of writing that reach an intended audience with clarity, skillful craft, and purpose. It includes reading and writing assignments for an academic setting focused on interdisciplinary perspectives. Students will be expected to participate in class discussions

and improvisational writing exercises. Because this is a writing course, rather than just a course about writing, there will be a workshop component to the class. This means that all participants will bring in copies of their work to share to develop writing strengths and skills, improve editing abilities, and better understand how an author's writing and those of others a piece's purpose, its organizational structure, level of craft execution, authorial voice, and engagement of the audience. Offered occasionally.

**CARD 6656 - Gender, Conflict and International Development**

This course provides the student with essential understanding of the factors that shape the social, political and economic roles of women and men in developing countries. The course covers the concepts of gender in conflict resolution and peace building by examining women and men's human rights and security, and the consideration of gender within developmental policies and provides an overview of concepts and gender analysis frameworks from a historical perspective. Students examine specific projects aimed at integrating women into community development. Offered occasionally.

**CARD 6657- Conflict Coaching Theory and Practice**

This course examines the growing use of conflict coaching as a conflict intervention process and introduces different models and related theoretical foundations. The integration of theory and practice will emphasize the various stages including identity framework, narrative, needs assessment, goal setting, and feedback, utilizing a relational and systems orientation. The course develops coaching skills, strategies, and knowledge, and uses a practice-based approach, including role-plays and case studies. Offered yearly.

**CARD 6658 - Transformational Narratives**

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

**CARM 6659 - Conflict and Peace Building in Africa**

This course examines conflict and peace building dynamics in the African continent. Its content includes a survey of contemporary macro-level conflicts in Africa and an examination of their historical and more immediate causes. Class participants will explore the causes and effects of such conflicts and investigate prospects for constructive transformation. Past and ongoing resolution and peace building efforts will be discussed, and class members will propose a peace building strategy for a case of their choice. Offered occasionally.

**CARD 6660 - Conflict Management in Groups: Overt and Covert Dynamics**

The purpose of this course is to provide participants with knowledge, skills and attitudes to be effective in groups with an emphasis on analyzing and managing overt and covert conflict. The course also examines issues of communication, leadership, power and authority in relation to group and interpersonal effectiveness. This course enables participants to cope with complex issues as they emerge in the natural life of small groups, large groups and organizations. Learning about group life is gained through direct experience in a temporary learning organization created in the course. The course is

designed as a living laboratory where members can experience and explore group life as it occurs. Offered occasionally.

#### **CARD 6661- Middle Eastern Conflict**

This graduate seminar explores the many different types of conflict found in the Middle East. It seeks to provide students with the analytical tools and skills required to explain the causes, understand the actors, and analyze and/or predict the outcomes of specific Middle Eastern conflicts. To meet these objectives we will evaluate broad types of Middle Eastern conflict such as religious, ethnic, and cultural, militarized conflicts, civil wars, and occupations. We will also evaluate Middle Eastern conflict negotiation, the Middle East peace process, why negotiation and peace has failed, and what needs to be done so that Middle East peace could be achieved. Finally, we will look at the future of Middle Eastern conflicts. Offered occasionally.

#### **CARD 6662 - Political Violence**

Political Violence is a graduate seminar that explores the many different types of political violence; specifically looking at revolutions, terrorism, and transitional-institutional political violence. This seminar examines a wide range of topics in order to provide the student with a deeper understanding of political violence. We will engage in a thoughtful and in-depth examination of the definitions, causes, and consequences of political violence, as well as consider the different means to countering political violence. Offered occasionally.

#### **CARD 6664 - Restorative and Transitional Justice**

This graduate seminar explores the theory and practice of both restorative justice and transitional justice. This seminar provides students with an in-depth understanding of the theory upon which restorative justice and transitional justice practice rest. Various forms of practice, stemming from diverse practice settings, are also examined, including: victim-offender mediation, victim-offender dialogue in cases of severe violence, family group conferencing, peacemaking circles, and restorative justice practice in schools. The seminar offers students opportunities to role-play and practice restorative justice skills. Forms of transitional justice are also surveyed, particularly truth and reconciliation commissions and their work around the globe. Offered occasionally.

#### **CARD 6665 - Irish Social Conflict**

This graduate seminar explores conflict at the societal-level in Ireland. Two case studies will be used to investigate Irish conflict. First, the conflict over Northern Ireland will be examined. In this conflict, students will consider Ireland's historical conflict with Britain and how it led to the conflict between Irish Catholics and British Protestants in Northern Ireland. Then the current conflict dynamics and those of the recent past will be considered, culminating in the Good Friday Agreement and the relative state of peaceful co-existence that exists today. Different conflict resolution strategies employed in the conflict will also be examined (like the use of restorative justice). The course will also examine the intra-Irish social conflict between the settled Irish and the Irish travelers. The travelers had a historic role as tin smiths in Irish society but, as this livelihood was left behind, their nomadic lifestyle and different culture led to a broad, long-term societal conflict between themselves and the settled Irish. This seminar will explore this conflict and consider current conditions of travelers, some of the underlying drivers of the conflict (like culture and power differences), and some of the ways that travelers have attempted to protect their culture and lifestyle in Ireland (such as through the traveler's social movement). Offered occasionally.

**CARD 6666 - Social Advocacy/Patients Clients**

This course examines strategies for developing advocacy toward marketing ideas, achieving buy in from others and shaping opinion. It includes strategies for developing advocacy on behalf of patients and clients in other settings as well as teaching individuals and other groups how to best advocate for themselves. The course will draw upon research in the fields of persuasion, power relations, and public advocacy. Topics covered will include: developing messages, context of communicating messages, emotional tenor of advocacy and creating a persuasive message. Offered occasionally.

**CARD 6667 - Transitional Justice**

War and large scale violence deeply scar individuals and societies. Peace does not come with the silencing of the guns and the danger of conflict resurgence is extremely high in the immediate aftermath of hostilities. Long term resolution of conflicts requires that the damage of past conflicts be addressed so as to enable societies to progress into peaceable, just futures. Transitional Justice has grown into a new subfield of study and it addresses some deeply challenging questions arising out of violence. How can societies torn apart by war, genocide, atrocities, and dictatorships emerge into a new and brighter future? Can people and citizens deeply scarred by violence learn to forgive, forget and/or co-exist? Or does true healing require punishment, vengeance, and retribution for crimes past? In this class we balance moral, legal, and psychotherapeutic theories against the realities of historical and contemporary examples. We will examine the solutions proposed so far including the International Criminal Court, Truth Commissions, Memorializations, Reparations etc. We will look at some specific exemplars such as South Africa, Bosnia-Herzegovina, Sri Lanka, Canada, Argentina and others. Offered occasionally.

**CARD 6668 - Organizing Nonviolent Social Change**

This is a practice course that aims to provide students with the skills necessary to make nonviolent social change happen. It grows out of experiences in legislative advocacy in Washington DC and community mobilization on conflict resolution and federal appropriations allocations for HIV Aids programming. Students will explore some of the practicalities of nonviolent social action and how to participate more effectively in initiatives. Cases of nonviolent struggle, principles of strategy, and the techniques and methods of nonviolent action will be covered. Some skills covered will be: How to frame messages for mobilization, how to raise funding (including taking advantage of internet use), how to work with the media etc. Students will be assigned skill based exercises like creating posters (hard copy or electronic), writing talking points for legislative testimony etc. We will use strategies from Gene Sharp and Saul Alinsky (tutor to Hillary Clinton and President Obama). Offered occasionally.

**CARD 6669- Peace Education**

This course will introduce students to the central concepts, theories, current debates and cutting-edge practices as regards peace education. Essential questions include what peace education is, experiential learning, how do faculty design curriculum around peace education, how faculty can address nonviolence in the classroom, best practices in assisting students to understand the role of power and inequalities in conflict, and how to facilitate student (and teacher) understanding of entrenched historical conflicts. Offered occasionally.

**CARD 7001- Doctoral Seminar**

This course is designed to provide support, information, resources, coaching and feedback to doctoral students in preparation for the qualifying examination. Primarily, the course focuses on preparation for the qualifying examination and assisting students in organizing

their resources and time. Prerequisites: CARD 6130 and CARD 6160; CARD 7500 and CARD 7510; or CARD 6130 and CARD 7500. Offered all terms.

**CARD 7020 – Systems Design: History and Contemporary Practice**

An examination of concepts of dispute resolution systems design. Includes the influence of organizational culture and prevailing social and cultural norms on the design and implementation of dispute resolution systems. Explores dispute resolution systems for neighborhoods, religious organizations, ethnic groups, business associations, and other settings that have relatively clear boundaries and shared norms. Offered summer.

**CARD 7040 - Theories of Conflict and Conflict Resolution I**

This course examines macro and micro theories from social science disciplines about the nature of conflict and various approaches to conflict resolution. Offered winter.

**CARD 7050 - Theories of Conflict and Conflict Resolution II**

Continuation of CARM 5020 or CARD 7040. Prerequisite: CARD 7040. Offered summer.

**CARD 7090 - Quantitative Research I: Methods and Tools**

Covers a range of quantitative research methods and designs including questionnaires, interviews and surveys, sampling, attitude and rating scales, tests of statistical significance, experiments, and the basics of descriptive statistics and univariate analysis. Offered fall.

**CARD 7100 - Quantitative Research II: Analysis and Statistics**

This course explores various methods of analyzing and presenting quantitative research data. Includes common concepts and techniques for analyzing results of surveys and experimental research projects: computer statistical programs and an in-house database, bivariate and multivariate analysis, index and scale development, and more advanced techniques such as regression analysis. Prerequisite: CARD 7090. Offered winter.

**CARD 7110 - Qualitative Research Methods I**

This course provides an introduction to the qualitative research traditions and the philosophical and ethical considerations in conducting this type of research. The course explores a range of qualitative data collection with a focus on ethnography and biography. These are two of the five major traditions to be explored in this two-course series. Techniques used to research conflict and conflict resolution, including in-depth interviews and participant-observation, data collection and analysis, as well as review of relevant research literature in the field. Offered fall.

**CARD 7120 - Qualitative Research Methods II**

This course continues the exploration of qualitative research with a special focus on three of the five qualitative traditions, phenomenology, the case study, and grounded theory. Such traditions will also explore how to research conflict and conflict resolution. In addition, elements of the qualitative research proposal will be discussed and practiced such as formulating an abstract, research problems, research questions/ objectives, and methodological analysis. Prerequisite: CARD 7110. Offered winter.

**CARD 7250 - Public Policy**

Analysis of current policy issues in the field of conflict resolution with an emphasis on the design, implementation, evaluation and analysis of legislation, including state and local policy initiatives in Florida, the United States, and abroad. Offered summer.

**CARD 7500 - Teaching and Training**

An introduction to teaching and training. Reviews instructional models and teaching literature with emphasis on teaching the adult learner.

Prerequisites: Prerequisites: CARD 5000 and CARD 5040 and CARD 7090 and CARD 7110 and CARD 7040, AND 2 of the following: CARD 5100, CARD 5140, CARD 6140, and CARD 7020. Offered fall.

**CARD 7510 - Teaching and Training Practicum**

Provides an opportunity for supervised teaching and training experience in graduate, undergraduate, continuing education, video and curriculum development, seminar, online course delivery, and/or workshop instruction in conflict resolution or related field. Prerequisite: CARD 7500. Offered winter.

**CARD 7900 – Dissertation**

Focuses on the development, writing, and defense of the dissertation. When approved, students register for at least three credits per term for a minimum of 12 credits. Prerequisites: successful completion of all coursework, the qualifying examination, and the approval of the Program Director and Dissertation Committee. Prerequisite: CARD 7901, 6900. Offered all terms.

**CARD 7901 – Dissertation Preparation**

This course is designed to provide structure and guidance for students entering the dissertation stage of the doctoral program. Emphasis in the course will be on the steps necessary to prepare a draft dissertation proposal including research design, research tools, literature review, theoretical perspectives, and the design of research questions. Students in the class, in consultation with their dissertation chairs, will develop progress timelines and will be apprised of all the related policies and procedures for dissertation study. The course will utilize a facilitative approach and will employ peer review. Offered all terms.

**Independent Study in Conflict Analysis and Resolution**

An independent study is developed with a faculty of choice. This can be made available to students nearing the end of their course work and are experiencing extenuating circumstances. A request for independent study is to be made prior to the term in which it is to be taken as approval is needed from the department chair.

**Doctor of Philosophy in Criminal Justice Course Descriptions****Core Courses (33 Credits Required: Students must complete all 11 core courses)****CJI 700 Theories of Crime (3 credits)**

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

**CJI 701 The Police and Society (3 credits)**

A social psychological examination of current issues and problems in municipal law enforcement, including topics such as the informal exercise of police authority, police role conflict, the relative significance of law enforcement and social services and interactional dynamics of police subculture.

**CJI 702: Criminal Law (3 credits)**

The criminal justice system is based upon substantive and procedural criminal law, criminal procedures and criminal rights with emphasis on constitutional theory and practice.

**CJI 703: Applied Statistics I (3 credits)**

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

**CJI 704: Applied Statistics II (3 credits)**

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

**CJI 705: Qualitative Methods (3 credits)**

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

**CJI 706: Research Methods I (3 credits)**

The overall purpose of this class is to familiarize the student with the language and major issues confronting criminal justice research and researchers. As such, students will learn the basic rudiments of social science inquiry with special focus on how one conceptualizes a problem, uses theory to structure research questions, designs a method to examine the



problem and answer the questions of interest, and implements that research approach. This is the first of a required two course sequence. In addition to class exams, during this semester students will begin the design of one research project.

**CJI 707: Research Methods II (3 credits)**

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

**CJI 708: Program Evaluation I (3 credits)**

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

**CJI 709: Program Evaluation II (3 credits)**

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

**CJI 710: Data Analysis and Interpretation (3 credits)**

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

**Specialty Tracks (15 Credits Required: Choose one track and complete the 5 courses within that track).**

**Track I: Organizational Leadership**

**CJI 8110 Criminal Justice Organization and Management: (3 credits)**

Students will explore various organizational systems such as information and communication, policy, politics and accountability, power and influence, finance, budget

and stewardship and decision-making and conflict resolution. Topics to be explored include the identification of innovative approaches currently being implemented or that may be required; "best practices" and "innovative excellence", the application of change theory for new approaches, and the exploration of leadership initiatives and strategies.

**CJI 8120 Criminal Justice Organizational Planning and Change:** (3 credits)

To be an organizational leader demands an understanding of the basic principles and practices underlying the management of large and diverse organizations. The contrast of management of stability and control with the management of chaos and instability suggests different techniques of leadership and management. Students will explore various organizational systems such as information and communication, policy, politics and accountability, power and influence, finance, budget and stewardship and decision-making and conflict resolution. Topics to be explored include the identification of innovative approaches currently being implemented or that may be required; "best practices" and "innovative excellence", the application of change theory for new approaches, and the exploration of leadership initiatives and strategies.

**CJI 8130 Ethical Practices in Criminal Justice Leadership:** (3 credits)

This course explores the role of ethics in criminal justice service and policy. The course is designed to empower emerging leaders to be prepared for ethical issues and conflicts that are likely to arise in the field of criminal justice. Participants will explore various concepts, such as what ethics is, what morality is, how does morality and realism affect criminal justice policy decision makers, and in what practical situations have ethics become an issue in criminal justice. Students will have the opportunity to evaluate a variety of ethical conflicts in criminal justice, and the results of those implementations.

**CJI 8140 Current Trends and Issues in Criminal Justice Organizations:** (3 credits)

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

**CJI 8150 Advanced Study: Ideas, Issues and Practices in Criminal Justice:** (3 credits)

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

**Track II Behavioral Science**

**CJI 8210 Risk Assessment** (3 credits)

One of the most controversial areas in forensic psychology is the ability of mental health professionals to predict violent behavior. This course will review the controversy from a historical point of view, and then look at the different methods of assessing the potential for violent behavior. The course will conclude with a discussion of ethical issues involved

in the assessment of violent behavior, such as harm to others, and making statements based on insufficient information.

**CJI 8220 Gender Violence: Domestic Violence & Sexual Abuse** (3 credits)

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

**CJI 8230 Mental Health Courts and Therapeutic and Restorative Justice** (3 credits)

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

**CJI 8240 Sexual Offenders** (3 credits)

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

Learning Outcomes

**CJI 8250 Psychological Issues for Children and Adolescents in the Legal System** (3 credits)

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

as to the special needs of these justice involved youth as well as assist the judge in meeting the legal standards.

### **Track III Juvenile Justice**

#### **CJI 8310 Contemporary Challenges in Juvenile Justice Leadership:** (3 credits)

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

#### **CJI 8320 Legal and Ethical Issues in Juvenile Justice:** (3 credits)

This course examines contemporary legal and ethical issues from the perspective of their integration into the practice of leadership in juvenile justice systems. Students will research a variety of topics, including institutional values and ethical decision making processes, punishment and treatment of the juvenile offender, criminal culpability, police handling of juveniles, the juvenile court, and juvenile corrections and rehabilitation.

#### **CJI 8330 Comparative Juvenile Justice Systems:** (3 credits)

Examines world crime and criminal justice surveys of the United Nations; analyzes the relationship between crime rates and differential juvenile justice systems, as well as socioeconomic development indicators. This course will cover an in-depth analysis of different approaches to law enforcement, juvenile-criminal procedure and juvenile law, and juvenile justice and corrections worldwide.

#### **CJI 8340 Advanced Juvenile Justice Policy:** (3 credits)

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

#### **CJI 8350 Advanced Study: Ideas, Issues and Practices in Juvenile Justice:** (3 credits)

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

### **Dissertation Credits**

12 Dissertation credits required:

#### **CJI 9000 Dissertation I:** (3 credits)

This course provides the student with an opportunity to examine the dissertation process. The course focuses on structure and design of a concept for PhD dissertation research that

includes peer/collegial review and scholarly discourse leading to a draft of Chapter one of the proposal development. (Prerequisites: HSHJ 700-HSHJ 710).

**CJI 9001 Dissertation II (3 credits)**

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

**CJI 9002 Dissertation III (3 credits)**

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

**CJI 9003 Dissertation IV (3 credits)**

Students enroll in this course after enrolling in Dissertation I-III and before they receive final dissertation approval from their dissertation committee.

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

## **Ph.D. in Family Therapy**

**SFTD 5001 - Doctoral Seminar I (1 credit hour)**

General orientation to doctoral studies: Students learn advanced ethics, diversity, and social justice while focusing on research, writing, and library skills necessary for authoring papers in doctoral courses and for publications. Offered fall term.

**SFTD 5002 - Doctoral Seminar II (1 credit hour)**

Continuation of SFTD 5001: Students are introduced to professional development opportunities in diverse settings, specific details regarding professionalism, program and portfolio requirements, internships, and dissertation. Prerequisite: SFTD 5001. Offered winter term.

**SFTD 5003 - Doctoral Seminar III (1 credit hour)**

Continuation of SFTD 5002: Students are tutored in the skills necessary to develop a successful coursework, clinical, and academic/research portfolios as part of the doctoral program requirements. Prerequisite: SFTD 5002. Offered fall term

**SFTD 5004 - Reading/Writing/Editing for Doctoral Scholars**

Excellent reading, writing, and editing skills are essential for family therapists who wish to make scholarly contributions to the field. Researchers, supervisors, and clinicians must be able to compose and publish clear descriptions of their work, and professors and journal reviewers must be able to read with discernment and effectively critique the writings of others. This course develops and hones the necessary skills for making such contributions.

**SFTD 5006 - Introduction to Systems Theory**

This course provides an overview of theories that use metaphors of system, pattern, interaction, and communication to describe human behavior and relationships as well as

the study of the emergence of theories from cybernetics to language studies. Offered each term.

**SFTD 5007 - Research in Marriage and Family Therapy**

This course offers a review of quantitative and qualitative methods of inquiry, as exemplified in recent marital and family therapy research studies. The course focuses on teaching students to be intelligent, critical consumers of research in the field. Offered winter term.

**SFTD 5008 - Introduction to Marital and Family Therapy: Counseling Theories and Techniques**

An introduction and review of the history of marital and family therapy and the clinical approaches of interactional therapies are included in this course. The focus is based on basic therapeutic concepts and skills. Offered fall term.

**SFTD 5009 - Theories of Marriage and Family Therapy**

This course offers a comparative study of theories of marital and family therapy, including systemic, structural, strategic, intergenerational, contextual, behavioral, experiential therapies, and others, and provides a survey of differences in clinical practices. Prerequisite: SFTD 5006. Offered winter term.

**SFTD 5010 - Systemic Family Therapy I**

The study of those systemic therapies informed by cybernetics and oriented to the social organization of communication are included in this course. Emphasizes are placed on the work of the Mental Research Institute and Solution-Focused Brief Therapy. Prerequisites: Core courses and co-requisite SFTD 5006. Offered fall term.

**SFTD 5020 - Systemic Family Therapy II**

This course centers on Narrative Therapy theory and practice. Students will extensively explore assumptions, including distinctions between structuralist and post structuralist thought, which underline this model and contrast with other therapeutic models. Practice methods will focus on various maps and scaffolds which describe and organize Narrative practices. Students will explore the application of these assumptions and practices to a range of therapeutic problems as well as diversity and community issues. Prerequisites include core courses and SFTD 5010. Offered winter term.

**SFTD 5030 - Systemic Family Therapy III**

This course acquaints students with the basic concepts of the natural systems approach to family therapy. Emphasizes are placed on family-of-origin issues, multigenerational systems processes, and biological/evolutionary contributions to the understanding of human systems. Prerequisite: SFTD 5020. Offered fall term.

**SFTD 5036 - Infant Mental Health**

This course is designed to provide students with an introduction to the growing field of infant mental health. Emphasis will be placed on clinical assessment, and treatment of mental health issues among infants and their caregivers within the contexts of social, cultural, and family systems. This course is a preparation for those who may wish to become certified in the area of infant mental health. It will also be useful for those who wish to practice general marriage and family therapy and gain more knowledge of the early parenting years of the family life cycle. Offered winter term.

**SFTM 5037 – Suicide Prevention and Crisis Intervention**

Suicide is one of the most dangerous actions in which depressed people engage that may, in fact, be preventable. This is true for those with suicidal ideation at all ages. This course will help the student learn how to identify the potential for suicide and how to respond and refer. Since suicide is often precipitated by situational crises, early intervention techniques, particularly the identification of suicide potential, is crucial. Suicide ideation is frequently seen in criminal defendants, especially those who make suicide attempts when first admitted to jail or prison. Suicide-by-cop and highly publicized intentional and random multiple shooting events will be studied to better understand the shooter's motivations and early identification. Effective suicide prevention and crisis intervention strategies will be explored. Offered winter term. Offered winter term.

**SFTD 5038 – Military Families**

This course will prepare the student to work with active military and veterans and their families. The course will cover the military culture as it interacts with the dominant culture, and trace the history of cultural conflict between these different ethics. In addition, course material will be presented on PTSD and Acute Stress Disorder as they particularly apply to military situations. The stresses of deployment and reintegration on the spouses and children of military and veterans will also be discussed. The student will become prepared to work in Veterans Administration and Department of Defense settings, after appropriate experience and licensure requirements are met. Offered fall term.

**SFTD 5039 – Collaborative Divorce**

This course will provide information regarding career opportunities for marriage and family therapists working with families transitioning into divorce. The course will cover collaboration with other professionals such as attorneys and mediators. The student will be guided as to how to become certified as a Mediator, Parent Coordinator, Guardian ad litem, or Collaborative Practitioner. In addition, the course will be useful to those wishing to practice general marriage and family therapy, and learn more about the experience of divorce in order to assist their clients. Offered fall term.

**SFTD 5040 - Systemic Family Therapy IV**

Study of the complexities and subtleties of language and the art of therapeutic implication are focused on in this course with discussions on the relationships between hypnosis and brief therapy; draws on the work of Milton Erickson as a primary resource. Prerequisite: SFTD 5030. Offered winter term.

**SFTD 5045 - Group Psychotherapy**

This class is designed to provide an opportunity students and professionals to develop a set of core competencies in general group work from a systemic perspective. These core competencies include knowledge of group theories, common group dynamics, common group types, and legal and ethical issues. During the course students will also be introduced to various specialty/advanced competency areas in group work. The development of core skills will occur through a combination of didactic lecture in group theory, classroom discussion, and an experiential group. Offered summer term.

**SFTD 5046 – Human Development Across the Life Cycle**

Human Development covers the stages of the individual life cycle, and of the family life cycle, in cultural context. The interplay of individual development, unique individual difference, culture, socioeconomic context, and family context, will be considered and integrated with major models of family therapy. Therapy techniques appropriate for each stage of development will be explored. Offered fall term.

**SFTD 5050 – Family Play Therapy**

This course will explore creative means of expression in therapy, including but not limited to art, music, sand tray, puppets and other play related materials. The use of these techniques with children, adolescents, and families will be discussed and practiced. This course is a preparation for those who may wish to focus on working with young children and/or on pursuing certification as a registered play therapist. It will also be useful to the general marriage and family therapist, to add creative techniques to his or her repertoire. Offered summer term.

**SFTD 5110 - Language Systems**

This course locates the practice of therapy within cultural, philosophical, and scientific domains; it uses notions about the relational nature of language as a means of examining, critiquing, and explicating therapeutic practice. Prerequisite: SFTD 5006. Offered winter term.

**SFTD 5120 - Thinking Systems**

The study of systemic theory, particularly the ideas of relationship, difference, and context is the focus of this course, which emphasizes the ideas of Gregory Bateson. Prerequisites: SFTD 5006, SFTD 5110. Offered fall term.

**SFTD 5300 - Legal, Ethical, and Professional Issues in Marriage and Family Therapy**

This course offers an in depth explanation of accreditation and licensure organizations, along with the ethical codes they promote in family therapy and related fields. This includes a review of the therapist's legal responsibilities and liabilities in mental health and family law, insurance claims, and private practice management with inclusion of an overview of professional opportunities in public service and training programs. Offered fall term.

**SFTD 5301 Agency Practice and Organizational Consulting**

This course examines applications of family therapy methods and ideas in community and agency settings including in-home, residential, outpatient and inpatient settings. The course will prepare students to work in the community and learn and refine their skills as related to completing clinical documentation, learning and meeting requirement of different funding sources, preparing safe aftercare and discharge plans and working collaboratively with clients, family and representatives of larger systems involved with such clients. Students will learn about managed care, Medicaid, Medicare, Private Insurance Systems. Students will also learn rules and regulations related to working with different funding sources and Federal and State Funding systems. Students will learn techniques of agency administration and organizational consultation. This course will be useful to those seeking careers in agencies, hospitals, and managed care settings, and for the general marriage and family therapist. Offered summer term.

**SFTD 5311 - Substance Abuse/Addictions and Critical Issues in Systems Theories**

This course addresses the application of modern and postmodern ideas to substance abuse, addictions, and critical issues in the practice of therapy. Emphasis is placed on the application of modern and postmodern ideas to substance abuse, additions, and critical issues based on research, theories, practice, and treatment. Also included are other critical issues of culture, ethnicity, gender, race, religion, violence and other areas of critical concern in social systems. Prerequisite: SFTD 6200. Offered summer term.

**SFTD 5355 – Introduction to Equine Assisted Family Therapy**

This course will provide students with an introduction to all aspects of equine assisted mental health approaches. Beginning with an overview of the rapidly growing Animal



Assisted Therapy field, the course will cover in greater depth equine assisted psychotherapy, team building, and therapeutic riding programs. Through hands-on experience working with horses, students will be introduced to the Equine Assisted Family Therapy model being developed as a collaborative effort between the NSU Family Therapy program and Stable Foundations, an independent equine-assisted therapy program in the community. Offered fall and winter terms.

### **SFTD 5356 – Religious and Spiritual Diversity**

The Religious and Spiritual Diversity course is a basic course on religious/spiritual difference that uses systemic and relational family therapy theory to train mental health professionals in the art and skill of acceptance and respect of other human being's deeply held faith/non-faith beliefs. The instructor will use basic therapeutic skill in creating a class community that is inviting, open, and honoring. Students will be challenged through the use of didactic, experiential, and written activities, related to both personal and professional experiences with religion and spirituality (R/S).

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This course examines applications of family therapy methods and ideas in private practice settings. The course will prepare students to develop a private practice as a marriage and family therapist, as a career/college/health and wellness coach, or both, depending on previous background and additional coursework. Students will learn the basics of developing a referral base, understanding managed care and insurance systems, and developing workshops and community outreach. The ethics of private practice and the need for practitioner self-care will also be stressed. This course will be useful for those planning a private practice career as all or part of their professional journey. Offered summer term.

### **SFTD 5362 – Solution Focused Coaching**

This course prepares the student for professional practice as a solution focused coach. In this course, the distinctions between therapy, education, and coaching are clearly presented, and the student learns basic skills and approaches to solution focused coaching. Students will also be educated on specializations in career, college, health and wellness, and other specific types of coaching practice. Offered summer term.

### **SFTD 5363 Advanced Equine-Assisted Family Therapy**

This course will utilize an equine-assisted, experiential model to provide students with an opportunity to explore and develop their awareness of the Self of the Therapist (SOTT). Additionally, through clinical role-plays incorporating application of MFT theories and models, students will learn to conduct equine-assisted clinical and training sessions with a variety of populations and presenting issues. Students will apply different interventions and activities involving the horses and mock clients in role-play situations, and will be expected to intentionally incorporate a systemic, relational approach in all sessions. The course readings will also integrate concepts from other clinical and theoretical coursework in order to facilitate students' ability to consistently connect the systemic family therapy framework with an equine assisted approach.

### **SFTD 5364 Advanced Narrative Therapy Practices**

This course is designed to provide students with a chance more deeply explore narrative therapy ideas and practices than was possible in Systemic Family Therapy II, and to collaborate on developing skills in ongoing cases.

**SFTD 5410 - Quantitative Research I**

This course covers fundamental concepts and practices in quantitative research method by introducing measurement and statistics, questionnaire development, and experimental and quasi-experimental research designs for the study of human sciences. Exemplary studies from family therapy literature are included. Prerequisite: SFTD 5007 or equivalent. Offered summer term.

**SFTD 6110 – Systems Application in the Family Life Cycle of Aging**

This course will provide a focus on the major concepts of systems thinking as applied to the family life cycle of aging. The class will focus on foundational concepts of systemic theories associated with work of Gregory Bateson, Humberto Maturana, and Heinz von Foester. Students will have an opportunity to explore interactional theories informed by cybernetics, language, and natural systems metaphors in the framework of the aging process. This course will provide not only an opportunity to learn about systemic theories, but also a possibility to reflect on applications of such theoretical concepts while examining the process of aging and family interactions involving older adults. Offered winter term.

**SFTD 6120 – Relationships in Aging**

Multi-dimensional in nature, aging invites diverse health care professionals to work together to examine its various aspects. This course will offer students an opportunity to reflect on diverse relationships among older adults themselves, senior health care consumers and their health care providers, and among various health care professionals who are taking care of the aging population. The role modification in the American household, romantic relationships in later life, and the societal outlook on the process of aging are just a few topics addressed in this class. Students will also examine current needs and requirement of the working environment with older adults, including the subject of integrative primary care and a necessity of a multidisciplinary teamwork. Offered winter term.

**SFTD 6130 – Caregiving in the Family**

Caregiving constitutes a challenging experience for the whole family. This course will provide an opportunity to examine diverse characteristics of the caregivers, emotional and physical issues associated with caregiving, and existing resources implemented to support families and caretakers. In addition, students will have an opportunity to examine the notions of well-being and quality of life as applied to those providing and receiving care. While reflecting on the caregiving process, students will use concepts from such theoretical frameworks as constructivism, social constructionism, and general systems theory to investigate diverse perceptions and ideas about caregiving. Providing theoretical guidelines, this class will also give students a possibility to acquire attuned therapeutic skills to provide assistance to caregivers and their families. Offered summer term.

**SFTD 6140 – Grief and Loss in Aging**

Loss has multiple faces, especially when growing older. The experiences of loss are uniquely tinted by our cultural framework, spiritual beliefs, family traditions, and individual values. This course offers students an opportunity to examine different types of losses in later life, paying particular attention to the concepts of anticipatory and disenfranchised grief. Students explore how loss is perceived among older adults from diverse ethnical and cultural backgrounds, paying particular attention to the variety of mourning traditions. In addition, the concept of resilience is introduced inviting students to become curious about diverse stories of healing. Offered fall term.

**SFTD 6200 – Internal Practicum I - IV**

These four supervised clinical courses consist of the application of systemic therapy ideas and practices at the Department of Family Therapy in house Family Therapy Clinic. Approval needed to register for Internal Practicum IV. Prerequisites: SFTD 5006, SFTD 5008, SFTD 5300. Offered each term.

**SFTD 6320 - Supervision Practicum**

Extensive live supervision and case consultation experience with clinicians in learning systemic therapies is conducted in the DFT in house Family Therapy Clinic. Students receive supervision of their supervision of others by AAMFT faculty supervisors. Faculty approve required.

**SFTD 6321 – Fundamentals of Teaching Marriage and Family Therapy**

This course will introduce students to the fundamentals of teaching Marriage and Family Therapy in both a Graduate and Undergraduate learning environment. It will cover the distinctions between clinical and theoretical courses, practicum instruction, as well as those designed specifically to prepare students for state licensing examinations. Students will be exposed to the basic elements of syllabus construction, the application of evaluative rubrics, and other evaluative teaching mechanisms. They will also be required to demonstrate skills in course planning, lecture construction and delivery. Offered summer term.

**SFTD 6325 Fundamentals of Supervision in Marriage and Family Therapy**

This course is designed to critically examine the most current literature in supervision from the field of Marriage and Family Therapy and assist students in the development of their own supervision philosophy. Practical elements of supervision such as contracts, evaluations, structure, and ethical issues are taught along with the examination of the systemic nature of supervision including isomorphism and diverse contextual variables. This course provides the coursework necessary to become an AAMFT Approved Supervisor as well as a Florida State Qualified Supervisor. This course is designed to be taken by advanced doctoral students in their 3rd summer term.

**SFTD 6410 - Quantitative Research II**

This course provides an overview of the principles and techniques of computer-aided data analysis with an introduction to the use of univariate, bivariate, and multivariate statistics for hypothesis testing. An in-depth look at the theory and assessment of reliability and validity are included. Prerequisite: SFTD 5410. Offered fall term.

**SFTD 6520 - Diversity and Psychosocial Skills**

Human development in the context of family transitions across the life cycle such as childbirth, childhood, adolescence, courtship, marriage, maturity, aging, and death are reviewed. This course focuses on the diversity of psychosocial development across ethnicity, class, gender, race, age, and culture with discussions and implications for interactional therapies and practices. Prerequisite: SFTD 6200 I. Offered fall term.

**SFTD 6530 – Family Therapy Topics**

This course provides in-depth information on special topics on a variety of family therapy issues. Content is determined by the expertise of the instructor. This is a second year course that advances critical thinking and practices across multiple venues. Topics include Advanced Bowen Systems, Couples Therapy, Grief and Loss, International Perspectives in Counseling and Therapy, Introduction to Equine Assisted Family Therapy, Organizational Systems and Consultation, School-based Family Counseling, and others. Prerequisite: SFTD 5040. Offered most terms.

**SFTD 6540 - Independent Study in Family Therapy**

An independent study is developed with a faculty of choice on a mutually determined critical family therapy topic that could include a specific research based or clinical project, or a grant funded research project. This course is generally taken at the end of the second year or later to enhance a student's independent studies and trainings. Prerequisite: Department approval required.

**SFTD 6550 – International Perspectives in Counseling and Therapy**

This course is designed to review issues relevant to the practice of counseling, therapy, and human services work in an international context. Issues explored include: the adaptation of western models of therapy for practice in other countries; immigrant family experiences and the relevance to clinical practice in the U.S.; and global ethical issues in counseling and therapy. Specific cultures reviewed include Mexico, China, Cambodia, South America, and India, and others; designed to appeal to a wide variety of students from various backgrounds. Students will learn to become more sophisticated with regard to their understanding of family functioning and the role of counseling and therapy in an international context. This course is also available as SFTD 6530: Family Therapy Topics. Prerequisite: SFTD 5006, 5008, 5009, 6200 I; II. Offered summer term.

**SFTD 6558 Couples Therapy: Theory and Application**

In this course, students will examine their own experiences, biases and values about couples and working with couples as well as the historical development of couples' therapy. Students will learn current clinical approaches to couples therapy and evidenced-based models for working with couples. Students will examine current couple and marital research as well as assessment instruments used for working with couples. Students will examine specific professional, ethical, and legal issues associated with couples work. Issues of diversity and a commitment to multicultural exploration are demonstrated and interwoven throughout all discussions as students explore specific areas of work with couples such as extra-marital affairs, intimate partner violence, divorce, step-parenting, and health and illness. Offered winter term.

**SFTD 6570 – School-based Family Counseling**

This course offers training to work in educational setting utilizing a brief, solution oriented, and strength-based approaches to school issues. Also, this course will assist those therapists seeking a certified educational planner credential. Prerequisite SFTD 6200-I. Offered summer term.

**SFTD 6590 – Advanced Bowen Systems**

This course advances the study of the concepts of the natural systems approach to family therapy, family of origin issues, multigenerational systems processes, biological/evolutionary constructions to the understanding of human systems and the practical applications across multiple disciplines. This course is also available as SFTD 6530: Family Therapy Topics. Offered summer term.

**SFTD 6600 –Preliminary Review**

The Preliminary Review an organized review of, and personal reflection upon, the collective body of work a student has produced during their progress through their first year. A written self-review of professional growth, personal growth, and responses to challenges, along with other significant contributions is submitted for faculty review. Offered each term.

**SFTD 6630 – Grief and Loss**

The personal beliefs and philosophies regarding dying, loss, and death are explored. Bereavement across the life cycle, including developmental issues relating to adults and children and their understanding of loss are reviewed. The manner in which other cultures create meaningful rituals for life and death will be presented. This course is also available as SFTD 6530: Family Therapy Topics. Offered summer term.

**SFTD 6750 – Clinical Portfolio**

The Clinical Portfolio provides an opportunity for students to demonstrate their clinical competence, creativity, and theoretical clarity in a manner and setting similar to that which could be expected in a job interview situation. This culmination of in-house clinical training allows students to demonstrate the full range and depth of their clinical skills and theoretical knowledge through a written statement of treatment philosophy, case study, and video presentation. Offered each term.

**SFTD 6825 – Academic/Research Portfolio**

The Academic/Research Portfolio is developed as a way for students to demonstrate their academic and professional research accomplishments during the program; to include professional development and career building skills; and participate in academic publishing, research projects, and professional presentations across various venues. All students are required to demonstrate they possess doctoral level competency in both writing and professional presentation skills. Offered each term.

**SFTD 7301 - Assessment in Marital and Family Therapy**

This course provides an overview of methods and instruments used to define problems and indicate solutions; including a comparative study of interactional approaches and individual and family dysfunction assessments. Prerequisite: SFTD 6200. Offered summer term.

**SFTD 7302 - Personality Theories and Psychopathology**

A review of major theories of personality and psychopathology are the focus of this course, emphasizing psychiatric diagnostic classification systems. The study of implications for treatment and comparisons with interactional approaches are included. Prerequisite: SFTD 5006. Offered summer term.

**SFTD 7311 - Human Sexuality and Gender**

This course provides a review of the psychosocial development of sexuality and gender from childhood through aging. Also addressed is a summary of clinical approaches to sexual and gender issues comparing interactional approaches with psychodynamic and behavioral models. Prerequisite: SFTD 5006. Offered winter term.

**SFTD 7350 - Qualitative Research II**

This research course explores how qualitative data are transformed and categorized during description, explanation, and interpretation. Students are introduced to a variety of inductive, deductive, and abductive methods for categorizing meaning and interactive processes. Computer-assisted qualitative data analysis methods are addressed. Family therapy-related studies are offered. Prerequisite: SFTD 6430. Offered summer term.

**SFTD 7360 - Teaching Practicum**

Supervised teaching experience in undergraduate or graduate instruction in family therapy or related field provides students opportunities to develop their pedagogical understanding

of teaching and enhance their teaching skills. Prerequisites: SFTD 6310 and faculty approval. Offered each term.

**SFTD 7410 – Clinical or Research Internship**

The Clinical Internship provides students the opportunity to advance their clinical and practice skills while they complete the clinical requirements for program and clinical requirements for MFT licensure. Students who are already licensed can take the Research Internship to expand their research skills and/or work with faculty on a research project. Faculty approval is required. Prerequisites: Successful completion of the Clinical Portfolio Offered each term.

**SHSS 6620 - Academic Writing (Elective)**

This writing course is a user-friendly seminar on how to write clear, unpretentious academic prose. Technical issues are covered that include sentence structure, punctuation, tenses, idea development and presented in a non-technical manner. The focus includes strategies for creating and editing manuscripts and for researching, organizing, and writing literature reviews. Offered each term.

**D.M.F.T: Doctorate in Marriage and Family Therapy**

**D.M.F.T 5001 - Doctoral Seminar I (1 credit hour)**

General orientation to doctoral studies: Students learn advanced ethics, diversity, and social justice while focusing on research, writing, and library skills necessary for authoring papers in doctoral courses and for publications. Students take this 1 credit course each of their first three terms. Offered each term, first year.

**D.M.F.T 5002 - Doctoral Seminar II (1 credit hour)**

Continuation of D.M.F.T 5001: Students are introduced to professional development opportunities in diverse settings, specific details regarding professionalism, program and portfolio requirements, internships, and dissertation. Prerequisite: D.M.F.T 5001. Offered each term, second year.

**D.M.F.T 5003 - Doctoral Seminar III (1 credit hour)**

Continuation of D.M.F.T 5002: Students are tutored in the skills necessary to develop a successful coursework, clinical, and academic/research portfolios as part of the doctoral program requirements. Prerequisite: D.M.F.T 5002. Offered third year.

**D.M.F.T 5006 - Introduction to Systems Theory**

This course provides an overview of theories that use metaphors of system, pattern, interaction, and communication to describe human behavior and relationships as well as the study of the emergence of theories from cybernetics to language studies. Offered each term.

**D.M.F.T 5007 - Research in Marriage and Family Therapy**

This course offers a review of quantitative and qualitative methods of inquiry, as exemplified in recent marital and family therapy research studies. The course focuses on teaching students to be intelligent, critical consumers of research in the field. Offered winter term.

**D.M.F.T 5008 - Introduction to Marital and Family Therapy: Counseling Theories and Techniques**

An introduction and review of the history of marital and family therapy and the clinical approaches of interactional therapies are included in this course. The focus is based on basic therapeutic concepts and skills. Offered fall term.

**D.M.F.T 5009 - Theories of Marriage and Family Therapy**

This course offers a comparative study of theories of marital and family therapy, including systemic, structural, strategic, intergenerational, contextual, behavioral, experiential therapies, and others, and provides a survey of differences in clinical practices. Prerequisite: D.M.F.T 5006. Offered winter term.

**D.M.F.T 5010 - Systemic Family Therapy I**

The study of those systemic therapies informed by cybernetics and oriented to the social organization of communication are included in this course. Emphasizes are placed on the work of the Mental Research Institute and Solution-Focused Brief Therapy. Prerequisites: Core courses and co-requisite D.M.F.T 5006. Offered fall term.

**D.M.F.T 5020 - Systemic Family Therapy II**

This course centers on Narrative Therapy theory and practice. Students will extensively explore assumptions, including distinctions between structuralist and post structuralist thought, which underline this model and contrast with other therapeutic models. Practice methods will focus on various maps and scaffolds which describe and organize Narrative practices. Students will explore the application of these assumptions and practices to a range of therapeutic problems as well as diversity and community issues. Prerequisites include core courses and D.M.F.T 5010. Offered winter term.

**D.M.F.T 5030 - Systemic Family Therapy III**

This course acquaints students with the basic concepts of the natural systems approach to family therapy. Emphasizes are placed on family-of-origin issues, multigenerational systems processes, and biological/evolutionary contributions to the understanding of human systems. Prerequisite: D.M.F.T 5020. Offered fall term.

**D.M.F.T 5036 – Infant Mental Health**

This course is designed to provide students with an introduction to the growing field of infant mental health. Emphasis will be placed on clinical assessment, and treatment of mental health issues among infants and their caregivers within the contexts of social, cultural, and family systems. This course is a preparation for those who may wish to become certified in the area of infant mental health. It will also be useful for those who wish to practice general marriage and family therapy and gain more knowledge of the early parenting years of the family life cycle. Offered winter term.

**D.M.F.T 5037 – Suicide Prevention and Crisis Intervention**

Suicide is one of the most dangerous actions in which depressed people engage that may, in fact, be preventable. This is true for those with suicidal ideation at all ages. This course will help the student learn how to identify the potential for suicide and how to respond and refer. Since suicide is often precipitated by situational crises, early intervention techniques, particularly the identification of suicide potential, is crucial. Suicide ideation is frequently seen in criminal defendants, especially those who make suicide attempts when first admitted to jail or prison. Suicide-by-cop and highly publicized intentional and random multiple shooting events will be studied to better understand the shooter's motivations and early identification. Effective suicide prevention and crisis intervention strategies will be explored. Offered winter term. Offered winter term.

**D.M.F.T 5038 – Military Families**

This course will prepare the student to work with active military and veterans and their families. The course will cover the military culture as it interacts with the dominant culture, and trace the history of cultural conflict between these different ethics. In addition, course material will be presented on PTSD and Acute Stress Disorder as they particularly apply to military situations. The stresses of deployment and reintegration on the spouses and children of military and veterans will also be discussed. The student will become prepared to work in Veterans Administration and Department of Defense settings, after appropriate experience and licensure requirements are met. Offered fall term.

**D.M.F.T 5039 – Collaborative Divorce**

This course will provide information regarding career opportunities for marriage and family therapists working with families transitioning into divorce. The course will cover collaboration with other professionals such as attorneys and mediators. The student will be guided as to how to become certified as a Mediator, Parent Coordinator, Guardian ad litem, or Collaborative Practitioner. In addition, the course will be useful to those wishing to practice general marriage and family therapy, and learn more about the experience of divorce in order to assist their clients. Offered fall term.

**D.M.F.T 5040 - Systemic Family Therapy IV**

Study of the complexities and subtleties of language and the art of therapeutic implication are focused on in this course with discussions on the relationships between hypnosis and brief therapy; draws on the work of Milton Erickson as a primary resource. Prerequisite: D.M.F.T 5030. Offered winter term.

**D.M.F.T 5045 – Group Psychotherapy**

This class is designed to provide an opportunity students and professionals to develop a set of core competencies in general group work from a systemic perspective. These core competencies include knowledge of group theories, common group dynamics, common group types, and legal and ethical issues. During the course students will also be introduced to various specialty/advanced competency areas in group work. The development of core skills will occur through a combination of didactic lecture in group theory, classroom discussion, and an experiential group (during the second part of each class meeting). Offered summer term.

**D.M.F.T 5046 – Human Development Across the Life Cycle**

Human Development covers the stages of the individual life cycle, and of the family life cycle, in cultural context. The interplay of individual development, unique individual difference, culture, socioeconomic context, and family context, will be considered and integrated with major models of family therapy. Therapy techniques appropriate for each stage of development will be explored. Offered fall term.

**D.M.F.T 5050 – Family Play Therapy**

This course will explore creative means of expression in therapy, including but not limited to art, music, sand tray, puppets and other play related materials. The use of these techniques with children, adolescents, and families will be discussed and practiced. This course is a preparation for those who may wish to focus on working with young children and/or on pursuing certification as a registered play therapist. It will also be useful to the general marriage and family therapist, to add creative techniques to his or her repertoire. Offered summer term.



**D.M.F.T 5110 - Language Systems**

This course locates the practice of therapy within cultural, philosophical, and scientific domains; it uses notions about the relational nature of language as a means of examining, critiquing, and explicating therapeutic practice. Prerequisite: D.M.F.T 5006. Offered winter term.

**D.M.F.T 5120 - Thinking Systems**

The study of systemic theory, particularly the ideas of relationship, difference, and context is the focus of this course, which emphasizes the ideas of Gregory Bateson. Prerequisites: D.M.F.T 5006, D.M.F.T 5110. Offered fall term.

**D.M.F.T 5130 – Crisis Management**

This course provides students advanced skills in crisis management for the expansion of their supervision and training of other professionals. Offered winter term.

**D.M.F.T 5140 – Advanced Micro Skills**

This course provides student the most advanced micro skills in clinical work, providing them the resources for training and overseeing supervisees and become mentors of other mental health professionals. Offered fall term.

**D.M.F.T 5300 - Legal, Ethical, and Professional Issues in Marriage and Family Therapy**

This course offers an in depth explanation of accreditation and licensure organizations, along with the ethical codes they promote in family therapy and related fields. This includes a review of the therapist's legal responsibilities and liabilities in mental health and family law, insurance claims, and private practice management with inclusion of an overview of professional opportunities in public service and training programs. Offered fall term.

**D.M.F.T 5301 Agency Practice and Organizational Consulting**

This course examines applications of family therapy methods and ideas in community and agency settings including in-home, residential, outpatient and inpatient settings. The course will prepare students to work in the community and learn and refine their skills as related to completing clinical documentation, learning and meeting requirement of different funding sources, preparing safe aftercare and discharge plans and working collaboratively with clients, family and representatives of larger systems involved with such clients. Students will learn about managed care, Medicaid, Medicare, Private Insurance Systems. Students will also learn rules and regulations related to working with different funding sources and Federal and State Funding systems. Students will learn techniques of agency administration and organizational consultation. This course will be useful to those seeking careers in agencies, hospitals, and managed care settings, and for the general marriage and family therapist. Offered summer term.

**D.M.F.T 5311 - Substance Abuse/Addictions and Critical Issues in Systems Theories**

This course addresses the application of modern and postmodern ideas to substance abuse, addictions, and critical issues in the practice of therapy. Emphasis is placed on the application of modern and postmodern ideas to substance abuse, additions, and critical issues based on research, theories, practice, and treatment. Also included are other critical issues of culture, ethnicity, gender, race, religion, violence and other areas of critical concern in social systems. Prerequisite: D.M.F.T 6200. Offered summer term.

**D.M.F.T 5355 – Introduction to Equine Assisted Family Therapy**

This course will provide students with an introduction to all aspects of equine assisted mental health approaches. Beginning with an overview of the rapidly growing Animal Assisted Therapy field, the course will cover in greater depth equine assisted psychotherapy, team building, and therapeutic riding programs. Through hands-on experience working with horses, students will be introduced to the Equine Assisted Family Therapy model being developed as a collaborative effort between the NSU Family Therapy program and Stable Foundations, an independent equine-assisted therapy program in the community. Offered fall and winter terms.

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The Religious and Spiritual Diversity course is a basic course on religious/spiritual difference that uses systemic and relational family therapy theory to train mental health professionals in the art and skill of acceptance and respect of other human being's deeply held faith/non-faith beliefs. The instructor will use basic therapeutic skill in creating a class community that is inviting, open, and honoring. Students will be challenged through the use of didactic, experiential, and written activities, related to both personal and professional experiences with religion and spirituality (R/S).

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This course examines applications of family therapy methods and ideas in private practice settings. The course will prepare students to develop a private practice as a marriage and family therapist, as a career/college/health and wellness coach, or both, depending on previous background and additional coursework. Students will learn the basics of developing a referral base, understanding managed care and insurance systems, and developing workshops and community outreach. The ethics of private practice and the need for practitioner self-care will also be stressed. This course will be useful for those planning a private practice career as all or part of their professional journey. Offered summer term.

**D.M.F.T 5362 – Solution Focused Coaching**

This course prepares the student for professional practice as a solution focused coach. In this course, the distinctions between therapy, education, and coaching are clearly presented, and the student learns basic skills and approaches to solution focused coaching. Students will also be educated on specializations in career, college, health and wellness, and other specific types of coaching practice. Offered summer term.

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This course will utilize an equine-assisted, experiential model to provide students with an opportunity to explore and develop their awareness of the Self of the Therapist (SOTT). Additionally, through clinical role-plays incorporating application of MFT theories and models, students will learn to conduct equine-assisted clinical and training sessions with a variety of populations and presenting issues. Students will apply different interventions and activities involving the horses and mock clients in role-play situations, and will be expected to intentionally incorporate a systemic, relational approach in all sessions. The course readings will also integrate concepts from other clinical and theoretical coursework in order to facilitate students' ability to consistently connect the systemic family therapy framework with an equine assisted approach.

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This course is designed to provide students with a chance more deeply explore narrative therapy ideas and practices than was possible in Systemic Family Therapy II, and to collaborate on developing skills in ongoing cases.

**D.M.F.T 6558 Couples Therapy: Theory and Application**

In this course, students will examine their own experiences, biases and values about couples and working with couples as well as the historical development of couples' therapy. Students will learn current clinical approaches to couples therapy and evidenced-based models for working with couples. Students will examine current couple and marital research as well as assessment instruments used for working with couples. Students will examine specific professional, ethical, and legal issues associated with couples work. Issues of diversity and a commitment to multicultural exploration are demonstrated and interwoven throughout all discussions as students

**D.M.F.T 5340 – Grant Writing and Funding Opportunities**

This course provides students with knowledge of how to assess, identify, and write grants to acquire funding opportunities in agency and treatment facilities. Offered winter term.

**D.M.F.T 5410 - Quantitative Research I**

This course covers fundamental concepts and practices in quantitative research method by introducing measurement and statistics, questionnaire development, and experimental and quasi-experimental research designs for the study of human sciences. Exemplary studies from family therapy literature are included. Prerequisite: D.M.F.T 5007 or equivalent. Offered summer term.

**D.M.F.T 6110 – Systems Application in the Family Life Cycle of Aging**

This course will provide a focus on the major concepts of systems thinking as applied to the family life cycle of aging. The class will focus on foundational concepts of systemic theories associated with work of Gregory Bateson, Humberto Maturana, and Heinz von Foester. Students will have an opportunity to explore interactional theories informed by cybernetics, language, and natural systems metaphors in the framework of the aging process. This course will provide not only an opportunity to learn about systemic theories, but also a possibility to reflect on applications of such theoretical concepts while examining the process of aging and family interactions involving older adults. Offered winter term.

**D.M.F.T 6120 – Relationships in Aging**

Multi-dimensional in nature, aging invites diverse health care professionals to work together to examine its various aspects. This course will offer students an opportunity to reflect on diverse relationships among older adults themselves, senior health care consumers and their health care providers, and among various health care professionals who are taking care of the aging population. The role modification in the American household, romantic relationships in later life, and the societal outlook on the process of aging are just a few topics addressed in this class. Students will also examine current needs and requirement of the working environment with older adults, including the subject of integrative primary care and a necessity of a multidisciplinary teamwork. Offered winter term.

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Caregiving constitutes a challenging experience for the whole family. This course will provide an opportunity to examine diverse characteristics of the caregivers, emotional and physical issues associated with caregiving, and existing resources implemented to support families and caretakers. In addition, students will have an opportunity to examine the notions of well-being and quality of life as applied to those providing and receiving care.

While reflecting on the caregiving process, students will use concepts from such theoretical frameworks as constructivism, social constructionism, and general systems theory to investigate diverse perceptions and ideas about caregiving. Providing theoretical guidelines, this class will also give students a possibility to acquire attuned therapeutic skills to provide assistance to caregivers and their families. Offered summer term.

**D.M.F.T 6140 – Grief and Loss in Aging**

Loss has multiple faces, especially when growing older. The experiences of loss are uniquely tinted by our cultural framework, spiritual beliefs, family traditions, and individual values. This course offers students an opportunity to examine different types of losses in later life, paying particular attention to the concepts of anticipatory and disenfranchised grief. Students explore how loss is perceived among older adults from diverse ethnical and cultural backgrounds, paying particular attention to the variety of mourning traditions. In addition, the concept of resilience is introduced inviting students to become curious about diverse stories of healing. Offered fall term.

**D.M.F.T 6200 – Internal Practicum I-II**

These two supervised clinical courses consist of the application of systemic therapy ideas and practices at the Department of Family Therapy in house Family Therapy Clinic. Prerequisites: D.M.F.T 5006, D.M.F.T 5008, D.M.F.T 5300. Offered each term.

**D.M.F.T 6210 - Clinical Practicums I**

Clinical practicums I provides students with hands-on supervision in a team setting to promote their clinical skills and work with others. Offered each term.

**D.M.F.T 6300 - External Practicum I - II**

Advanced clinical training and supervision is provided to enhance the practice of systemic therapy from strength based, solution oriented models of therapy that can be incorporated in a wide variety of community settings. Faculty approval is required. Prerequisite: D.M.F.T 6200, I-IV. Offered each term.

**D.M.F.T 6320 - Supervision Practicum I-II**

Extensive live supervision and case consultation experience with clinicians in learning systemic therapies is conducted in the DFT in house Family Therapy Clinic. Students receive supervision of their supervision of others by AAMFT faculty supervisors. Faculty approve required. Prerequisite: D.M.F.T 6310. Offered each term.

**D.M.F.T 6321 – Fundamentals of Teaching and Marriage and Family Therapy**

This course will introduce students to the fundamentals of teaching Marriage and Family Therapy in both a Graduate and Undergraduate learning environment. It will cover the distinctions between clinical and theoretical courses, practicum instruction, as well as those designed specifically to prepare students for state licensing examinations. Students will be exposed to the basic elements of syllabus construction, the application of evaluative rubrics, and other evaluative teaching mechanisms. They will also be required to demonstrate skills in course planning, lecture construction and delivery. Offered summer term.

**D.M.F.T 6325 – Fundamentals of Supervision in Marriage and Family Therapy**

This course is designed to critically examine the most current literature in supervision from the field of Marriage and Family Therapy and assist students in the development of their own supervision philosophy. Practical elements of supervision such as contracts, evaluations, structure, and ethical issues are taught along with the examination of the

systemic nature of supervision including isomorphism and diverse contextual variables. This course provides the coursework necessary to become an AAMFT Approved Supervisor as well as a Florida State Qualified Supervisor. This course is designed to be taken by advanced doctoral students in their 3rd summer term.

**D.M.F.T 6400 - Evidence-Based Research Methods**

Evidence-Based Research Methods is designed to promote the advancement of understanding research conducted in the MFT field, this course provides an opportunity to better understand and make informed decisions in practice and supervision based on evidence-based methods. Offered fall term.

**D.M.F.T 6410 – Qualitative Action Research**

Promotion of research skills and the understanding of qualitative action research provide a method for conducting research and especially conducting an Applied Clinical Project. Offered summer term.

**D.M.F.T 6430 - Qualitative Research I**

This course focuses on the introduction to qualitative research methodologies and the use of the investigator as the research instrument of choice. Participant observation and interviewing strategies are discussed. Students are introduced to methods for transcribing and organizing interviews and field notes. Exemplary studies from other disciplines are used; however, studies from the family therapy literature, when available, are offered. Prerequisites: D.M.F.T 6410. Offered winter term

**D.M.F.T 6520 - Diversity and Psychosocial Issues**

Human development in the context of family transitions across the life cycle such as childbirth, childhood, adolescence, courtship, marriage, maturity, aging, and death are reviewed. This course focuses on the diversity of psychosocial development across ethnicity, class, gender, race, age, and culture with discussions and implications for interactional therapies and practices. Prerequisite: SFTD 6200 I. Offered fall term.

**D.M.F.T 6530 – Family Therapy Topics**

This course provides in-depth information on special topics on a variety of family therapy issues. Content is determined by the expertise of the instructor. This is a second year course that advances critical thinking and practices across multiple venues. Topics include Advanced Bowen Systems, Couples Therapy, Grief and Loss, International Perspectives in Counseling and Therapy, Introduction to Equine Assisted Family Therapy, Organizational Systems and Consultation, School-based Family Counseling, and others. Prerequisite: SFTD 5040. Offered most terms.

**D.M.F.T 6540 - Independent Study in Family Therapy**

An independent study is developed with a faculty of choice on a mutually determined critical family therapy topic that could include a specific research based or clinical project, or a grant funded research project. This course is generally taken at the end of the second year or later to enhance a student's independent studies and trainings. Prerequisite: Offered each term. Department approval required.

**D.M.F.T 6550 – International Perspectives in Counseling and Therapy**

This course is designed to review issues relevant to the practice of counseling, therapy, and human services work in an international context. Issues explored include: the adaptation of western models of therapy for practice in other countries; immigrant family experiences and the relevance to clinical practice in the U.S.; and global ethical issues in counseling and therapy. Specific cultures reviewed include Mexico, China, Cambodia, South

America, and India, and others; designed to appeal to a wide variety of students from various backgrounds. Students will learn to become more sophisticated with regard to their understanding of family functioning and the role of counseling and therapy in an international context. This course is also available as D.M.F.T 6530: Family Therapy Topics. Prerequisite: D.M.F.T 5006, 5008, 5009, 6200 I, II. Offered summer term.

**D.M.F.T 6558 - Couples Therapy: Theory and Application**

In this course, students will examine their own experiences, biases and values about couples and working with couples as well as the historical development of couples' therapy. Students will learn current clinical approaches to couples therapy and evidenced-based models for working with couples. Students will examine current couple and marital research as well as assessment instruments used for working with couples. Students will examine specific professional, ethical, and legal issues associated with couples work. Issues of diversity and a commitment to multicultural exploration are demonstrated and interwoven throughout all discussions as students explore specific areas of work with couples such as extra-marital affairs, intimate partner violence, divorce, step-parenting, and health and illness. Offered winter term.

**D.M.F.T 6570 – School Based Family Counseling**

This course offers training to work in educational setting utilizing a brief, solution oriented, and strength-based approaches to school issues. This course will assist those therapists seeking a certified educational planner credential. It is also available as D.M.F.T 6530: Family Therapy Topics. Prerequisite D.M.F.T 6200-I. Offered summer term.

**D.M.F.T 6590 – Advanced Bowen Systems**

This course advances the study of the concepts of the natural systems approach to family therapy, family of origin issues, multigenerational systems processes, biological/evolutionary constructions to the understanding of human systems and the practical applications across multiple disciplines. This course is also available as D.M.F.T 6530: Family Therapy Topics. Offered summer term.

**D.M.F.T 6600 –Preliminary Review**

The Preliminary Review an organized review of, and personal reflection upon, the collective body of work a student has produced during their progress through their first year. A written self-review of professional growth, personal growth, and responses to challenges, along with other significant contributions is submitted for faculty review. Offered each term.

**D.M.F.T 6630 - Grief and Loss**

The personal beliefs and philosophies regarding dying, loss, and death are explored. Bereavement across the life cycle, including developmental issues relating to adults and children and their understanding of loss are reviewed. The manner in which other cultures create meaningful rituals for life and death will be presented. This course is also available as D.M.F.T 6530: Family Therapy Topics. Offered summer term.

**D.M.F.T 6650 – Coursework Portfolio**

The Coursework Portfolio is an organized review of, and personal reflection upon, the collective body of work a student has produced during their progress through the course curriculum. A written self-review of professional growth, personal growth, and responses to challenges, along with other significant contributions is submitted in an electronic format that will include all course syllabi, papers, presentations, and other relevant data that reflects a successful doctoral student. Offered each term.

**D.M.F.T 6750 – Clinical Portfolio**

The Clinical Portfolio provides an opportunity for students to demonstrate their clinical competence, creativity, and theoretical clarity in a manner and setting similar to that which could be expected in a job interview situation. This culmination of in-house clinical training allows students to demonstrate the full range and depth of their clinical skills and theoretical knowledge through a written statement of treatment philosophy, case study, and video presentation. Offered each term.

**D.M.F.T 6950 - Applied Clinical Project**

The Applied Clinical Project is a capstone experience of a student's demonstration of ability to be able to articulate and demonstrate to other mental health professionals their unique area of systems based practice expertise. The ACP should be a project the student carries out under faculty supervision from concept, to proposal, to implementation, and finally through eventual evaluation of the effectiveness of the program. Offered each term.

**D.M.F.T 7301 - Assessment in Marital and Family Therapy**

This course provides an overview of methods and instruments used to define problems and indicate solutions; including a comparative study of interactional approaches and individual and family dysfunction assessments. Prerequisite: D.M.F.T 6200. Offered summer term.

**D.M.F.T 7302 - Personality Theories and Psychopathology**

A review of major theories of personality and psychopathology are the focus of this course, emphasizing psychiatric diagnostic classification systems. The study of implications for treatment and comparisons with interactional approaches are included. Prerequisite: D.M.F.T 5006. Offered summer term.

**D.M.F.T 7311 - Human Sexuality and Gender**

This course provides a review of the psychosocial development of sexuality and gender from childhood through aging. Also addressed is a summary of clinical approaches to sexual and gender issues comparing interactional approaches with psychodynamic and behavioral models. Prerequisite: D.M.F.T 6006. Offered winter term.

**SHSS 6620 - Academic Writing**

This writing course is a user-friendly seminar on how to write clear, unpretentious academic prose. Technical issues are covered that include sentence structure, punctuation, tenses, idea development and presented in a non-technical manner. The focus includes strategies for creating and editing manuscripts and for researching, organizing, and writing literature reviews. Offered each term.

**M.S. in College Student Affairs****CSPA 5001 - The 21st Century College Student**

An examination is made of students in higher education to prepare professionals for the various groups they will serve. Focus is given to the ever-changing student clientele, its subgroups and cultures. Along with student development theories, student characteristics, attitudes, values and broad issues regarding their participation in the educational experience will be explored. Offered fall.

**CSPA 5002 - Current Issues and Trends in Higher Education**

Staying abreast of current issues and trends in higher education is critical to becoming a competent student affairs educator. This course is designed to expose students to a variety of current issues and trends in higher education that have a dramatic impact on the student

affairs profession and on our work as student affairs educators. Strategies to address major issues will be discussed. Offered winter.

**CSPA 5003 - The College Student and the Law**

Increasingly the courts play a pivotal role in the lives of student affairs practitioners. From student judicial cases to Supreme Court decisions on activity fees, a broad-based understanding of the law related to higher education is essential. This course will examine the impact of the legal system on both public and private colleges and universities as well as explore model student codes of conduct. Offered summer.

**CSPA 5004 - Administration in College Student Affairs Work**

This course will examine attributes, skills and institutional conditions within student personnel work that impact effective administration. Some of the major areas to be explored include personnel practices, supervision, budget, finance, program development, short/long range planning, and internal and external governing bodies. An interactive course design will allow for "hands-on" practical applications and the development of well-grounded practitioners. Offered fall.

**CSPA 5005 - College Student Affairs and the Greater University**

Comprehensive professional training involves a working knowledge of the total educational environment. Frequently, practitioners miss opportunities for collaboration due to a lack of understanding of the mission of other university functions. Included within this course are the roles of faculty, athletics, development, business, and physical plant among others. Students will gain greater insight into the inner workings of institutions. Offered winter.

**CSPA 5006 - Student and Adult Development in College**

This course will focus on developing an understanding of students' intellectual, cognitive, social, moral, and identity development during the college years. Issues related to adult student development in the college setting will also be explored. Student development theories, research and current practices related to student development will be presented. Offered winter.

**CSPA 5040 - Human Factors**

This course presents communication theories relevant to conflict resolution as well as theories about understanding, analyzing, and managing conflict. The course focuses on the human and emotional aspects of conflict, and includes the influence of gender and culture. This course is pragmatic as well as theoretical, and presents communication and conflict resolution models in a practice-based approach. Offered all terms.

**CSPA 5100 - Mediation Theory and Practice**

This course examines theories, methods, and techniques of mediation. Students will have the opportunity to demonstrate their knowledge of mediation skills. Prerequisite: CSPA 5040. Offered fall and winter.

**CSPA 5200 - Research Design and Program Evaluation**

This course focuses on the development of applied research skills appropriate for dispute resolution practitioners, including basic research tools, assessment, social science research, current research in the field, and an introduction to program evaluation through analysis of published work. Offered winter and summer.

**CSPA 6000 - Organizational Conflict: Theory and Practice**

This course examines organizations, the causes and manifestations of organizational conflict, and interventions including: organizational theories, organizational development,



systems theories, group dynamics, and dispute systems design. Students will learn to apply theory to the assessment of conflict and the design of appropriate intervention models within organizations, and will be introduced to consultation models. Offered summer.

### **CSPA 6140 - Facilitation Theory and Practice**

This course develops students' skills in working with groups. It incorporates theories and models of group dynamics, facilitation, and group development, as well as workshop development and delivery. This course uses a practice-based approach, including role-plays and workshop presentations. Offered all terms – fall and winter on-line; summer on campus.

### **CSPA 6130 - Practicum I**

This supervised practicum experience offers students the opportunity to explore a breadth of student affairs functions thereby gaining exposure, knowledge and experience in the variety of services and programs that make up a college/university division of student affairs. Students may select to generally explore all of the functional departments within the division, or select specific functions they wish to learn more about: residential life, housing, career services, student union, student activities, leadership development, recreation and wellness, volunteer services, special events, judicial programs, and the office of the dean of students. By experiencing the “big picture” of the functions, programs and services of the division of student affairs, students will have the opportunity to be exposed to the numerous professional positions and opportunities available to them upon graduation. Offered Fall and Summer terms.

### **CSPA 6160 - Practicum II**

This supervised practicum experience offers students the opportunity to gain in-depth exposure, knowledge and practical experience in a selected area of specialization in student affairs that supports their professional goals, and will assist them in being prepared to work in a professional student affairs position in a college or university upon graduation. Students may select to focus their experience in: residence life (including conflict resolution and mediation services), housing, career services, student union, student activities, student leadership training and development, recreation and wellness, volunteer services, student judicial affairs, special events, orientation, and professional program student services. Students may elect to complete this phase of their practicum experience at Nova Southeastern University or at another college or university. Prerequisite: CSPA 6130. Offered Fall and Winter terms.

### **CSPA 6300 - Applied Research & Assessment in Student Affairs I**

This course is designed to provide actual experience in designing and conducting an assessment or research project in a student affairs organization. The course is delivered in two 3-credit hours segments. This segment is designed to provide guidance in the conceptualization and writing of a student affairs assessment or research project. Project design topics discussed are: the research process, conceptualizing the project topic and proposal, developing a project proposal prospectus, and clear and effective writing. At the end of this segment, a project proposal prospectus focused on conducting assessment or research in an actual student affairs organization will be completed. Offered fall.

### **CSPA 6330 - Applied Research & Assessment in Student Affairs II**

This course is designed to provide actual experience in designing and conducting an assessment or research project in a student affairs organization. The course is delivered in two 3-credit hours segments. In this segment the project proposal will be used as a basis to conduct the proposed assessment or research. With the guidance of a faculty member or student affairs administrator, students will conduct the research, analyze the

results, and based upon the results, make recommendations related to the research topic to the organization. Students will write a paper that will describe the project, discuss related research and literature, describe the methodology used to collect data, discuss the results of the research, and draw conclusions from the study that lead to recommendations to the organization. Prerequisite: CSPA 6300. Offered winter.

### **CSPA 6623 – Practicum III**

This course is a more advanced field research project that incorporates classroom knowledge and real-world settings. Students will demonstrate their ability to apply theory to practice and analyze situations utilizing knowledge from previous course work. Program approval required. Prerequisite: CSPA 6130 and CSPA 6160.

### **CSPA 5509 – Directed Readings in Diversity**

This course examines specific aspects of diversity. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

### **CSPA 5522 – Directed Readings in Multiculturalism**

This course examines specific aspects of multiculturalism. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

### **CSPA 6720 – Bridging the Gap from Graduate School to CSA Professional**

The course is designed to assist students completing the CSA program in their transition from graduate student/graduate assistant to College Student Affairs professional. The course will focus on career search and career opportunities and dialogue with those in the CSA field. It affords students the further opportunity to enhance their career development.

## **M.S. in Conflict Analysis and Resolution**

### **CARM 5000 - Foundations and Development of Conflict Resolution & Peace Studies**

This course outlines the substantive themes, history, origins, contexts, and philosophical foundations of conflict resolution, healing, peacemaking, and problem solving. Students will examine levels of interventions and processes in the field of conflict resolution. Offered all terms.

### **CARM 5020 - Theories and Philosophies of Conflict and Peace**

This course is designed as a survey course on contemporary theories of conflict and conflict resolution. Students will examine a variety of theories that center primarily on the fields of history, economics, sociology, social psychology, anthropology, political sciences, and social relations. Offered winter.

### **CARM 5040 – Communication Dynamics in Dispute Resolution: The Human Factor**

This course presents communication theories relevant to conflict resolution as well as theories about understanding, analyzing, and managing conflict. The course focuses on the human and emotional aspects of conflict, and includes the influence of gender and culture. This course is pragmatic as well as theoretical, and presents communication and conflict resolution models in a practice-based approach. Offered all terms.

**CARM 5100 - Mediation Theory and Practice**

This course examines theories, methods, and techniques of mediation. Students will have the opportunity to demonstrate their knowledge of mediation skills.

Prerequisites: CARM or CARD 5040. Offered fall and winter.

**CARM 5140 - Negotiation Theory and Practice**

This course examines conflict intervention from the perspective of the disputant/negotiator. The integration of theory and practice will emphasize the tactics, strategies, and operations of effective and ineffective bargaining/negotiating behavior. The course develops negotiator skills and knowledge, leading to collaborative-based actions and solutions.

Prerequisites: CARM or CARD 5040. Offered winter.

**CARM 5200 - Research Design and Program Evaluation**

This course focuses on the development of applied research skills appropriate for dispute resolution practitioners, including basic research tools, assessment, social science research, current research in the field, and an introduction to program evaluation through analysis of published work. Offered winter and summer.

**CARM 6000 – Organizational Conflict: Theory and Practice**

This course examines organizations, the causes and manifestations of organizational conflict, and interventions including: organizational theories, organizational development, systems theories, group dynamics, and dispute systems design. Students will learn to apply theory to the assessment of conflict and the design of appropriate intervention models within organizations, and will be introduced to consultation models.

Prerequisites: CARM or CARD 5040. Offered summer

**CARM 6120 - Culture and Conflict: Cross-cultural Perspectives**

This course examines the nature and meaning of conflict, conflict management techniques, and the assessment of conflict situations from a cross-cultural perspective. Explores various models for training third parties to function effectively in handling disputes where cultural differences are a significant factor. Also addresses various theoretical and practical implications of indigenous conflict management techniques and beliefs found in different cultural settings. Offered fall.

**CARM 6130 - Practicum I: Supervised Field Experience**

This course is a field research project that incorporates classroom knowledge and real-world settings. Students will demonstrate their ability to apply theory to practice and analyze situations utilizing knowledge from previous course work.

Prerequisites: CARM 5000 and CARM 5040 and CARM 5020 AND 1 of the following CARM 5100, CARM 5140, CARM 6140. Offered all terms.

**CARM 6140 - Facilitation Theory and Practice**

This course develops students' skills in working with groups. It incorporates theories and models of group dynamics, facilitation, and group development, as well as workshop development and delivery. This course uses a practice-based approach, including role-plays and workshop presentations.

Prerequisites: CARM or CARD 5040. Offered fall and winter (online) and summer (on-campus).

**CARM 6160 - Practicum II: Supervised Field Experience**

Continuation of CARM 6130. Prerequisites: CARM 6130. Offered fall and winter.

**CARM 6170 - Violence Prevention and Intervention**

This course examines various theories of human aggression and violence, exploring their underlying assumptions about human nature and the causes of violence. Also included is an introduction to a range of violence intervention and prevention approaches developed for use at the interpersonal, intergroup, and societal level. Offered summer and fall.

**CARM 6300 –Master’s Thesis: (six credits) (optional)**

This course is taken over a two-term period in lieu of two electives required for completion of the degree program. The thesis may be an extended literature review of an approved subject, an approved independent research project, or a combination of the two (for further information, including prerequisites, see master’s thesis handbook) Prerequisites: students must have 27 credits.

**CARM 6400 - Comprehensive Exam in Progress**

Students who need to take any part of the comprehensive examination will be enrolled in this course.

**CARM 6601 - International Conflict Resolution**

This course reviews international conflict resolution in many settings and includes informal mediation by private interveners and scholar practitioners; formal mediation by individual, regional, transnational, and international organizations; and mediation within small and large states. Offered occasionally.

**CARM 6602 - Resolving Environmental and Public Disputes**

This course focuses on the theoretical bases, practical applications, process orientations, and actual intervention into complex multiparty, multi-issue public disputes. Focus is on social/environmental interactions and sources of political and economic conflict over human health environmental protection and natural resource scarcity. Offered occasionally.

**CARM 6604 - Gender and Conflict**

This course examines gender roles in conflict and how conflict is experienced and perceived by men and women. Course material includes feminist theories, men's studies, religion, literature, history, anthropology, film, television, psychology, the justice system, and alternative dispute resolution. Offered occasionally.

**CARM 6605 - Institutional Assessment in Conflict Resolution Practice**

This course will introduce students to the field of institutional assessment and planning, emphasizing the higher education environment and its unique challenges. Students will explore the functions of educational institutions across systems, develop an understanding of the concepts of institutional assessment and administrative issues in higher education, learn to use core technologies and methodologies for research applications, and build experience navigating the political and interpersonal dynamics that promote effective institutional assessment. Offered occasionally.

**CARM 6606 – Advanced Mediation Skills**

This course will oblige students to examine conventional wisdom and the students’ own beliefs to develop a more sophisticated understanding of the potentials and limits of mediation in a wide variety of contexts. The course will cover selected mediation issues and skills in more depth than possible in an introductory survey of mediation. Students will analyze issues such as convening mediations, eliciting and satisfying interests, maintaining impartiality, dealing with power imbalances, handling apparent impasses, identifying and

handling various ethical problems, and writing agreements. Students will also discuss practical aspects of operating a practice such as getting clients, billing, developing good relationships with other professionals, and creating standard forms. Prerequisites: CARM 5100. Offered occasionally.

**CARM 6607 – Ethno-political and Community-Based Conflicts**

This course introduces the major methods used by states, international organizations, and conflict resolution practitioners to eliminate, manage, and resolve ethnic and community-based conflicts. Case studies are used to explain conflict escalation and de-escalation, and mechanisms of conflict intervention. Offered yearly.

**CARM 6608 - Nonviolent Social Movements**

This course focuses on 20th-century nonviolent social movements such as the women's rights and suffragist movement; Gandhi's prolonged struggle against British colonialism; Martin Luther King, Jr., and the American Civil Rights movement; the American peace movement against the war in Vietnam; and the nonviolent movements that resulted in the end of communist rule in Eastern Europe. Offered occasionally.

**CARM 6610 –Family Violence: The Effects on Families, Communities and Workplaces**

This course explores the overall effects of trauma and violence on individuals, families, communities, and the workplace. Issues of abuse, violence, and systemic responses are explored in relation to their effect on individual behavior, family dynamics, service provision, and community systems. Methods for identifying such issues in the context of family mediation and other types of conflict intervention are explored. Offered occasionally.

**CARM 6611 – Race and Ethnic Relations in America**

This course examines the social constructionist approach toward the study of racial and ethnic conflict and conflict analysis in the U.S. It is designed to assist students in increasing their ability to analyze racial issues from a historical and contemporary perspective, and to explore the basic theoretical paradigms that have been used to conceptualize the idea of race and ethnicity from the 19<sup>th</sup> century to the present. The course will also explore the effects of contemporary policies in addressing racial and ethnic inequities, and strategies to combat racism. Offered occasionally.

**CARD 6613 – Arbitration Theory and Practice**

The purpose of this course is to help understand the theory and processes of arbitration for a wide variety of cases. This course will cover the nature, enforceability and scope of arbitration clauses, other requirements to arbitrate; the powers of arbitrators, issues that typically arise in arbitration, the conduct of arbitration hearings, and the remedies available in awards under federal and state law and proceedings to confirm or to modify or vacate arbitration awards. Offered occasionally.

**CARM 6614 - Workshop Development**

This course helps students to create a connection between the graduate program and professional life by learning how to create, develop, and present workshops and training in the field of conflict resolution. Students will learn concepts and principles necessary to create and design workshops for adults and for children. Students will actually develop and present workshops in class in order to gain experience, have a finished product, and get valuable feedback from participants. Offered occasionally.

**CARM 6618 - The Reflective Practitioner: Consulting, Conflict, and Change in Organizational Settings**

A hands on, clinically based course in which students will form consulting teams (like in consulting firms) and actually do consulting in the community. Offered occasionally.

**CARM 6619 - Strategic Community Planning and Partnerships**

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

**SHSS 6620 - Academic Writing**

A user-friendly seminar on how to write clear, unpretentious academic prose. Covers technical issues—sentence structure, punctuation, tenses, idea development—in a non-technical manner. Includes strategies for creating and editing manuscripts and for researching, organizing, and writing literature reviews. Offered all terms.

**CARM 6621 – Introduction to Human Rights**

This course provides students with an introductory survey of political, philosophical, historical, economic, and legal considerations related to fundamental human rights concepts. Students will examine human rights issues in both domestic and international arenas. In particular, the course addresses the issues of the ideological and cultural origins of human rights theory; the sources of rights and rights violations; the impact of the nation-state system, governments and other institutions (such as corporations, churches and universities), and domestic and foreign policies particularly of the U.S.) on human rights law and enforcement. Finally, students examine the wide variety of political, civil, economic, social and cultural rights warranting protection. Offered yearly.

**CARM 6623 - Practicum III**

This course is a more advanced field research project that incorporates classroom knowledge and real-world settings. Students will demonstrate their ability to apply theory to practice and analyze situations utilizing knowledge from previous course work. **Department approval required.** Offered occasionally.

**CARM 6624 - Advanced Practicum**

This practicum experience is a faculty-driven experience in which a faculty member will design a project in conjunction with another organization or university and students selected for the practicum will work on that project with the faculty member. The project may also entail a one to two week mandatory field experience in which students and the faculty member will work on the project on location. Students will be responsible for their expenses. Students will apply for this practicum and must be selected. Offered occasionally.

**CARM 6625 Field Studies Practicum**

The Global Field Studies Practicum Course in Conflict Resolution incorporates a field-immersion component as part of this practicum course. It is developed around principles of multidisciplinary conflict analysis, management, and resolution which promote scholarship of engagement in communities through research, education, and practice. This course provides a solid knowledge base by the application of conflict resolution concepts through experiential learning that lead to professional development. The field experience enhances students' cross-cultural skills, appreciation and understanding of diversity and

global issues. During the course students are exposed to a diverse community of researchers, practitioners, policy makers, who share with students their experience and career journeys. The course provides for the enhancement of students' career development plans and requires the completion of all required practicum forms and paperwork. For their final project students are expected to work with a partner organization developing research, training, or consultancy projects where students apply theoretical concepts within a practical framework.

**CARM 6626 - Conflict Resolution for the School and School System**

This course is designed for anyone in a position to influence school policy, practice, and decision-making, from within or as a consultant. The course takes a systems approach to resolving conflicts within the school and school system, applying conflict analysis and conflict resolution models to conflict situations, using negotiation, mediation, and facilitation processes, developing a conflict resolution culture throughout the system, providing training for parents, teachers, students, and school board. The course also examines methods to manage conflict, including using conflict resolution practices in crisis situations, and mediating and negotiating with parents, teachers, administrators, and students. The course uses a case study method. Offered yearly.

**CARM 6627 - Conflict Resolution and Peer Mediation for Students: Elementary, Middle and High School Levels**

This course is designed to bring conflict resolution and peer mediation training to students at the classroom, school, or school system level with the objective of transforming student/classroom/school conflict resolution culture. Students will examine the elements of conflict resolution and peer mediation curricula, materials and resources in the field, and current research. Students will also do original curriculum/peer mediation design by integrating state-of-the-art thinking in conflict resolution methods, theories, and research into the design, implementation, and institutionalization of conflict resolution and peer mediation programs. Offered yearly.

**CARM 6633 - International War and Resolution**

This course focuses on various aspects of international war and peace. Topics of discussion include defining war, historical patterns of warfare, motivations to engage in such conflict, as well as efforts to deter or resolve international war. Offered yearly.

**CARM 6634 - Metropolitan Conflict**

This course will explore historical and theoretical explanations for the different types of conflict prevalent in various metropolitan areas. A series of case studies, focusing on both cities within the United States and abroad, students will explore such topics as the role of ethnicity in conflict, structural inequalities of the system, urban/suburban relations, urbanization, and metropolitan growth and development. Offered occasionally.

**CARM 6635 - Advanced Facilitation: Facilitating Complex Group Problem Solving**

This course focuses on facilitation in complex problem situations. The focus will be on intercultural settings. Various approaches to complex facilitation are introduced, with special attention to dealing with difficult parties and principles of Interactive Management (IM). This course will provide students with the skills necessary to perform a facilitation workshop with a computer-assisted program developed to resolve complex problems. Students will gain experience as participants in problem-solving sessions, which they will

study and analyze. Class sessions will consist of role-plays, discussion and analysis, and presentation of information. Prerequisites: CARM 6140. Offered occasionally.

### **CARM 6638 – Conflict and Crisis Management: Theory and Practice**

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

### **CARM 6639 – Organizational Conflict Intervention**

This course will explore the diagnostic techniques and tools necessary to assess organizational conflict, and tools necessary for successful intervention. Offered yearly.

### **CARM 6640 – Critical Incidents Response**

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

### **CARM 6641 – Conflict and Crisis Negotiation**

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

### **CARM 6643- Social Aspects of Terrorism**

In the last fifteen years we have seen a significant surge in acts of terrorism. Today, terrorism plays a significant role in international and domestic politics and affects each of us in varying degrees. This course is an advanced seminar dealing with terrorism. It is imperative that we understand terrorism, the history of terrorism, the types of terrorism, the terrorist, his motivations, and the causes and consequences of terrorism. This course examines a wide range of topics in order to provide you with a deeper understanding the phenomenon of terrorism. We will engage in a thoughtful and in-depth examination of the definitions, causes, and consequences of terrorism, as well as consider the different means to countering terrorism. We will evaluate the domestic and international causes and effects of terrorism, state-sponsored terrorism, and suicide terrorism. We will examine and evaluate how terrorists raise, store, spend, and transfer their financial resources. Offered occasionally.

### **CARM 6644-Consulting with Leaders in Organizational Conflict: A Four Frame Approach**

Studies clearly show that successful leaders of twenty-first century organizations need to make sense of complex conflict situations before taking action. This course will combine



theory and practice to equip students to assist organizational leaders in developing both diagnostic and behavioral sophistication by using multiple frames before taking action. Participants will engage in both classroom learning, on-line assistance, and leadership coaching with a client and organization of their own choosing. Offered yearly.

#### **CARM 6645 – Indigenous Systems of Conflict Resolution**

This course is designed to make contributions to the field by exploring the processes of conflict resolution and peacemaking as practiced by the indigenous communities around the world. Class members will engage in an in-depth exploration of techniques of peacemaking, as practiced in various parts of the world. Offered yearly.

#### **CARM 6646 – The Anthropology of Peace and Conflict**

This course will explore the social dynamics of disputing and undertaking detailed examinations of specific cases. By examining diverse expressions of conflict and different means of controlling it, students will deepen their understanding of conflict analysis and broaden their perspectives on how disputes can be managed. Course topics will include the cooperative and aggressive components of human nature, the social construction of violence, genocide, and war, and the relationship between conflict resolution, social control, inequality, and justice. Offered occasionally.

#### **CARM 6647- Risk Management for Organizations**

This course examines risks across all types of organizations, including healthcare. The course will outline various types of risk exposures including pure, operational, project, technical, business and political. Students will learn how to develop a systemic risk management program for any organization through risk identification, qualitative impact analysis, quantitative impact analysis, risk response planning, and risk monitoring. Offered yearly.

#### **CARM 6648 – Researching Conflict**

In this course, students and instructors will together conceptualize, design and carry out a mixed methods research study on a topic connected to violence. The students and instructors will decide on a research problem to be studied. The goal of the elective is to help students deepen their understanding of quantitative and qualitative research and hone their research skills. The course will be a collaborative effort, building on the experience, knowledge, expertise, and interests of all of the participants. Prerequisite: CARM 5200. Offered Yearly.

#### **CARM 6650 – International Negotiation: Principles, Processes, and Issues**

This course describes and analyzes the major principles, processes and issues of international negotiation in the twentieth and twenty-first centuries. It seeks to provide students with the analytical tools and skills required to explain and predict the outcome of specific (bilateral or multilateral) negotiations through the study of various explanatory factors, including: stability and change in the structure of the existing “international system”; the individual characteristics of the nations-states parties (power/capabilities, interests, culture/values, negotiating styles, etc.); the strategic and tactical moves of those considered as “key player”; as well as the role of smaller states and non-state actors. Offered yearly.

#### **CARM 6651- Theories of Ethnicity and Nationalism**

This course is foundational for theoretical understandings of ethnicity and nationalism. Students will analyze general theories from key debates and critically examine various points of view in relation to defining boundaries, conflict, context, difference, identity, migration, minority/majority, race, and tribalism in regard to ethnicity, as well as

community, fantasy, ideology, neo-Marxism, modernism, perennialism, political, primordialism, semiotic, sociocultural, socioeconomic, imagination, invention, and tradition in association with nationalism and nationalists, and the entwinement and interrelation between all of these prevalent notions and themes. Upon completion of the course students will better grasp ethnic belonging, ethno-nationalist conflict, and intra/inter-group disputes from the standpoint of applied theory, cultural relativity, and humanism. Offered Yearly.

### **CARM 6652 - History, Memory & Conflict**

By exploring the significance of history, memory, and cognition, this course provides the most recent theoretical debates on these issues and their significance for understanding why populations persist in a state of violence. Students will be introduced to the basic and major theoretical interpretations and the chronology of history of ideas. Questions to be considered include: how does the past become the present and remain in it, and, how do we as researchers interpret the relevance of history and memory? Others are: how is the past invented, mythologized about, and re-invented? Why does memory have such an important role in the persistence of intractable hostilities and how does the learning of violence become transmitted from one generation to the next? Offered occasionally.

### **CARM 6653 - Conflict in Conservation and Development**

This course examines conflict in conservation and development. It covers theoretical frameworks and introduces participatory tools that will enable students to more effectively analyze and address situations of conflict in conservation and development initiatives. The course familiarizes students with concepts and methods from natural resource management, sustainable livelihood systems and collaborative learning approaches. Offered occasionally.

### **CARM 6654 - Islam, Conflict, and Peacemaking**

This course will provide an historical overview of Islam, including an introduction to belief systems, the different branches of the faith and schools of Islamic law with a special emphasis on Muslim doctrines related to conflict and peace. It will include the contemporary era and investigate Muslim engagements with modernity and discuss the varied responses and perspectives. There will be some discussions of international relations, but the course will also emphasize micro level issues. Students will have the opportunity to develop research projects designed to extend their understanding of Islam and its potential as a resource for peace building. Offered occasionally.

### **CARM 6655 - The Interdisciplinary Writer**

This course is designed to assist graduate students in creating essays, thought papers, and other pieces of writing that reach an intended audience with clarity, skillful craft, and purpose. It includes reading and writing assignments for an academic setting focused on interdisciplinary perspectives. Students will be expected to participate in class discussions and improvisational writing exercises. Because this is a writing course, rather than just a course about writing, there will be a workshop component to the class. This means that all participants will bring in copies of their work to share to develop writing strengths and skills, improve editing abilities, and better understand how an author's writing and those of others, a piece's purpose, its organizational structure, level of craft execution, authorial voice, and engagement of the audience. Offered occasionally.

### **CARM 6656 - Gender, Conflict and International Development**

This course provides the student with essential understanding of the factors that shape the social, political and economic roles of women and men in developing countries. The course covers the concepts of gender in conflict resolution and peace building by examining women and men's human rights and security, and the consideration of gender within

developmental policies and provides an overview of concepts and gender analysis frameworks from a historical perspective. Students examine specific projects aimed at integrating women into community development. Offered occasionally.

**CARM 6657 - Conflict Coaching Theory and Practice**

This course examines the growing use of conflict coaching as a conflict intervention process and introduces different models and related theoretical foundations. The integration of theory and practice will emphasize the various stages including identity framework, narrative, needs assessment, goal setting, and feedback, utilizing a relational and systems orientation. The course develops coaching skills, strategies, and knowledge, and uses a practice-based approach, including role-plays and case studies. Offered yearly.

**CARM 6658 - Transformational Narratives**

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

**CARM 6659 - Conflict and Peace Building in Africa**

This course examines conflict and peace building dynamics in the African continent. Its content includes a survey of contemporary macro-level conflicts in Africa and an examination of their historical and more immediate causes. Class participants will explore the causes and effects of such conflicts and investigate prospects for constructive transformation. Past and ongoing resolution and peace building efforts will be discussed, and class members will propose a peace building strategy for a case of their choice. Offered occasionally.

**CARM 6660 - Conflict Management in Groups: Overt and Covert Dynamics**

The purpose of this course is to provide participants with knowledge, skills and attitudes to be effective in groups with an emphasis on analyzing and managing overt and covert conflict. The course also examines issues of communication, leadership, power and authority in relation to group and interpersonal effectiveness. This course enables participants to cope with complex issues as they emerge in the natural life of small groups, large groups and organizations. Learning about group life is gained through direct experience in a temporary learning organization created in the course. The course is designed as a living laboratory where members can experience and explore group life as it occurs. Offered occasionally.

**CARM 6661 - Middle Eastern Conflict**

This graduate seminar explores the many different types of conflict found in the Middle East. It seeks to provide students with the analytical tools and skills required to explain the causes, understand the actors, and analyze and/or predict the outcomes of specific Middle Eastern conflicts. To meet these objectives we will evaluate broad types of Middle Eastern conflict such as religious, ethnic, and cultural, militarized conflicts, civil wars, and occupations. We will also evaluate Middle Eastern conflict negotiation, the Middle East peace process, why negotiation and peace has failed, and what needs to be done so that Middle East peace could be achieved. Finally, we will look at the future of Middle Eastern conflicts. Offered occasionally.

**CARM 6662 - Political Violence**

Political Violence is a graduate seminar that explores the many different types of political violence; specifically looking at revolutions, terrorism, and transitional-institutional political violence. This seminar examines a wide range of topics in order to provide the student with a deeper understanding of political violence. We will engage in a thoughtful and in-depth examination of the definitions, causes, and consequences of political violence, as well as consider the different means to countering political violence. Offered occasionally.

**CARM 6664 - Restorative and Transitional Justice**

This graduate seminar explores the theory and practice of both restorative justice and transitional justice. This seminar provides students with an in-depth understanding of the theory upon which restorative justice and transitional justice practice rest. Various forms of practice, stemming from diverse practice settings, are also examined, including: victim-offender mediation, victim-offender dialogue in cases of severe violence, family group conferencing, peacemaking circles, and restorative justice practice in schools. The seminar offers students opportunities to role-play and practice restorative justice skills. Forms of transitional justice are also surveyed, particularly truth and reconciliation commissions and their work around the globe. Offered occasionally.

**CARM 6665 - Irish Social Conflict**

This graduate seminar explores conflict at the societal-level in Ireland. Two case studies will be used to investigate Irish conflict. First, the conflict over Northern Ireland will be examined. In this conflict, students will consider Ireland's historical conflict with Britain and how it led to the conflict between Irish Catholics and British Protestants in Northern Ireland. Then the current conflict dynamics and those of the recent past will be considered, culminating in the Good Friday Agreement and the relative state of peaceful co-existence that exists today. Different conflict resolution strategies employed in the conflict will also be examined (like the use of restorative justice). The course will also examine the intra-Irish social conflict between the settled Irish and the Irish travelers. The travelers had a historic role as tin smiths in Irish society but, as this livelihood was left behind, their nomadic lifestyle and different culture led to a broad, long-term societal conflict between themselves and the settled Irish. This seminar will explore this conflict and consider current conditions of travelers, some of the underlying drivers of the conflict (like culture and power differences), and some of the ways that travelers have attempted to protect their culture and lifestyle in Ireland (such as through the traveler's social movement). Offered occasionally.

**CARM 6666- Social Advocacy/Patients Clients**

This course examines strategies for developing advocacy toward marketing ideas, achieving buy in from others and shaping opinion. It includes strategies for developing advocacy on behalf of patients and clients in other settings as well as teaching individuals and other groups how to best advocate for themselves. The course will draw upon research in the fields of persuasion, power relations, and public advocacy. Topics covered will include: developing messages, context of communicating messages, emotional tenor of advocacy and creating a persuasive message. Offered occasionally.

**CARM 6667- Transitional Justice**

War and large scale violence deeply scar individuals and societies. Peace does not come with the silencing of the guns and the danger of conflict resurgence is extremely high in the immediate aftermath of hostilities. Long term resolution of conflicts requires that the damage of past conflicts be addressed so as to enable societies to progress into peaceable, just futures. Transitional Justice has grown into a new subfield of study and it addresses some deeply challenging questions arising out of violence. How can societies torn apart by

war, genocide, atrocities, and dictatorships emerge into a new and brighter future? Can people and citizens deeply scarred by violence learn to forgive, forget and/or co-exist? Or does true healing require punishment, vengeance, and retribution for crimes past? In this class we balance moral, legal, and psychotherapeutic theories against the realities of historical and contemporary examples. We will examine the solutions proposed so far including the International Criminal Court, Truth Commissions, Memorializations, Reparations etc. We will look at some specific exemplars such as South Africa, Bosnia-Herzegovina, Sri Lanka, Canada, Argentina and others. Offered occasionally.

### **CARM 6668- Organizing Nonviolent Social Change**

This is a practice course that aims to provide students with the skills necessary to make nonviolent social change happen. It grows out of experiences in legislative advocacy in Washington DC and community mobilization on conflict resolution and federal appropriations allocations for HIV Aids programming. Students will explore some of the practicalities of nonviolent social action and how to participate more effectively in initiatives. Cases of nonviolent struggle, principles of strategy, and the techniques and methods of nonviolent action will be covered. Some skills covered will be: How to frame messages for mobilization, how to raise funding (including taking advantage of internet use), how to work with the media etc. Students will be assigned skill based exercises like creating posters (hard copy or electronic), writing talking points for legislative testimony etc. We will use strategies from Gene Sharp and Saul Alinsky (tutor to Hillary Clinton and President Obama). Offered occasionally.

## **M.S. in Criminal Justice**

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

#### **CJI 0510 Survey Issues in Criminal Justice (3 Credits):**

This course will review historical context, theory, policy making, political factors, and behavioral influences related to criminal justice policy department.

#### **CJI 0520 Social Administration of Criminal Justice (3 Credits):**

This course will provide an overview of the federal, state, and local criminal justice systems. An introduction to management and methods of conflict management will be provided.

#### **CJI 0530 Legal Issues in Criminal Justice (3 Credits):**

This course will provide an overview to the legal issues that govern criminal justice activities that will include state and constitutional perspectives of law. An historical development of the various statutes that regulate criminal justice activities will be provided.

#### **CJI 0540 Program Evaluation in Criminal Justice (3 Credits):**

This course will provide a fundamental analysis of research and methodology as related to evaluation of criminal justice administration. Included in this course will be an introduction to statistical analysis and the use of current technology.

#### **CJI 0550 Investigative Processes (3 Credits):**

This course will provide a fundamental background for investigative processes to include the responsibilities of the investigator from the initial crime scene all the way through follow-up. Felony cases will be used to demonstrate examples of criminal principles.

**Specialty Tracks (12 Credits Required: Choose one track and complete 4 courses within that track (Please note Track 10 requires 18 credits) to fulfill the minimum track requirements.)**

**Track 1 Legal Perspectives of Criminal Justice (12 Credits)**

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

**CJI 6110 Criminal Evidence (3 credits)**

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

**CJI 6120 Advanced Criminal Procedure (3 credits)**

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

**CJI 6130 Criminal Law (3 credits)**

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

**CJI 6140 Legal Research and Writing for Non-Lawyers (3 credits)**

In this course the student will research, analyze and write about legal issues in the criminal justice system. This course is intended to assist the legal professional in recognizing the need for legal intervention and to identify relevant issues. Topics covered will include the fundamentals of case research, statutory law, administrative law, secondary sources, and electronic research.

**CJI 6150 Selected Issues in Forensic and Social Science (3 credits)**

This final course in the track is intended to offer the criminal justice professional an opportunity to conduct in-depth analysis of forensic and social science as an administrative tool for litigation. Social Sciences in the law will enable the student to understand the interrelationship between the forensic science, social science and the admission of evidence. Topics covered will include social sciences as a basis for determining facts and making law.

**Track 2 Behavioral Science (12 Credits)**

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

**CJI 6210 Law Enforcement and the Mentally Disordered Offender (3 Credits)**

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

**CJI 6220 Police Psychology and Criminology (3 Credits)**

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

**CJI 6230 Behavioral Criminology (3 Credits) (replaces CJI 6260)**

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

**CJI 6240 Police Stress and Mental Health (3 Credits)**

This course provides an overview of stress management in law enforcement. The course will cover the physiological and psychological basis of the stress response. The physical, emotional, mental, rational, and spiritual signs of distress will be examined. Understanding, recognizing, and coping with the stressors associated with modern policing helps prevent maladaptive responses such as domestic violence and suicide. Lectures and case studies will emphasize the application of successful stress management techniques within a law enforcement context.

**CJI 6250 Forensic Psychology (3 Credits)**

This survey course provides students with knowledge of psychology that can be used in law and the criminal justice system. Practical and research applications to psychology will be addressed. Topics include an overview of the legal system, expert witness testimony, assessment of various mental states to meet legal requirements for competency; insanity; abuse syndromes, and other psychological harm; assessment of violent behavior; working

with police and the criminal justice system; and child custody and dependency issues. The legal system will be reviewed.

**Track 3 Business Administration: (12 Credits)**

**Track Description:** This track will provide specialization training in the issues of business administration and will focus on areas such as 21st century management practices, legal, ethical, and social values of business, delivering superior customer value, managing organizational behavior, and managing human resources.

**CJI 6310 21st Century Management Practices (3 Credits)**

Students will gain an understanding of leading state-of-the-art business theories and will be able to apply them to real-world situations. They will learn to understand and challenge the ideas of 20<sup>th</sup> century management thinkers, and to practice developing and challenging their own and applied models and paradigms.

**CJI 6320 Legal, Ethical, and Social Values of Business (3 Credits)**

Students will gain an understanding of the meaning and importance of the law, ethics, personal morality, and corporate social responsibility. They will exhibit moral, ethical, and socially responsible behavior, and will be able to analyze the business decisions from a legal, ethical, and social responsibility perspective.

**CJI 6330 Managing Organizational Behavior (3 Credits)**

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

**CJI 6340 Managing Human Resources (3 Credits)**

Students will gain a working knowledge of planning, organizing, and managing human resource systems; and will gain hands-on abilities to design, direct, and assess human resource systems in enhancing relationships with internal and external customers, leading to organizational effectiveness.

**CJI 6350 Delivering Superior Customer Value (3 Credits)**

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

**Track 4 Public Administration: (15 Credits)**

**Track Description:** This track will provide specialization training in the issues of public administration and will focus on areas such as budget analysis administration, ethics, strategic management, and public administration theory.

**CJI 6410 Administrative Law and Ethics in the Public Sector (3 Credits)**

This course introduces students to fundamental legal concepts regarding administrative law and the administrative process. The course also introduces students to the field of



ethics and shows how ethical principles are applied to administrative agencies to ensure not only legal but also moral government decision-making. Administrative law is the body of law concerned with the actions of administrative agencies, frequently called the "4th branch of government" in the United States. The course thus examines how administrative agencies are created, how they exercise their powers, how they make laws and policy, formally as well as informally, the laws that govern agency rulemaking and adjudications, especially the Administrative Procedures Act, Constitutional and other legal protections afforded against agency actions, and how agency actions are reviewed and remedied by the courts and legislative branch of government. The course also examines the intergovernmental relations and the political and practical constraints that influence administrative policy.

**CJI 6420 Public Administration in Theory and Practice (3 Credits)**

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

**CJI 6430 Strategic Planning in the Changing Public Environment (3 Credits)**

This course emphasizes two broad approaches to strategic planning: explicit planning and adaptive planning. Students develop a working knowledge of how to do planning in the public sector according to these two approaches. In the usual way, students learn about the SWOT method, but then much more is gained by studying how planning is actually carried out according to three adaptive perspectives and other ancillary and explicit approaches including learning theory and contingency theory. Students learn what went wrong in the Katrina disaster and what continues to go wrong. The question is put: Can Americans plan? Finally, students review how local community and economic development planning occurs through resort to charrettes and public-private partnerships. (Prerequisite: CJI 6420)

**CJI 6440 Public-Sector Human Resource Management (3 Credits)**

The political and institutional environment of public human resource management is examined. Emphasis is given to the challenges facing the public sector in attracting and developing human assets in an environment of conflicting goals, stakeholder obligations, and a highly aware electorate. Specific topics include the evolution of the modern public service, the functions of human resource management, employment discrimination, labor management relations, professionalism and ethics.

**CJI 6450 Leadership in the Public Sector (3 Credits)**

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

**Track 5 Substance Abuse: (12 Credits)**

**Track Description:** This track will provide specialization training in the issues of substance abuse including treatment issues for drug users, family/community impact of illegal drugs, and cultural issues will be investigated as it relates to the criminal justice system.

**CJI 6510 Psychopharmacology of Illicit and Licit Drugs (3 Credits)**

This course reviews the physical and psychodynamic effects of legal and illegal drugs. Mental disorders, symptomatology, assessment measures for addicts and dual diagnosis, along with a thorough examination of the DSM-IV.

**CJI 6520 Alcohol and Other Drug Treatment in the Criminal Justice System (3 Credits)**

This course will examine treatment and intervention approaches that are effective with the offenders in correctional settings. Such topics to be introduced are drug and alcohol treatment in correctional institutions, treatment modalities, principles of the therapeutic communities, characteristics and traits of the offender and issues related to the transition into the community.

**CJI 6530 Substance Abuse Treatment in the Community (3 Credits)**

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

**CJI 6540 Cultural Factors in Treatment Associated with Substance Abuse Issues and the Criminal Justice System (3 Credits)**

This course will introduce students to cultural and racial identity development, The impact that class, race, ethnicity and sexual orientation have on court disposition, sentencing and the correctional process, culturally specific treatment techniques, racial and sexual dynamics in institutional settings and in community programs, including knowledge of cross-cultural interviewing skills.

**CJI 6550 Special Topics in Substance Abuse and the Criminal Justice System (3 Credits). (Replaces HSHJ 6560)**

This course is designed to give the student an opportunity to research a specific topic related to substance abuse services and the Criminal Justice System. Students are expected to work in an independent fashion and engage in in-depth research through the use of various sources. Such sources may include journal articles, books, online resources, and other scholarly works as deemed appropriate by the instructor. Students will receive guidance from the instructor regarding topic selection, along with scope and focus of the required paper.

**Track 6 Strategic Community Planning: (12 Credits) \*\*\*Students may choose any four courses listed to complete this track\*\*\***

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

**CJI 6610 Human Factors (3 Credits)**

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

**CJI 6620 Critical Incidents Response (3 Credits)**

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

**CJI 6630 Conflict and Crisis Management Theory and Practice (3 Credits)**

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

**CJI 6640 Family Violence: The Effects on Families, Communities and Workplaces (3 Credits)**

This course explores the overall effects of trauma and violence on individuals, families, communities, and the workplace. Issues of abuse, violence, and systemic responses are explored in relation to their effect on individual behavior, family dynamics, service provision, and community systems. Methods for identifying such issues in the context of family mediation and other types of conflict intervention are explored.

**CJI 6650 Strategic Community Planning and Partnerships (3 Credits)**

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

**CJI 6660 Race and Ethnic Relations in America (3 Credits)**

This course examines the social constructionist approach toward the study of racial and ethnic conflict and conflict analysis in the U.S. It is designed to assist students in increasing their ability to analyze racial issues from a historical and contemporary perspective, and to explore the basic theoretical paradigms that have been used to conceptualize the idea of race and ethnicity from the 9th century to the present. The course will also explore the effects of contemporary policies in addressing racial and ethnic inequities, and strategies to combat racism.

**CJI 6670 Metropolitan Conflict (3 Credits)**

This course will explore historical and theoretical explanations for the different types of conflict prevalent in various metropolitan areas. A series of case studies, focusing on both cities within the United States and abroad, students will explore such topics as the role of ethnicity in conflict, structural inequalities of the system, urban/suburban relations, urbanization, and metropolitan growth and development.

**CJI 6680 Transformational Narratives (3 Credits)**

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

**CJI 6690 Federalism and Intergovernmental Conflict (3 credits)**

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

**Track 7 Information Systems: (12 Credits)**

**Track Description:** This track will focus on the application of technological concepts of information systems to the collection, retention, and dissemination of information for management planning and decision making.

**CJI 6710 Information Security Management (3 Credits)**

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

**CJI 6720 Information Privacy and Ethics (3 credits)**

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

**CJI 6730 Electronic Commerce on the Internet (3 credits)**

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

**CJI 6740 Database Systems (3 credits)**

The application of database concepts to management information systems. Design objectives, methods, costs, and benefits associated with the use of a database management system. Tools and techniques for the management of large amounts of data. Database design, performance, and administration. File organization and access methods.

The architectures of database systems, data models for database systems (network, hierarchical, relational, and object-oriented model), client-server database applications, distributed databases, and object-oriented databases.

**CJI 6750 Telecommunications and Computer Networking (3 credits)**

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

**Track 8 Conflict & Crisis Management: (15 Credits)**

**Track Description:** This track will provide specialization training in law enforcement conflict and crisis management, emphasizing nonviolent, negotiation-oriented approaches to both individual and organizational responses to hostage/barricade and other crisis situations. The track will provide knowledge and skills to those who work in law enforcement and criminal justice agencies, and related organizations.

**CJI 6810 Violence Prevention (3 Credits)**

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

**CJI 6820 Human Factors (3 Credits)**

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

**CJI 6830 Conflict & Crisis Negotiation (3 credits)**

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

**CJI 6840 Conflict and Crisis Management Theory and Practice (3 credits)**

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

**CJI 6850 Critical Incidents: Response, Management and Resolution (3 credits)**

This course will provide an in-depth analysis and understanding of inter-group and intra-group dynamics associated with

the organizational response to critical incidents such as hostage/barricade management, terrorism, kidnapping, natural and other disasters, and tactical operations, which comprises the negotiations team, the tactical team, and the on-scene commander, as well as coordination of efforts with government, organizations, and the community. Topics include: inter-group and intra-group conflict intervention and communication strategies, negotiation, tactical, and command protocols, hostage/barricade resolution continuum options, and case studies.

**Track 9 Child Protection and Juvenile Justice: (12 Credits)**

**Track Description:** This track is designed to meet the specific need of child protective workers, law enforcement officers, child advocates, school resource officers, community mental health workers, school police, Department of Juvenile Justice, Department of Children and Family Services, and others.

**CJI 6910 Theory of Child Protection, Investigation, and Advocacy (3 credits)**

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

**CJI 6920 Juvenile Justice: Systems, Structure, and Process (3 credits)**

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

**CJI 6930 Family Dynamics: Motivation, Support and Communication (3 credits)**

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

**CJI 6940 Victimology: Child Abuse and Exploited Children (3 credits)**

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

**CJI 6950 Safe Schools: Climate and Culture (3 credits)**

This course provides students with an overview of school safety and is intended to prepare students to develop or strengthen strategies, activities, and processes that will enhance the safety and wellbeing of students, staff, and community members. Emphasis will be placed on the interaction between stakeholders and the importance of building and sustaining community collaboration for the purpose of school safety. The importance of policies and procedures, legislative mandates, and current safe school standards will be explored.

**Track 10 Information Security: (18 Credits)**

**Track Description:** This track will focus on the rapidly growing global problems of maintaining and securing computer information. Important areas addressed include threats and vulnerabilities, cryptography, authentication and access control, security models, network security, trusted computer systems, distributed systems security, World Wide Web security, applications security, and security management and policies.

**CJI 6101 Fundamentals of Security Technologies (3 credits)**

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

**CJI 6102 Information Security Management (3 credits)**

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

**CJI 6103 Information Security Governance (3 credits)**

Challenges and opportunities of effectively governing an organization's information security requirements and resources. Information security governance lays out the vision for the information security program. Discussions include what constitutes good information security governance, and development of an effective information security strategy and policy. Also focuses on how to improve information security accountability, regulatory compliance, and maturity. **Prerequisite: CJI 6102.**

**CJI 6104 Information Systems auditing (3 credits)**

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

**CJI 6105 Information Security Project (3 credits)**

This project course integrates all of the knowledge accumulated through the previous courses and serves as a capstone for the Concentration in Information Security. The class

focuses on best practices demonstrated through case studies and systems assessment. Students may enroll in this class only after completing all of the information security concentration courses. **Prerequisites: CJI 6101, CJI 6102, CJI 6103, and CJI 6104.**

**CJI 6750 Telecommunications and Computer Networking (3 credits)**

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

**Track 11 Forensic Investigative Technologies: (12 Credits)**

**Track Description:** This track will provide specialization training in the burgeoning field of forensic investigation. Students will be exposed to investigative and analysis techniques used during criminal investigations.

**CJI 6111 Firearms, Fingerprints and Other Impression Evidence (3 Credits)**

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

**CJI 6112 Forensic Analysis of Trace and Drug Evidence (3 Credits)**

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

**CJI 6113 Crime Scene (3 Credits)**

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

**CJI 6114 DNA – Technology that Revolutionized Criminal Investigations (3 Credits)**

This course will provide students with a survey of the field of forensic genetics in an understandable manner. Topics will include presumptive testing, a history of serological analyses, the beginning of the era of DNA technology including RFLP and AMPFLP analysis. Newer methods of typing such as Short Tandem Repeat, Y-chromosome STR, SNP analysis, mitochondrial sequencing and finally mini-STRs will be explored. Case studies and examples of these methods will be examined and fully investigated empirically. This course would be an invaluable tool for the criminal investigator and attorneys or those students planning to work in such fields.



### **CJI 6115 Overview of Crime Laboratory Management (3 Credits)**

A review of process management, work flow and future growth will be discussed. This course will provide students with a survey of manpower, quality assurance, safety, and budgeting issues. What job requirements are needed to perform the various jobs from Crime Scene Detective to DNA analyst? Accreditation, certification and outside review of laboratory performance will be explored. The C.S.I. effect and its impact on the modern forensic laboratory will be examined. The competing interests of case analysis, prosecution and investigation will be detailed.

### **Track 12 Emergency Preparedness Leadership: (15 Credits)**

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

### **CJI 6121 All-Hazards Preparedness (3 credits)**

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

### **CJI 6122 Communicable Diseases and Chemical, Biological, Radiological, Nuclear, Explosive (CBRNE), Challenges (3 credits)**

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

### **CJI 6123 Interagency Disaster Communication (3 credits)**

This course provides the student with information on the Incident Command system (ICS) joined with the state and federal response efforts in the event of a public emergency. Students will identify the core components in the ICS and the National Incident Management System (NIMS). An overview will describe the history, principles and organizational structure of the ICS and enable the responders to operate efficiently during an incident. The material presented will expand upon information covered in the ICS 100

and ICS 700 courses, and include topics such as; communication, pre and post mitigation planning, operational concepts, prioritization of target capabilities, and development of a local Incident Response Plan (IRP). Students will participate in online tabletop exercises utilizing the ICS. **Prerequisite: HSHJ 6121**

**CJI 6124 Community Disaster Preparedness (3 credits)**

An all-hazards plan provides a basis for a higher state of readiness. These courses will emphasize “disaster resistant communities” to build on ongoing “Culture of Preparedness. Regardless of whether the incident is non-intentional (as in a natural disaster) or intentional (as in a terrorist threat), law enforcement’s role may include enforcing public health orders, securing contaminated areas and health facilities, providing support for transfer of national stockpiles and control of civic unrest. Resources may be overwhelmed and the ability to respond will depend on preparation and partnerships within the community. This course will provide information on development of law enforcement and operational continuity, protection of the officers to contagion and maintaining public order. The importance of law enforcement working in partnership with public health will be emphasized throughout the course. **Prerequisite: CJI 6121**

**CJI 6125 Special Topics in All-Hazards Preparedness (3 credits)**

This course is a capstone research and experience course for the student. Each student will select a topic of interest related to all-hazards preparedness research. In addition, students must take part in an approved community project at the volunteer or professional level in the all-hazards field. **Prerequisite: CJI 6121**

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

**CJI 0601 Examining the Role of Police and Minority Communities (3 Credits)**

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

**CJI 602 Clinical Investigation of Fraud (3 credits)**

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

**CJI 0603 Practicum I (3 credits) *Offered each term***

This course will provide the criminal justice student with first-hand experience working alongside law enforcement agents. Students will have the opportunity to observe various entities within a department of police or corrections.

**CJI 0604 Practicum II (6 credits) *Offered each term***

This course will provide the criminal justice student with first-hand experience working alongside law enforcement agents. Students will have the opportunity to observe various entities within a department of police or corrections.

**CJI 0605 Practicum III (9 credits) *Offered each term***

This course will provide the criminal justice student with first-hand experience working alongside law enforcement agents. Students will have the opportunity to observe various entities within a department of police or corrections.

**CJI 0606 Terrorism from a Criminal Justice Perspective (3 credits)**

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

**CJI 0608 Forensic Odontology (Dental Forensics) (3 credits)**

This course is an introductory course to describe the role and function of the dental scientist as an important (essential) part of the team of Forensic Scientists.

**CJI 0609 White Collar Crime (3 credits)**

White-collar crime is a serious social problem and is among the greatest threats to public health and safety. Indeed, the physical, financial, and emotional costs of white-collar crime dwarf those caused by traditional street crimes, such as homicide, robbery, and burglary. We will approach the study of white-collar crime from *sociological* and *criminological* perspectives. We begin by defining the various forms of white-collar crime and then move on to an examination of a number of instances/cases of the phenomenon. Next, we shall engage in a rigorous theoretical examination of the causes and correlates of white-collar crime. Finally, we will focus on what we can do "in the real world" about the problems associated with white-collar crime.

**CJI 0610 Private and Public Policing (3 credits)**

This course is a survey of the security field, including private, corporate, industrial, and retail applications. Comparisons are made between private and public policing. This course discusses the history evolution of private security and its role in American society. The course will cover various types of private security agencies and the varying types of services provided. The interaction of private security law enforcement and the restrictions placed upon each by the law and various legal decisions will be addressed.

**CJI 0611 Clinical Applications of Hypnosis (1 credit)**

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

**CJI 0612 Women and the Criminal Justice System (3 credits)**

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

**CJI 0613 Crime and the Media (3 credits)**

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

**CJI 0614 Becoming an Effective Expert Witness (3 credits)**

Professionals have numerous opportunities to testify as "Expert Witnesses" in litigation. This includes both civil and/or criminal cases. This may include accident litigation, malpractice litigation, forensic evidence in criminal cases, or various other cases. This course will help professionals understand the sequence of events leading to becoming an expert, the preparation involved, and the art of testifying.

**CJI 0615 Correctional Psychology (3 credits)**

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

**CJI 0616 Communication and Problem Solving Techniques (3 credits)**

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

**CJI 0617 Street Gangs (3 credits)**

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

**CJI 0618 Forensic Laboratory Technologies (3 Credits)**

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

**CJI 0619 Interview and Interrogation (3 Credits)**

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

**CJI 0620 Executive Leadership (6 credits)**

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

**CJI 0621 Political and Public Policy Basis of Emergency Management (3 credits)**

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

**CJI 0622 Preventing Juvenile Delinquency (3 credits)**

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

**CJI 0623 Sociological Dynamics of Youth Gangs (3 credits)**

This course is designed to introduce students to the cultural and structural components of gang activity and will present a comprehensive review of all the critical elements relevant to the growing phenomenon of gang life. It will provide an overview of criminal street gangs and explore its impact on our society. The course will be delimited by the introduction of the topics: history of gangs, typology, theoretical explanations, causations,

organizational structure, criminal activities of gangs, girls and gangs, community impact, community based and national intervention strategies. The interaction of race, culture, class and gender in the criminal justice system will be infused throughout weekly discussions. Additionally, psychological and sociological dynamics will be explored. Furthermore, how to work with and treat children and adolescents as well as their families who have been associated with street gangs will be investigated. Along with this, students will also examine the short and long term goals of child and family protection, laws, as well as future relationships with regards to gang life.

### **CJI 0624 Ethics in Law and Criminal Justice (3 credits)**

This course is an intense examination of the ethical considerations facing the criminal justice practitioner. Topics include determining moral behavior, developing moral and ethical behavior, legal ethics, ethics and law enforcement, ethics and the courts, ethics and corrections, the ethics of punishment, policy and management issues, professionalism, pride and ethics for practitioners

### **CJI 0625 Child Sexual Abuse (3 credits)**

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

### **CJI 0626 International Crime (3 credits)**

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

### **CJI 0627 Critical Issues in Corrections (3 credits)**

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

### **CJI 0628 Administrative Investigations (3 credits)**

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

### **CJI 0629 Thesis I (3 credits)**

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

### **CJI 0630 Thesis II (3 credits)**

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

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

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

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

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

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

## **M.A. in Cross-Disciplinary Studies**

### **Core Courses**

This course is designed as a survey course on contemporary theories of conflict and conflict resolution. Students will examine a variety of theories that center primarily on the fields of history, economics, sociology, social psychology, anthropology, political sciences, and social relations. Offered winter.

### **MACS 5200 - Research Design and Program Evaluation**

This course focuses on the development of applied research skills, including basic research tools, assessment, social science research, current research in the field, and an introduction to program evaluation through analysis of published work. Offered winter and summer.

### **MACS 5310 - Introduction to Systems Theories**



This course presents an overview of systems theories that use metaphors of system, pattern, interaction, communication, and language to describe human behavior and relationships. Offered all terms.

### **MACS 5400 – The Interdisciplinary Writer**

This course is designed to assist graduate students in creating essays, thought papers, and other pieces of writing that reach an intended audience with clarity, skillful craft, and purpose. It includes reading and writing assignments for an academic setting focused on interdisciplinary perspectives. Students will be expected to participate in class discussions and improvisational writing exercises. Because this is a writing course, rather than just a course about writing, there will be a workshop component to the class. This means that all participants will bring in copies of their work to share to develop writing speaks to others. At the end of this course you will be better able to recognize, in your own writings and those of others, a piece's purpose, its organizational structure, level of craft execution, authorial voice, and engagement of the audience. Offered Fall.

### **MACS 6130 - Practicum I: Supervised Field Experience**

This course is a field research project that incorporates classroom knowledge and real-world settings. Students will demonstrate their ability to apply theory to practice and analyze situations utilizing knowledge from previous course work. Offered Fall and Summer terms.

### **MACS 6160 - Practicum II: Supervised Field Experience**

This course is a field research project that incorporates classroom knowledge and real-world settings. Students will demonstrate their ability to apply theory to practice and analyze situations utilizing knowledge from previous course work. This is a continuation of MACS 6130. Prerequisites: MACS 6130. Offered Fall and Winter terms.

### **Elective Courses:**

#### **SHSS 6620 - Academic Writing**

A user-friendly seminar on how to write clear, unpretentious academic prose. Covers technical issues—sentence structure, punctuation, tenses, idea development—in a non-technical manner. Includes strategies for creating and editing manuscripts and for researching, organizing, and writing literature reviews. Offered all terms.

#### **MACS 0100 – Effective Environmental Communication**

Professionals in a wide range of disciplines need to be able to effectively and credibly communicate science and environmental issues in terms that can be clearly understood. This course will cover the spectrum of media available for communicating environmental and science information together with writing and speaking skills for media and other communication channels.

#### **MACS 0300 - Marine and Coastal Flora and Fauna**

An introductory overview of life in the sea and along its margins, including microorganisms, plankton, algae, plants, invertebrates and vertebrates. Treatment of major groups will include aspects of diversity, ecology, evolution, life histories and classification.

#### **MACS 0501 – Introduction to Java Programming**

This course is an introduction to the Java programming language. The course will include an introduction to the concepts of object-oriented programming and will show how Java supports this programming paradigm. You will learn about the Java environment and will

write both applets (programs that execute in a web browser) and applications (stand-alone programs). In addition to learning about basic language statements, you will also learn how Java provides support for such diverse applications as web pages, multimedia, education, etc.

### **MACS 0603 – Ocean and Coastal Law**

A hodgepodge of laws and approaches apply to the oceans and coasts. Essentially all the legal attention arose within the past six decades. Rights divide among private landowners, resource extractors, local governments, national governments, or international authorities. Today a great period of legal adjustment is in motion as many living systems collapse, bearing social and economic consequences. Much ocean and coastal law is already a story of failure followed by rethinking or reconstruction. This background law is now asked to rise to the task of enabling prevention of global climate change, and to the task of adaptation to its impacts which elude prevention. Other courses in the distance program address science or policy for living and non-living resources. This course is about how law copes with emerging science and policy. It depicts examples of legal success and of disappointment to highlight the mechanisms and principles of law. From the examples, we understand and can recollect how these laws are created, revised, processed into regulations and administered. Limits on agencies and courts to make interpretation, apply science in legal settings, and enforce are evaluated.

### **MACS 0612 – Coastal Policy**

This web-based distance education 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. Optional weekend or extended 3-credit field trips to experience and examine coastal policy venues in Fort Lauderdale and Palm Beach (Florida, USA) and other coastal locations will also be available.

### **MACS 0614 – Intl Coastal Zone Management**

International Integrated Coastal Zone Management: This web-based distance education course focuses on the international dimensions of integrated coastal zone management. Students will 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: the Black Sea, Newfoundland, the Louisiana Region of the Gulf of Mexico, Belize, the Marshall Islands, and Antarctica.

### **MACS 0630 – Life on a Water Planet**

Life on a Water Planet has four broad aims: (1) to provide a holistic and current perspective on key water issues that includes ecological, socio-economic, historical and cultural perspectives, together with consideration of the water needs of other species; (2) to provide a forum for sharing understandings and perspectives; (3) to help you shift your perception of our planet from "the earth" to "water"; (4) to encourage you to take information and knowledge about water issues from a broad base and apply it to your own community or individual situation. The course is organized into ten units which involve readings available as direct links with the course homepage, online activities and discussion, and optional web resources for further exploration and study.

### **MACS 0636 – Marine Mammal Management**

This course is essentially a 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.

### **MACS 0647 – Iraq: Restoring the Marshlands**

International Coastal Zone Restoration in the Marshlands of Iraq: Throughout the 1990's the regime of Saddam Hussein committed genocide and ecocide against the people and environment of Mesopotamia-the vast marshlands between the Tigris and Euphrates rivers in Southern Iraq. The government did this through a secret "Plan for the Marshes" to drain away its life-giving water and attack, kill and scatter its half-million inhabitants who were predominantly Sunni Moslem. Today, the former regime is gone and the country is occupied by other forces, but Mesopotamia is still a depopulated wasteland.

### **MACS 0655 – Environmental Remote Sensing**

Environmental Remote Sensing & Geographic Information System: This course assumes that you have an interest in Remote Sensing (RS), Geographic Information System (GIS) and large-scale Earth observation, and wish to learn about using these tools to study the Earth and its processes. It doesn't matter whether you consider yourself a chemist, physicist, biologist, geologist or geographer, or simply have a reasonable grounding and interest in the Earth Sciences. Nonetheless, you must be prepared to grapple with some basic ideas of Physics. The distance-learning course is designed to be accessible and to give a general induction to a wide scope of relevant topics.

### **MACS 0664 – Internship in Coastal Policy**

Students enrolled in this course are expected to invest the equivalent of 3 hours per week for 14 weeks (i.e. at least 42 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 coastal zone activities. In addition to hands-on work, each intern will also keep an academic journal of internship activities. The journal will be submitted for review for the final grade. The student's supervisor at the internship venue will also evaluate the student. Permission and approval of supervising Professor is required before you enroll in this class.

### **MACS 0665 – Environmental Sustainability**

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 cross-cutting approach the environmental and social issues that affect our lives.

**MACS 0667 – Coastal Zone Interpretation**

This is a web-based course that offers an exploration of communication and experiential learning theories and their application to the interpretation of coastal zone environments. This course provides the student with learning opportunities that will require them to, "go outside, sniff around," explore the coastal zone and thereby be engaged in hands-on interpretive experiences.

**MACS 0672 – Biology of Sharks and Rays: Part 1: Form and Function**

In this course, we will explore the general biology of sharks and rays by examining topics concentrating on their anatomy, physiology and biochemistry with the goal of understanding how exquisitely adapted these animals are to their environment.

**MACS 0673 – Biology of Sharks and Rays: Part 2: Ecology and Evolution** In this course, we will survey the evolution and diversity of past and present sharks and rays and also examine distributions, environments inhabited, ecological roles, interactions within and among species, and review the life history characteristics of sharks and rays in relation to their occurrence and sustainability in fisheries with the overall goal of understanding the diversity of sharks and rays, their role in marine ecosystems and their interactions with humans (other than in terms of shark attack).

**MACS 0676 – Chemical Biology of Coastal Zn.**

Chemical Biology of Coastal Zones: This course deals with the application of chemistry to the biology of coastal zones. It consists of 10 units, 10 quizzes, 1 written assignment and a final exam. Each unit is followed by a quiz.

**MACS 0677 – Coastline Environmental Security**

Traditional terrorist targets include human assets (such as political leaders and foreign diplomatic staff), physical assets (such as aircraft, buildings, factories, power stations), and institutional assets such as legislatures and courts of law. However, we seek here to expand the notion of threat beyond these traditional determinants to include activities which target the natural environment. Although we may consider Eco-Terrorism (people and organizations which target the built environment and act in the defense of nature), this course will concentrate on the natural environment as a target. In this time of global instability, where people sacrifice themselves by strapping on explosives and where civilian aircraft are used as missiles, we must force ourselves to look beyond traditional threats and evaluate the risk confronting our greatest asset, our environment. This involves particular considerations for those who are concerned with maintaining and managing the sustainability and health of the coastal zone. For S1 level students only.

**MACS 0686 – Ocean Observing**

The Ocean Observing course sets the stage for this new program. It is intended to give students a broad view to how the physical and biological factors are governing the distribution of the marine life and how the ocean influences climate variability. Human activities impact the orderly functioning of the ocean (and other components of the Earth system) by altering cycling rates and disturbing the equilibrium of biochemical cycles. Students will learn how society is attempting to minimize these impacts, remediate past damage, and avoid future problems. Answers to these and other questions require observational data on the ocean's properties and processes.

**MACS 0687 – Coastal Ecology** The course provides a thorough synthesis of the physical processes in relation to biological functioning in near-shore environments. Course elements include consideration of; introductory level coastal oceanography and adaptations of marine organisms, principles for understanding the ecological structure and dynamics of coastal marine communities, ecological descriptions of major coastal marine ecosystems, and scientific principles relating to management and decision-making processes.

**MACS 0690 – Tropical Marine Fish Ecology**

This course will cover the ecology of tropical fishes, including coastal, estuarine, mangrove and pelagic fishes. Emphasis is on identification and natural history of local species. Current theories on distribution and abundance will be discussed in addition to ecological theory. Field work will take place at the Keys Marine Laboratory, Long Key, and Florida. On return to the Oceanographic Center a one week self-directed and self-scheduled laboratory study will be required. Students will complete the lab on August 11th. Date of final exam to be determined.

**MACS 0699 – Environmental Risk Assessment**

The emphasis is on the coastal zone manager's understanding of pollution sources, relative risk and potential effects on human and marine life. Sources, measurement, and control.

**MACS 0710 – Water: Cross Cultural Perspectives**

This course will introduce students to the cross-cultural dialogue regarding water and coastal zone management that is occurring amongst the scientific, interfaith and policy communities, both within the USA and internationally.

**MACS 0735 – Oil Pollution and the Marine Environment**

This course will cover the chemistry and environmental impacts of oil spills and pollution on the marine environment. Topics will include the effects of oil on various organisms and ecosystems. Current and historical oil spills and other major pollution events and their clean-up will be analyzed and evaluated.

**MACS 0745 – Ocean Debris Science**

This class describes and analyzes coastal zone management and coastal policy through the analysis of human debris. Also called flotsam and jetsam, debris can be a valuable tool in the analysis of ecosystem degradation through human activity. The class will require each student to propose numerous concrete policy solutions to the problems of human garbage and debris in the coastal and ocean environments.

**MACS 0790 – Aspects of Marine Pollution**

The course deals with various forms of environmental pollution as they affect both the land and maritime environment. Sources, measurement and control of pollution in marine and coastal environments are discussed. It examines the fate of chemicals and their biological effects on marine organisms. It also examines environmental toxicology and the general mechanisms of transport and transformation of chemicals in water/sediment systems and within marine organisms.

**MACS 0806 – Coastal Pollution & Env. Toxic**

The course deals with various forms of environmental pollution as they affect both the land and maritime environment. The emphasis is on the coastal zone manager's understanding of pollution sources, relative risk and potential effects on human and marine life. Sources, measurement, and control of pollution in marine and coastal environments are discussed. It examines the fate of chemicals and their biological effects on marine organisms. We will discuss environmental toxicology and the general mechanisms of transport and transformation of chemicals in water/sediment systems and within marine organisms.

**MACS 0915 – Environmental Science**

This course is intended to give students an overview of the physical environment, its relationship within the biosphere, and the human impacts upon natural systems. Topics include environmental sustainability; air, water and land ecosystems; biological resources; global atmospheric changes; pollution and waste management; and energy conservation.

**MACS 0945 – Marine Protected Areas: Science, Siting and Monitoring**

The online course consists of several power point presentations with voice-over as well as discussion topics and class interactive hypothetical scenarios. 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. The importance of ecological principles when creating an MPA will be emphasized. An overview of sampling theory and need for empirical data to document the success or failure of MPA will be presented.

**MACS 0955 – Archaeological Oceanography: Reefs and Wrecks**

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. Mapping, navigation through time and tools and technology through time will be featured as well as present day conservation of artifacts, archives and the nature of evidence. A self-selected student project will be a requirement. For the Oceanography major, the student project will focus on ocean science and/or engineering. For the Coastal Zone Management major, Certificate Program or Education Degree student, the focus for the student project can be from a broad range of relevant topics.

**MACS 0957 – Archaeological Oceanography: Reefs and Wrecks; Field Experience Component**

This distance learning and field-based course will examine human interest in the tension of natural and cultural treasures. Students will experience the dynamics of ocean systems and human systems, as well as natural and artificial reefs, within the context of legal, ethical and preservation considerations. Present day conservation of artifacts, archives and the nature of evidence will be highlighted. The distance learning portion of the course will be for delivery of on-line learning materials as well as dialogue with students/faculty prior to the field-based component and afterwards.

**MACS 0960 – Alaska Coastal Ecology**

This course takes place at a remote field laboratory at the southern tip of the Kenai Peninsula along the south central coast of Alaska. Each day will consist of a combination of lectures and lab exercises at the laboratory and field trips to the surrounding bays, beaches, glaciers and riparian environments. Topics include zooplankton productivity, intertidal environments, fish and invertebrate ecology, marine mammals and bird populations, high latitude ecosystem management and detection and impacts of climate change. You will explore the environment via boat and on foot. You will also visit the Alaska SeaLife Center to view marine mammals and birds up-close and learn about in-depth research and rehabilitation being conducted. Students will have opportunities to sea kayak, fish, glacier hike and even cold water snorkeling.

**MACS 0965 – Water World Revisited: Exploring Coastal Futurology** This short course will feature readings, discussions, short digital video interviews and video case studies, and short lectures by the instructors. You 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. The major themes of the course are (1) Climate change and the urgency for humans to restore climate balance; (2) The interaction of human activity and climate; (3) Futuristic oceanic and coastal zone settlement and manufacturing ideas; (4) Futuristic energy systems, climate and the ethics of proposed human engineering of climate and habitat.

**MACS 0985 – Climate Change at High Latitudes** High latitudes are undergoing rapid and significant change associated with climate warming. Climatic changes in these regions interact with and affect the rate of the global change through atmospheric circulation, biogeophysical, and biogeochemical feedbacks. Changes in environmental conditions are often first exhibited in high latitudes and more sensitive to fluctuations. This course will explore the impacts of current and projected long-term environmental changes in both the northern and southern hemispheres' bodies of water.

Primary literature will be read and discussed covering a range of topics from the physical, chemical and biological perspectives as well as predictive models. Web sites and links of organizations and agencies studying high latitudes will be provided. Students will be responsible for active discussions weekly online and a term paper discussing a chosen topic related to high latitude environmental change.

**MACS 0990 – Marine Mammals**

Marine mammals discusses the physiology and behavioral aspects of many species throughout the world's oceans.

**MACS 0995 – Conservation Behavior: Marine Mammals**

Conservation Behavior, with a focus on Marine Mammal Conservation Conservation behavior is the application of animal behavior knowledge to solving wildlife conservation problems. This course introduces upper level students to the relatively new discipline of Conservation Behavior and its importance to strategies for Marine Mammal Conservation. Concepts from ethology (Tinbergen's 4 perspectives on behavior), behavioral analysis (Skinner's matrix on how animals learn), and measuring behavior (Martin & Bateson) will be reviewed to ensure all students have the basic terminology & skills necessary for successful completion of the course. Learning activities would include extensive reading and written reading analysis of the text and relevant journal articles, weekly quizzes focused on concepts and vocabulary, and a term paper in the form of a Conservation Behavior Species Brief on a marine mammal of the student's choice. Prerequisites: an undergraduate or graduate level course in animal behavior is recommended.

### **MACS 4200 - Introduction to Marine and Coastal Processes: Essential Principles and Fundamental Concepts**

An introduction to marine and coastal processes for non-scientists, including the physical and chemical processes, ocean mixing and circulation, together with marine ecosystems and interactions, within a global context.

### **MACS 4945 - Ecotourism and Whale Watching Activities in ICZM**

Whale-watching is one of the fastest growing tourism industries worldwide often viewed as sustainable, non-consumptive strategy for the benefits of cetacean conservation and the coastal communities. This course will focus upon: the historical aspects of Whale-Watching Activities (WWA) / Whale-Watching around the world, particularly in North America / the Blue Economy of WWA as an industry / conceptual modeling and decision-making systems for sustainable management / the role of Marine Protected Areas / the ecological impacts of navigation / governance, regulation, boaters and attitudes / the ecotourism experience / Research trends in WWA

### **MACS 5000 – Foundations and Development of Conflict Resolution & Peace Studies**

This course outlines the substantive themes, history, origins, contexts, and philosophical foundations of conflict resolution, healing, peacemaking, and problem solving. Students will examine levels of interventions and processes in the field of conflict resolution. Offered all terms.

### **MACS 5001 – Current and Historical Issues**

This course is an introductory seminar dealing with current and historical issues in American national security affairs. In the age of globalization and international terrorism it is imperative that we understand the history, topics, and concepts of national security affairs. The pursuit of security involves a wide range of both domestic and international activities that fall under the umbrellas of political, economic, and military relations and procedures. This course examines the history of American security, the workings of the American national security institutions and organizations, cooperative security systems like NATO and the United Nations, international institutions, political violence, terrorism, war, and both domestic and international law on security. On all these topics, this course will emphasize both theoretical and practical issues that will further the student's knowledge of American national security affairs. Offered Fall and Winter terms.

**MACS 5002 – Terrorists and Terrorism** This course analyzes terrorism from a number of perspectives including law enforcement (FBI), defense (DOD), and diplomatic (DOS) orientations in order to understand mitigation/prevention, preparedness, response, and recovery measures with regards to counterterrorism and antiterrorism. Individual (lone wolf) and group (Islamist) terrorist mindsets will be examined, as well as international and domestic domains. Offered Fall and Summer terms.

### **MACS 5003 – National Intelligence Collection**

This course examines the work of current and future managers in the federal intelligence and homeland security arenas. Students will be introduced to the various ways in which the social and behavioral sciences inform approaches to intelligence collection and analysis and how these scientific approaches can facilitate the goals of countering terrorism and hostile intelligence service actions. Specifically, the emerging field of "Futuristics" will be explored in this context so that managers can forecast, manage and create preferable future outcomes for their agencies and the nation. Offered Winter and Summer terms.



**MACS 5004 – Border Protection and Military Issues**

This course is an in-depth analysis of the importance and the difficulties in security measures and tactics used to protect a sovereign nation's borders. Border protection is an essential part of National Security. The threats to domestic populations include drug-smuggling, terrorism, human and arms trafficking, and illegal immigration. Theoretical and applied case studies will facilitate student engagement. The course will serve as an introduction to the theories and applied practices of successful border protection. Offered Fall and Winter terms.

**MACS 5005 - Research and Evaluation in National Security Affairs**

This course provides an in-depth introduction to the fundamental logic and principles of research design, with additional focus areas in critical thinking and analysis. Students will gain familiarity with key concepts in the philosophy of science and current debates over appropriate methods of data collection and analysis of the social sciences. Students will learn the differences between quantitative, qualitative, and mixed-methods research; from here the student will be introduced to the foundations of these approaches and learn what strategies, methods, and techniques are in use. Students will then be expected to formulate a research question, develop a set of hypotheses, develop a strategy for data collection, develop a literature review, and finally to formulate ways to operationalize their study. Offered Fall and Summer terms.

**MACS 5006 - Assessment of Credibility- Theory and Implications**

Students will explore a broad range of contemporary thought, discussion, and scientific research, relevant to the assessment of credibility with the goal of developing a base of knowledge for the assessment of statements made by, or on behalf of, individuals, groups, political parties, and government, both domestic and foreign. Topics that will be explored include, but are not limited to, the "making and unmaking of ignorance", defining what constitutes a "lie", the ubiquitous nature of lying, the many reasons for lying, and how lying is used in varying contexts by individuals, business, and government. Offered Fall term.

**MACS 5008 - Credibility Assessment: Methods and Implications** This is the second course in the realm of credibility assessment. Students will explore a broad range of issues, thought, discussion, and scientific research, relevant to the actual assessment of credibility using various contemporary methods. Topics that will be explored include, but are not limited to; defining what constitutes a "lie," the ubiquitous nature of lying, nonverbal and verbal cues to deception, non-instrumental forms of lie detection, and instrumental forms of lie detection. Offered Winter term.

**MACS 5009 – US Relations with Latin America**

This course focuses on strategic analysis while examining historical relations between the United States and Latin America. The material is presented in three segments; strategic analysis, historical relations, and current issues impacting US relations with the southern hemisphere. The course will enhance knowledge and understanding of the history of US-Latin American relations and the application of strategic analysis to those relations. The course will emphasize the strategic importance of Latin America to long term stability in the US. Offered occasionally.

**MACS 5030 – Interdisciplinary Theories and Perspectives** This course starts by exploring the theories and the theoretical frameworks found in academic disciplines and their importance to interdisciplinarity. The differences between disciplinary, multidisciplinary, transdisciplinary, and interdisciplinary perspectives will be examined and critiqued. Case studies and current issues will be critiqued using interdisciplinary approaches.

**MACS 5032 - Aquatic Invasions Outbreaks and Diseases**

Aquatic, coastal and marine ecosystems can be exposed to a number of biological stressors and disturbances such as (i) invasive species (e.g. lionfish, Asian carp, zebra mussels), (ii) outbreaks (e.g. crown-of-thorns starfish, mat tunicates), and (iii) diseases (e.g. Eelgrass wasting disease, Fibropapilloma in sea turtles), and (iv) mass mortality events (e.g. Diadema epizootic, 1998 worldwide coral bleaching, fish kills associated with HABs). The focus of this course shall include case studies from current scientific literature, anthropogenic and environmental factors that influence IODs, disturbance and adaptation theories, and contemporary solutions for prevention and protection.

**MACS 5040 – Human Factors**

This course presents communication theories relevant to conflict resolution as well as theories about understanding, analyzing, and managing conflict. The course focuses on the human and emotional aspects of conflict, and includes the influence of gender and culture. This course is pragmatic as well as theoretical, and presents communication and conflict resolution models in a practice-based approach. Offered all terms

**MACS 5100 – Mediation Theory & Practice**

This course examines theories, methods, and techniques of mediation. Students will have the opportunity to demonstrate their knowledge of mediation skills. Prerequisites: MACS 5040. Offered fall and winter.

**MACS 5140 – Negotiation Theory and Practice**

This course examines conflict intervention from the perspective of the disputant/negotiator. The integration of theory and practice will emphasize the tactics, strategies, and operations of effective and ineffective bargaining/ negotiating behavior. The course develops negotiator skills and knowledge, leading to collaborative-based actions and solutions. Offered winter.

**MACS 5300 – Fundamental Concepts of Climate Change**

Climate change is increasingly at the forefront of scientific and policy considerations worldwide, but the basic dynamics of the atmosphere and climate processes are not generally understood. This course will be one of the core courses in the Graduate Certificate and Coastal Climate Change, and an elective within the MS in Coastal Zone Management degree program. It will introduce simple concepts and observations regarding weather and the marine and coastal environment, and build into more complex enquiries and investigations regarding the physical, chemical, biological and geographical aspects. Upon course completion, students will better comprehend the science behind marine and coastal climate change and be able to make use of this knowledge in their decision-making within their communities and work environment.

**MACS 5350 – Fundamental Concepts of Climate Change II** The social consequences of a changing climate are numerous and have the potential to significantly alter human-livelihood and even create community conflict and unrest. In this course, which is one of the two required (core) courses for the Graduate Certificate in Marine and Coastal Climate Change, students will explore climate change from a social perspective. Where appropriate, the course will be explored in the context of the marine and coastal environment.

**MACS 5355 - Introduction to Equine Assisted Family Therapy**

This course will provide students with an introduction to all aspects of equine assisted mental health approaches. Beginning with an overview of the rapidly growing Animal Assisted Therapy field, the course will cover in greater depth equine assisted psychotherapy, team building, and therapeutic riding programs. Through hands-on experience working with horses, students will be introduced to the Equine Assisted Family Therapy model being developed as a collaborative effort between the NSU Family Therapy program and Stable Foundations, an independent equine-assisted therapy program in the community.

**MACS 5357 – Brief Coaching: An Outgrowth of Brief Therapy**

The growing field of coaching draws from concepts associated with brief therapy models, in particular Solution Focused Brief Therapy. In this course, students will learn the distinctions between coaching and therapy; credentialing opportunities and potential career paths as a life coach, career coach, and/or independent educational consultant; and common theoretical assumptions shared between brief therapy and brief coaching. The course is designed for students who already have a working knowledge of brief family therapy models, but wish to broaden their scope of practice and understand the history and development of the parallel field of coaching.

**MACS 5401 – Editing I**

This course engages students in the principles and practices that create and sustain hard copy and online journals. These may vary from a fully-academic focus to literary materials, but all will create and deliver content that promotes contributions to their fields. Coursework will encompass all the steps that connect a publication with its intended audience. Coursework will vary depending on the current stage of a journal's development, including duties that enact the realistic responsibilities and opportunities that anyone can expect while serving on, or leading, a journal in a professional position. This course is useful for students who intend to pursue a professional role in journal editing and those who intend to contribute to respected journals or other regular publications with a high quality standard.

**MACS 5402 – Editing II**

This course will guide students further through the process of developing a journal that represents an academic program step by step to its delivery. Coursework will vary depending on the current stage of a journal's development, focusing on duties consistent with the ongoing production of a professional journal. The research, contributor enlistment, practical development, delivery, and distribution of both hard copy and online journals will fall within the expertise cultivated in this course. Students, who wish to pursue editorial positions with journals, or simply improve their understanding of what it takes to successfully publish in journals, will have an insider's understanding of the realities and opportunities that journals provide their communities. (Prerequisite MACS 5401).

**MACS 5441 – Current Issues and Trends in Higher Education**

Staying abreast of current issues and trends in higher education is critical to becoming a competent student affairs educator. This course is designed to expose students to a variety of current issues and trends in higher education that have a dramatic impact on the student affairs profession and on our work as student affairs educators. Strategies to address major issues will be discussed. Offered Winter term.

**MACS 5442 – Administration in College Student Personnel Work**

This course will examine attributes, skills and institutional conditions within student personnel work that impact effective administration. Some of the major areas to be explored include personnel practices, supervision, budget, finance, program development, short/long range planning, and internal and external governing bodies. An interactive course design will allow for “hands-on” practical applications and the development of well-grounded practitioners. Offered Fall term.

**MACS 5500 – Directed Readings in Media and Public Policy**

This course examines specific aspects of the media and the role it plays in influencing and being influenced by public policy. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor’s guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**MACS 5501 – Directed Readings in Narrative and Community Development**

This course examines specific aspects of the use of narrative and the role it plays in community development. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor’s guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**MACS 5502 – Directed Readings in National Security Affairs**

This course examines specific aspects of national security affairs. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor’s guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**MACS 5503 – Directed Readings in African American Studies**

This course examines specific aspects of the African American experience in the United States. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor’s guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**MACS 5504 – Directed Readings in Native American Studies**

This course examines specific aspects of the Native American experience in the United States.. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor’s guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**MACS 5505 – Directed Readings in Sociology**

This course examines specific aspects of sociology and the role of social groups. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**MACS 5506 – Directed Readings in Anthropology**

This course examines specific aspects of anthropology and the study of the human experience. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**MACS 5507 – Directed Readings in Public Policy**

This course examines specific aspects of public policy. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**MACS 5508 – Directed Readings in Gender**

This course examines specific aspects of gender. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**MACS 5509 – Directed Readings in Diversity**

This course examines specific aspects of diversity. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**MACS 5510 – Directed Readings in Environmental Studies**

This course examines specific aspects of environmental studies. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**MACS 5511 – Directed Readings in Children, Youth and Families**

This course examines specific aspects of children, youth and families. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**MACS 5512 – Directed Readings in Crime and Society**

This course examines specific aspects of crime and its impact on society. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**MACS 5513 – Directed Readings in Poetry**

This course examines specific aspects of poetry. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**MACS 5514 – Directed Readings in Transformational Poetry**

This course examines specific aspects of poetry and its use as a means of transformation. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**MACS 5515 – Directed Readings in Short Stories**

This course examines specific aspects of the short story. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**MACS 5516 – Directed Readings in Philosophy**

This course examines specific aspects of philosophy. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**MACS 5517 – Directed Readings in Family Violence and Society**

This course examines specific aspects of family violence and its impact on individuals, families, and society. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**MACS 5518 – Directed Readings in Creative Writing**

This course examines specific aspects of creative writing and the writing process. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**MACS 5519 – Directed Readings in Political Science**

This course examines specific aspects of political science. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**MACS 5520 – Directed Readings in Fantasy Fiction and Society**

This course examines specific aspects of fantasy fiction and how it may be used to depict various social issues. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**MACS 5521 – Directed Readings in African Studies**

This course examines specific aspects related to Africa. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**MACS 5522 – Directed Readings in Multiculturalism**

This course examines specific aspects of multiculturalism. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**MACS 5523 – Directed Readings in Communication**

This course examines specific aspects of communication. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**MACS 5524 – Directed Readings in African Diaspora**

This course examines specific aspects of the African Diaspora. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**MACS 5526 – Directed Readings in Asian Studies**

This course examines specific aspects related to Asia. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**MACS 5527 – Directed Readings in Latin American Studies**

This course examines specific aspects related to Latin America. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**MACS 5528 – Directed Readings in Middle Eastern Society**

This course examines specific aspects related to the Middle East. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**MACS 5529 – Directed Readings in Caribbean Studies**

This course examines specific aspects related to the Caribbean region. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**MACS 5530 – Directed Readings in Social Justice**

This course examines specific aspects related to social justice. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**MACS 5531 – Directed Readings in Humanitarian Relief**

This course examines specific aspects related to humanitarian relief across the globe. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**MACS 5532 – Directed Readings in Human Rights**

This course examines specific aspects related to human rights domestically or internationally. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**MACS 5533 – Directed Readings in Economics**

This course examines specific aspects related to economics. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**MACS 5534 – Directed Readings in Economic Development**



This course examines specific aspects related to economic development. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**MACS 5535 – Directed Readings in Community Development**

This course examines specific aspects of community development. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**MACS 5536 – Directed Readings in International Development**

This course examines specific aspects of international development. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**MACS 5537 – Directed Readings in Intelligence and Counterintelligence**

This course examines specific aspects related to intelligence and counterintelligence as related to national and international security. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**MACS 5538 – Directed Readings in Homeland Security**

This course examines specific aspects related to homeland security. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**MACS 5539 – Directed Readings in History**

This course examines specific aspects related to history. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**MACS 5540 – Directed Readings in American History**

This course examines specific aspects related to American history. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**MACS 5541 – Directed Readings in Religion and Society**

This course examines specific aspects related to religion and its impact and role in society. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**MACS 5542 – Directed Readings in Spirituality and Society**

This course examines specific aspects related to society and its impact and role in society. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**MACS 5543 – Directed Readings in Genocide**

This course examines specific aspects related to genocide and its causes and impact on society. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**MACS 5544 – Directed Readings in Writing and Art**

This course examines specific aspects of writing and the writer's relationship with artists and their work. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**MACS 5545 – Directed Readings in Slavery**

This course examines specific aspects related to slavery, including its causes and impact on society. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**MACS 5546 – Directed Readings in Human Trafficking**

This course examines specific aspects related to human trafficking, including causes, social, political, and economic implications and the effects on society. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**MACS 5547 – Directed Readings in Tribal Dynamics**

This course examines specific aspects related to tribal dynamics. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**MACS 5548 – Directed Readings in Islam and the State**

This course examines specific aspects related to Islam and the State. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**MACS 5549 – Directed Readings in Environmental and Governmental Affairs**

This course examines specific aspects related to the environment and governmental affairs. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**MACS 5550 – Directed Readings in Pre-Socratic Philosophy**

This course examines specific aspects related to Pre-Socratic Philosophy. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**MACS 5551 – Directed Readings in Higher Education**

This course examines specific aspects related to Higher Education. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**MACS 5552 – Directed Readings in Health**

This course examines specific aspects related to the health field. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**MACS 5553 – Directed Readings in Comparative Politics**

This course examines specific aspects of Comparative Politics. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**MACS 5554 – Directed Readings in Compassion**

This course examines specific aspects of compassion. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**MACS 5555 – Directed Readings in International Relations**

This course examines specific aspects of world politics and is intended to give the student a better understanding of international relations and the complex issues and perspectives affecting the world community. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**MACS 5556 – Directed Readings in Education and Society**

This course examines specific aspects of education and its impact and role in society. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**MACS 5557 – Directed Readings in Children, Education and Society**

This course examines specific aspects of children and education and their impact and role in society. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**MACS 5558 – Directed Readings in Children and Society**

This course examines specific aspects of children and their impact and role in society. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**MACS 5559 – Directed Readings in Grant Writing**

This course examines specific aspects of grant writing. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**Macs 5560 – Directed Readings in Terrorism**

This course examines specific aspects of terrorism. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**MACS 5561 – Directed Readings in Polygraph and Interview Techniques**

This course examines specific aspects of polygraph and interview techniques. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

### **MACS 5562 – Directed Readings in Writing**

This course examines specific aspects of writing and the writing process. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

### **MACS 5563 – Directed Readings in Non-Fiction**

This course examines specific aspects of non-fiction writing and the writing process. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

### **MACS 5564 – Directed Readings in National Intelligence History**

This course examines specific aspects of the history of national intelligence. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

### **MACS 5565 – Directed Readings in Critical Incidents in Intelligence/Counterintelligence**

This course examines specific aspects of critical incidents in intelligence/counterintelligence. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

### **MACS 5566 – Directed Readings in Analysis of Open Source Intelligence**

This course examines specific aspects of analyzing open source intelligence. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

### **MACS 5567 – Directed Readings in Museum Studies**

This course examines specific aspects related to a museum and its operation. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

### **MACS 5568 – Directed Readings in Non-Profit Organizations**

This course examines specific aspects related to non-profits and its operation. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

### **MACS 5602 – Marine Ecosystems**

A study of the major plankton, nektonic, and benthic groups and associations, including their diversity, distribution, metabolism, production, trophic relationships, and ecological roles, with emphasis on coastal communities.

### **MACS 5603 – Biostatistics**

This web-based distance education course introduces students to the fundamentals of statistics. More specifically, this course is designed to teach students: 1. how statistics relates to science and life in general. 2. Basic terminology and notations used in statistics 3. Techniques for describing and summarizing large amounts of data. 4. Methods for using a limited set of observed data (sample) to make inferences about a broader set of data (population) 5. Techniques for conducting statistical tests of scientific hypotheses at the end of this course, students should be able to identify appropriate procedures for examining different types of data, analyze data and interpret results, use statistical results to draw reasonable conclusions about data, and evaluate the appropriateness of statistical tests conducted by others.

### **MACS 5604 – Marine Geology**

The objectives of the course are (1) to enable students to examine the structure, evolution and stratigraphy of the ocean basins and continental margins, and (2) to provide an understanding of the dynamic processes that shape the surface of the earth under the ocean surface.

### **MACS 5605 – Marine Chemistry**

A web based study of the properties, composition, and origin of seawater; the importance, distribution, relationships, and cycling of major inorganic nutrients, dissolved gases, carbonate species, trace metals, radiotracers and organic compounds. The course is designed for students pursuing careers in marine biology and coastal management. It includes unit quizzes, online discussions, a literature research paper and a final exam.

### **MACS 5608 – Introduction to Physical Oceanography**

This course is intended to give students a view of how wind, radiation, gravity, friction, and the Earth's rotation determine the ocean's temperature and salinity patterns and currents. Some important processes we will study include heat budget of the oceans, exchange of heat with the atmosphere and the role of the ocean in climate, surface mixed layer, waves in the ocean, geostrophy, Ekman transport, Rossby waves. Students will learn how to explain physical features of the ocean ranging from microscopic turbulence to global circulation.

### **MACS 6000 – Organizational Conflict: Theory & Practice**

This course examines consultation as used by dispute resolution professionals through the exploration of various consultation models: process, third party, expert, and systemic approaches to program and organizational evaluation. Students are oriented to the ways in which consultants establish, market, and develop their professional practices. Offered summer.

**MACS 6110 – Public Policy and Strategic Planning**

This course focuses on the theories and the analysis of public policy including the design, implementation and evaluation of legislation on the local, state, national and international levels. It includes current policy issue analysis emphasis with an emphasis on the role of public policy and strategic planning.

**MACS 6120 – Culture and Conflict: Cross-Cultural Perspectives**

This course examines the nature and meaning of conflict, conflict management techniques, and the assessment of conflict situations from a cross-cultural perspective. Explores various models for training third parties to function effectively in handling disputes where cultural differences are a significant factor. Also addresses various theoretical and practical implications of indigenous conflict management techniques and beliefs found in different cultural settings. Offered Fall.

**MACS 6140 – Facilitation Theory & Practice**

This course develops students' skills in working with groups. It incorporates theories and models of group dynamics, facilitation, and group development, as well as workshop development and delivery. This course uses a practice-based approach, including role plays and workshop presentations. Prerequisites: MACS 5040. Offered all terms (fall and winter – on-line; summer on campus)

**MACS 6170 – Violence Prevention & Intervention**

This course examines various theories of human aggression and violence, exploring their underlying assumptions about human nature and the causes of violence. Also included is an introduction to a range of violence intervention and prevention approaches developed for use at the interpersonal, intergroup, and societal level. Offered Fall.

**MACS 6299 – Foundations of Qualitative Research**

This course introduces students to the epistemological, theoretical, methodological, and procedural foundations of qualitative research. Students will learn common factors qualitative approaches to inquiry share as well as learning the specifics of the major qualitative research methodologies such as generic qualitative description, grounded theory, phenomenology, ethnography, narrative analysis, and discourse analysis. Students will also be introduced to the variety of professional settings in which qualitative research is utilized including academia, business and organizations, international development, and private consultation. Offered Fall.

**MACS 6300 – Master's Thesis**

Focuses on the development and writing of the master's thesis. When approved, students register for three credits per term for first two terms. Additional registration will be required until completion of thesis – see program office for details. Prerequisites: approval of the program director and thesis committee.

**MACS 6301 – Qualitative Data Collection**

The course provides students an opportunity to learn the basics of qualitative research design with a focus on qualitative data generation, collection, and preparation. Students will learn how to select appropriate research sites, gain access to data sources, design and manage sampling strategies, conduct individual and group interviews, carry out field observations, collect documents, transcribe, and compose field notes. Students will also learn quality control measures such as maintaining research journals and diaries. Offered Winter.

**MACS 6302 – Qualitative Data Analysis I**

This course covers best practices in generic qualitative, ethnographic, and grounded theory analysis. Students will learn how to conduct within-case and across case analysis, coding and conceptualization, transforming data, and report writing. Students will also learn quality control measures such as constant comparison, member checking, peer debriefing, and conducting audit trails. Offered Fall.

**MACS 6303 – Qualitative Data Analysis II**

This course covers best practices in phenomenology, narrative inquiry, and discursive analysis. Students will learn how to conduct thematic analyses, phenomenological reduction, creative synthesis, microanalysis, and report writing. Students will also learn quality control measures such as bracketing, epoché, and verisimilitude. Offered Winter.

**MACS 6304 – Appraising Qualitative Research**

This course covers the appraisal and review of products emanating from qualitative research including papers, articles, posters, grant proposals, books, book prospectus, dissertations, theses, and systematic reviews. Students will learn how to assess the quality of qualitative research products, construct and use criterion-based rubrics, and compose reviews. Students will also serve as ad hoc reviewers for The Qualitative Report (TQR). Offered occasionally.

**MACS 6305 - Qualitative Research Design**

This course covers knowledge and skills needed to design a qualitative research study and compose a qualitative research proposal. Students will learn how to construct and justify a qualitative research study, synthesize the relevant research literature, generate discovery-oriented research questions, select sites and samples, create a manageable method including a quality control system, address ethical issues, and discuss potential implications and limitations. Students will compose their own qualitative research proposals and Institutional Review Board for the Protection of Human Subjects (IRB) protocols and consent forms offered summer.

**MACS 6306 – Conducting Qualitative Research I**

This course covers the activities involved in the initiation of a qualitative research study. Students will start the study they proposed in MACS 6305 Qualitative Research Design. Offered occasionally.

**MACS 6307 Conducting Qualitative Research II**

This course covers the activities involved in the culmination of a qualitative research study. Students will complete the study they proposed in QRGP 6305 Qualitative Research Design and started in QRGP 6306 Conducting Qualitative Research I. Offered occasionally.

**MACS 6308 - Writing Qualitative Research**

Students will learn how to write up their qualitative research inquiries from the earliest steps of their studies through the manuscript submission process using writing and representational styles consistent with their research design and purpose. To this end, students will produce their own original qualitative research papers that incorporate the basic elements of qualitative research reports and best practices for communicating their methodological choices and research findings in transparent and coherent prose. Students will also learn how to evaluate the quality of their compositions and revise their drafts via the use of rubrics and manuscript checklists. While it is not necessary that other Qualitative Research courses have been taken in the Certificate Program, it is a requirement that you have conducted your own research – this course will assist writing up results of a qualitative study. Offered occasionally.



**MACS 6309 - Arts-Based Qualitative Research**

This course presents various ways in which to incorporate arts-based strategies into qualitative research design, in order to generate additional data, address researcher bias, deepen qualitative analysis, and enhance the presentation of research findings. For example, the course will explore ways in which the use of collage can be used to both strengthen researcher bracketing and reflexivity, as well as a data generation technique in combination with journaling. The course will also address how poetry can be used as a technique to both validate and represent research findings; students will practice found data poetry in developing findings, and the use of various poetic forms to convey key findings. In addition, students will be introduced to photo voice, a method that involves study participants taking photos to capture their lived experience and understandings of particular social phenomena. Throughout the course, ethical issues related to arts-based qualitative research will be considered and discussed. Offered occasionally.

**MACS 6310- Auto ethnography**

This course introduces students to the historical, epistemological, theoretical, methodological, and procedural foundations of auto ethnography. Students will learn a variety of approaches to auto ethnography including individual, collaborative, critical, interpretive, and transformational forms and will practice appraising the quality of different types of auto ethnographic reports. They will also learn how to conceive and conduct an auto ethnography. Offered occasionally.

**MACS 6322 – Food Web Dynamics**

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. This course is designed to study the basic components and processes of trophic dynamics, how these comprise different marine ecosystems and how these systems can be altered.

**MACS 6332 – Human Sexuality and Gender**

Reviews the psychosocial development of sexuality and gender from childhood through old age. Summary of clinical approaches to sexual and gender problems, comparing interactional approaches with psychodynamic and behavioral models.

**MACS 6340 – Marine Mammals**

This course provides an overview of the anatomy, biomedicine evolution, husbandry, natural history, pathology, and physiology of the cetaceans, pinnipeds, sirenians, and allies.

**MACS 6550 – International Perspectives in Counseling and Therapy**

The course is designed to review issues relevant to the practice of couples and family therapy in an international context. Issues explored during the course include: the adaptation of western models of therapy for practice in other countries; immigrant family experiences and the relevance to clinical practice in the US; and global ethical issues in counseling and therapy. Specific cultures reviewed during the course will include Mexico, China, Cambodia, South America and India, to name a few. The content of the course is designed to build on the Family Theory course. This course will include a continued review of some of the major historic leaders or selected therapy models, model specific vocabulary, clinical techniques and theoretical conceptualizations. As part of the course, students will learn to become more sophisticated with regard to their understanding of family functioning and the role of therapy in an international context.

**MACS 6599 – Assessment of Credibility – Theory and Implications**

Students will explore a broad range of contemporary thought, discussion, and scientific research, relevant to the assessment of credibility with the goal of developing a base of knowledge for the assessment of statements made by, or on behalf of, individuals, groups, political parties, and government, both domestic and foreign. Topics that will be explored include, but are not limited to, the "making and unmaking of ignorance", defining what constitutes a "lie", the ubiquitous nature of lying, the many reasons for lying, and how lying is used in varying contexts by individuals, business, and government.

**MACS 6600 – International Conflict Resolution**

This course reviews international conflict resolution in many settings and includes informal mediation by private interveners and scholar practitioners; formal mediation by individual, regional, transnational, and international organizations; and mediation within small and large states.

**MACS 6603 – Resolving Environmental & Public Disputes**

This course focuses on the theoretical bases, practical applications, process orientations, and actual intervention into complex multiparty, multi-issue public disputes. Focus is on social/environmental interactions and sources of political and economic conflict over human health environmental protection and natural resource scarcity. Offered occasionally.

**MACS 6604 – Gender & Conflict**

This course examines gender roles in conflict and how conflict is experienced and perceived by men and women. Course material includes feminist theories, men's studies, religion, literature, history, anthropology, film, television, psychology, the justice system, and alternative dispute resolution. Offered occasionally.

**MACS 6605 – Introduction to Institutional Assessment**

Introduction to Institutional Assessment: This course will introduce students to the field of institutional assessment and planning, emphasizing the higher education environment and its unique challenges. Students will explore the functions of educational institutions across systems, develop an understanding of the concepts of institutional assessment and administrative issues in higher education, learn to use core technologies and methodologies for research applications, and build experience navigating the political and interpersonal dynamics that promote effective institutional assessment. Offered occasionally.

**MACS 6607 – Ethnopolitical and Community Based Conflicts**

This course introduces the major methods used by states, international organizations, and conflict resolution practitioners to eliminate, manage, and resolve ethnic and community-based conflicts. Case studies are used to explain conflict escalation and de-escalation, and mechanisms of conflict intervention. Offered occasionally.

**MACS 6608 - Nonviolent Social Movements**

This course focuses on 20th-century nonviolent social movements such as the women's rights and suffragist movement; Gandhi's prolonged struggle against British colonialism; Martin Luther King, Jr., and the American Civil Rights movement; the American peace movement against the war in Vietnam; and the nonviolent movements that resulted in the end of communist rule in Eastern Europe.

**MACS 6610 – Family Violence: The Effects of Families, Communities & Workplaces**

This course explores the overall effects of trauma and violence on individuals, families, communities, and the workplace. Issues of abuse, violence, and systemic responses are explored in relation to their effect on individual behavior, family dynamics, service provision, and community systems. Methods for identifying such issues in the context of family mediation and other types of conflict intervention are explored. Offered occasionally.

**MACS 6611 – Race and Ethnic Relations in America**

The course examines the social constructionist approach toward the study of racial and ethnic conflict and analysis in the U.S. It is designed to assist students in increasing their ability to analyze racial issues from a historical to a contemporary perspective and to explore some of the basic theoretical paradigms that have been used to conceptualize the idea of race and ethnicity from the 19th Century to the present in the U.S. The course will also explore the effects of contemporary policies in addressing racial and ethnic inequities and strategies used to combat racism. Offered occasionally.

**MACS 6613 - Arbitration Theory and Practice**

The purpose of this course is to help understand the theory and processes of arbitration for a wide variety of cases. The course will cover the nature, enforceability and scope of arbitration clauses; other requirements to arbitrate; the powers of arbitrators; issues that typically arise in arbitration; the conduct of arbitration hearings; the remedies available in awards under federal and state law; and proceedings to confirm or to modify or vacate arbitration awards.

**MACS 6614 – Workshop Development**

This course helps students to create a connection between the graduate program and professional life by learning how to create, develop, and present workshops and training in the field of conflict resolution. Students will learn concepts and principles necessary to create and design workshops for adults and for children. Students will actually develop and present workshops in class in order to gain experience, have a finished product, and get valuable feedback from participants. Offered winter.

**MACS 6615 – Storytelling: Identity, Power & Transformation**

This course will examine the role of narrative and storytelling in the conflict resolution theory, research, and practice: (1) Theory regarding the relationship between language and power will be reviewed. How storytelling and narrative can be a part of destructive conflict or constructive conflict resolution will be explored. (2) The nature of narrative-based research and how such research can be empowering will be examined. (3) Case studies and possibilities for using storytelling-based projects as a means of peace building will be discussed. Offered occasionally.

**MACS 6616 – Trauma & Violence: Global Perspectives**

This course will look at issues of war, regional violence, torture, forced relocation, ethnic cleansing, rape and other issues related to regional conflict, and then focus on conflict intervention models. Relief and assistance programs from humanitarian relief, the Red Cross, UN programs, Quaker NGO's, Christian relief efforts, and others will be examined with a focus on trauma intervention as a conflict resolution career option. Discussion will center on how conflict specialists can connect, work with, and influence humanitarian aid efforts, capacity building, democratization efforts, and conflict transformation projects.

**MACS 6618 – The Reflective Practitioner: Consulting, Conflict, and Change in Organizational Settings**

A hands on, clinically based course in which students will form consulting teams (like in consulting firms) and actually do consulting in the community. Offered occasionally.

**MACS 6619 – Strategic Community Planning**

An overview of the community from a strategic perspective, identifying: social, economic, demographic and cultural trends and patterns within the community; areas of concern for law enforcement and government; ways to initiate and develop community-wide strategic planning for peaceful community relations and growth; building community partnerships between law enforcement, the criminal justice system and community justice; and the use of data, data collection and analysis in developing and implementing collaborating long and short terms plans for community development, problem solving and funding initiatives. Offered occasionally.

**MACS 6621 – Introduction to Human Rights Theory & Practice**

This course provides students with an introductory survey of political, philosophical, historical, economic, and legal considerations related to fundamental human rights concepts. Students will examine human rights issues in both domestic and international arenas. In particular, the course addresses the issues of the ideological and cultural origins of human rights theory; the sources of rights and rights violations; the impact of the nation-state system, governments and other institutions (such as corporations, churches, and universities), and domestic and foreign policies particularly of the U.S. on human rights law and enforcement. Finally, students examine the wide variety of political, civil, economic, social and cultural rights warranting protection. Offered occasionally.

**MACS 6622 – Legal Concepts**

This course will provide an overview of the U.S. legal system as it relates to alternative methods of resolving conflicts. Students will learn legal terminology, the judicial system, judicial procedures, the fundamentals of legal research and legal writing, and where alternative methods such as mediation and arbitration relate to legal processes. Students will also explore legal and procedural concepts such as: collaborative legal practices, state and federal authority, restorative justice, victim-offender programs, and the relationship between U.S. and international legal procedures. The class will be interactive with research, writing, class presentations, and guest presentations. Offered occasionally.

**MACS 6623 – Practicum III**

This course is a more advanced field research project that incorporates classroom knowledge and real-world settings. Students will demonstrate their ability to apply theory to practice and analyze situations utilizing knowledge from previous course work. Prerequisite – Program Approval Required.

**MACS 6624 – Advanced Practicum**

This practicum experience is a faculty-driven experience in which a faculty member will design a project in conjunction with another organization or university and students selected for the practicum will work on that project with the faculty member. The project may also entail a one to two week mandatory field experience in which students and the faculty member will work on the project on location. Students will be responsible for their expenses. Students will apply for this practicum and must be selected.

**MACS 6625 – Global Field Studies in Conflict Resolution**

The Global Field Studies Practicum Course in Conflict Resolution incorporates a field-immersion component as part of this practicum course. It is developed around principles of multidisciplinary conflict analysis, management, and resolution which promote

scholarship of engagement in communities through research, education, and practice. This course provides a solid knowledge base by the application of conflict resolution concepts through experiential learning that lead to professional development. The field experience enhances students' cross-cultural skills, appreciation and understanding of diversity and global issues. During the course students are exposed to a diverse community of researchers, practitioners, policy makers, who share with students their experience and career journeys. The course provides for the enhancement of students' career development plans and requires the completion of all required practicum forms and paperwork. For their final project students are expected to work with a partner organization developing research, training, or consultancy projects where students apply theoretical concepts within a practical framework.

### **MACS 6626 – Conflict Resolution for the School and School System**

This course is designed for anyone in a position to influence school policy, practice, and decision-making, from within or as a consultant. The course takes a systems approach to resolving conflicts within the school and school system, applying conflict analysis and conflict resolution models to conflict situations, using negotiation, mediation, and facilitation processes, developing a conflict resolution culture throughout the system, providing training for parents, teachers, students, and school board. The course also examines methods to manage conflict, including using conflict resolution practices in crisis situations, and mediating and negotiating with parents, teachers, administrators, and students. The course uses a case study method. Offered occasionally.

### **MACS 6627 – Conflict Resolution & Peer Mediation for Students: Elementary, Middle and High School Levels**

This course is designed to bring conflict resolution and peer mediation training to students at the classroom, school, or school system level with the objective of transforming student/classroom/school conflict resolution culture. Students will examine the elements of conflict resolution and peer mediation curricula, materials and resources in the field, and current research. Students will also do original curriculum/peer mediation design by integrating state-of-the-art thinking in conflict resolution methods, theories, and research into the design, implementation, and institutionalization of conflict resolution and peer mediation programs. Pre-requisites: MACS 5100. Offered occasionally.

### **MACS 6630 – Foundations of Genocide Studies**

This course is a survey of the causes, forms, and nature of genocide. The course addresses the complexities in differentiating human rights violations and crimes against humanity, from genocide and government sponsored mass murder. Theoretical and applied cases studies will facilitate student engagement. The course will serve as an introduction to the theories and applied practices utilized in analyzing acts of genocide. Issues addressed throughout the course will include: genocidal intent, eugenics and genocide, demographic purging, as well as mass and public extermination. Offered occasionally.

### **MACS 6633 – International War and Resolution**

This course focuses on various aspects of internal war and peace. Topics of discussion include defining war, historical patterns of warfare, motivations to engage in such conflict, as well as efforts to deter or resolve international war. Offered occasionally.

### **MACS 6634 – Metropolitan Conflict**

This course will explore historical and theoretical explanations for the different types on conflict prevalent in various metropolitan areas. A series of case studies, focusing on both cities within the United States and abroad, students will explore such topics as the role of

ethnicity in conflict, structural inequalities of the system, urban/suburban relations, urbanization, and metropolitan growth and development.

**MACS 6635 – Advanced Facilitation: Facilitating Complex group Problem Solving**

This course focuses on facilitation in complex problem situations. The focus will be on intercultural settings. Various approaches to complex facilitation are introduced, with special attention to dealing with difficult parties and the principles of Interactive Management (IM). This course will provide students with the skills necessary to perform a facilitation workshop with a computer-assisted program developed to resolve complex problems. Students will gain experience as participants in problem-solving sessions, which they will study and analyze. Class sessions will consist of role-plays, discussion and analysis, and presentation of information. Prerequisites: MACS 6140. Offered occasionally.

**MACS 6638 – Conflict & Crisis Management Theory & Practice**

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

**MACS 6639 – Organizational Conflict Intervention**

This course will explore the diagnostic techniques and tools necessary to assess organizational conflict, and tools necessary for successful intervention. Pre-requisite: MACS 6000.

**MACS 6640 – Critical Incidents Response**

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

**MACS 6641 – Conflict and Crisis Negotiation**

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

**MACS 6643 – Social Aspects of Terrorism**

This course will examine a wide range of different cultures and societies with a special emphasis placed upon political violence. Regions explored are: Basque country, Chechnya, Colombia, Northern Ireland, Palestine, Sri Lanka, and Zimbabwe. Of particular importance are the dimensions of terrorism, trauma, and violence through an understanding of colonialism, discourse, history, material culture, media, rebellion, revolution, and separatism. Additionally, the course will focus upon the causes of 9/11 and the recent

fomentation of international terrorism. By exploring the subject of terrorism from an anthropological perspective will demonstrate the complexities and various interpretations concerning the political uses through the appreciation of interdisciplinary analysis.

**MACS 6644 – Consulting with Leaders in Organizational Conflict: A Four Framed Approach**

Studies clearly show that successful leaders of twenty-first century organizations need to make sense of complex conflict situations before taking action. This course combines theory and practice to equip students to assist organizational leaders in developing both diagnostic and behavioral sophistication by using multiple frames before taking action. Participants will engage in classroom learning, on-line assistance, and leadership coaching with a client and organization of their own choosing.

**MACS 6645 – Indigenous Systems of Conflict Resolution**

This course is designed to make contributions to the field by exploring the processes of conflict resolution and peacemaking as practiced by the indigenous communities around the world. Class members will engage in an in-depth exploration of techniques of peacemaking, as practiced in various parts of the world.

**MACS 6646 – The Anthropology of Peace and Conflict**

This course will explore the social dynamics of disputing and undertaking detailed examinations of specific cases. By examining diverse expressions of conflict and different means of controlling it, students will deepen their understanding of conflict analysis and broaden their perspectives on how disputes can be managed. Course topics will include the cooperative and aggressive components of human nature, the social construction of violence, genocide, and war, and the relationship between conflict resolution, social control, inequality, and justice.

**MACS 6647 – Risk Management for Organizations**

This course examines risks across all types of organizations, including healthcare. The course will outline various types of risk exposures including pure, operational, project, technical, business and political. Students will learn how to develop a systemic risk management program for any organization through risk identification, qualitative impact analysis, quantitative impact analysis, risk response planning, and risk monitoring.

**MACS 6648 – Researching Conflict**

In this course, students and instructors will together conceptualize, design and carry out a mixed methods research study on a topic connected to violence. The students and instructors will decide on a research problem to be studied. The goal of the elective is to help students deepen their understanding of quantitative and qualitative research and hone research skills. The course will be a collaborative effort, building on the experience, knowledge, expertise, and interest of all of the participants. Prerequisites: MACS 5200

**MACS 6650 – International Negotiation: Principles, Process and Issues**

This course describes and analyzes the major principles, processes and issues of international negotiation in the twentieth and twenty-first centuries. It seeks to provide students with the analytical tools skills required to explain and predict the outcome of specific (bilateral or multilateral) negotiations through the study of various explanation factors, including: stability and change in the structure of the existing "international system"; the individual characteristics of the nations-states parties (power/capabilities, interests, culture/values, negotiating styles, etc.; the strategic and tactical moves of those considered as "key players"; as well as the role of smaller states and non-state actors.

**MACS 6651 – Theories of Ethnicity & Nationalism**

Theories of Ethnicity and Nationalism: This course is foundational for theoretical understandings of ethnicity and nationalism. Students will analyze general theories from key debates and critically examine various points of view in relation to defining boundaries, conflict, context, difference, identity, migration, minority/majority, race and tribalism in regard to ethnicity, as well as community, fantasy, ideology, neo-Marxism, modernism, perennialism, political, primordialism, semiotic, sociocultural, socioeconomic, imagination, invention, and tradition in association with nationalism and nationalists, and the entwinement and interrelation between all of these prevalent notions and themes. Upon completion of the course students will better grasp ethnic belonging, ethno-nationalist conflict, and intra/inter-group disputes from the standpoint of applied theory, cultural relativity, and humanism.

**MACS 6652 – History, Memory and Conflict**

By exploring the significance of history, memory, and cognition, this course provides the most recent theoretical debates on these issues and their significance for understanding why populations persist in a state of violence. Students will be introduced to the basic and major theoretical interpretations and the chronology of history of ideas. Questions to be considered include: how does the past become the present and remain in it, and, how do we as researchers interpret the relevance of history and memory? Others are: how is the past invented, mythologized about, and re-invented? Why does memory have such an important role in the persistence of intractable hostilities and how does the learning of violence become transmitted from one generation to the next?

**MACS 6653 – Conflict in Conservation and Development**

This course examines conflict in conservation and development. It covers theoretical frameworks and introduces participatory tools that will enable students to more effectively analyze and address situations of conflict in conservation and development initiatives. The course familiarizes students with concepts and methods from natural resource management, sustainable livelihood systems and collaborative learning approaches.

**MACS 6654 – Islam, Conflict, and Peacemaking**

This course will provide an historical overview of Islam, including an introduction to belief systems, the different branches of the faith and schools of Islamic law with a special emphasis on Muslim doctrines related to conflict and peace. It will include the contemporary era and investigate Muslim engagements with modernity and discuss the varied responses and perspectives. There will some discussions of international relations, but the course will also emphasize micro level issues. Students will have the opportunity to develop research projects designed to extend their understanding of Islam and its potential as a resource for peace building.

**MACS 6656 – Gender, Conflict and International Development**

This course provides the student with essential understanding of factors that shape the social, political and economic roles of women and men in developing countries. The course covers the concepts of gender in conflict resolution and peace building by examining women and men's human rights and security, and the consideration of gender within developmental policies. The course provides an overview of concepts and gender analysis frameworks from a historical perspective. Students examine specific projects aimed at integrating women into community development.

**MACS 6657 – Conflict Coaching Theory and Practice**



This course examines the growing use of conflict coaching as a conflict intervention process and introduces different models and related theoretical foundations. The integration of theory and practice will emphasize the various stages including identity framework, narrative, needs assessment, goal setting, and feedback, utilizing a relational and systems orientation. The course develops coaching skills, strategies, and knowledge, and uses a practice-based approach, including role-plays and case studies.

### **MACS 6658 – Transformational Narratives**

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

### **MACS 6659 – Conflict and Peace Building in Africa**

This course examines conflict and peace building dynamics in the African continent. Its content includes a survey of contemporary macro-level conflicts in Africa and an examination of their historical and more immediate causes. Class participants will explore the causes and effects of such conflicts and investigate prospects for constructive transformation. Past and ongoing resolution and peace building efforts will be discussed, and class members will propose a peace building strategy for a case of their choice.

### **MACS 6660 – Conflict Management in Groups: Overt and Covert Dynamics**

The purpose of this course is to provide participants with the knowledge, skills and attitudes to be effective in groups with an emphasis on analyzing and managing overt and covert conflict. The course also examines issues of communication, leadership, power and authority in relation to group and interpersonal effectiveness. This course enables participants to cope with complex issues as they emerge in the natural life of small groups, large groups and organizations. Learning about group life is gained through direct experience in a temporary learning organization created in the course. The course is designed as a living laboratory where members can experience and explore group life as it occurs.

### **MACS 6661 – Middle Eastern Conflict**

This graduate seminar explores the many different types of conflict found in the Middle East. It seeks to provide students with the analytical tools and skills required to explain the causes, understand the actors, and analyze and/or predict the outcomes of specific Middle Eastern conflicts. To meet these objectives we will evaluate broad types of Middle Eastern conflict such as religious, ethnic, and cultural, militarized conflicts, civil wars, and occupations. We will also evaluate Middle Eastern conflict negotiation, the Middle East peace process, why negotiation and peace has failed, and what needs to be done so that Middle East peace could be achieved. Finally, we will look at the future of Middle Eastern conflicts.

### **MACS 6662 – Political Violence**

Political Violence is a graduate seminar that explores the many different types of political violence; specifically looking at revolutions, terrorism, and transitional-institutional political violence. This seminar examines a wide range of topics in order to provide the student with a deeper understanding of political violence. We will engage in a thoughtful and in-depth

examination of the definitions, causes, and consequences of political violence, as well as consider the different means to countering political violence.

### **MACS 6663 – Introduction to Peace Studies**

This graduate seminar explores theories of peace and war, as well as the promotion of peace. This seminar provides students with an in-depth understanding various depictions of peace, emphasizing the concepts of positive peace, social justice, and international development. Peace will be examined systemically, highlighting connections between the experience of peace at the personal, community, national, and international levels. Students will therefore also investigate the relationships that human nature and culture have with peace, war, and violence. In addition, the course will investigate how international bodies promote peace and mitigate the effects of war. Students will also examine the causes of war and just war theory. The field of peace studies will be outlined as well, including a brief history of the field.

### **MACS 6664 – Restorative and Transitional Justice**

This graduate seminar explores the theory and practice of both restorative justice and transitional justice. This seminar provides students with an in-depth understanding of the theory upon which restorative justice and transitional justice practice rest. Various forms of practice, stemming from diverse practice settings, are also examined, including: victim-offender mediation, victim-offender dialogue in cases of severe violence, family group conferencing, peacemaking circles, and restorative justice practice in schools. The seminar offers students opportunities to role-play and practice restorative justice skills. Forms of transitional justice are also surveyed, particularly truth and reconciliation commissions and their work around the globe.

### **MACS 6665 – Irish Social Conflict**

This graduate seminar explores conflict at the societal-level in Ireland. Two case studies will be used to investigate Irish conflict. First, the conflict over Northern Ireland will be examined. In this conflict, students will consider Ireland's historical conflict with Britain and how it led to the conflict between Irish Catholics and British Protestants in Northern Ireland. Then the current conflict dynamics and those of the recent past will be considered, culminating in the Good Friday Agreement and the relative state of peaceful co-existence that exists today. Different conflict resolution strategies employed in the conflict will also be examined (like the use of restorative justice). The course will also examine the intra-Irish social conflict between the settled Irish and the Irish travelers. The travelers had a historic role as tin smiths in Irish society but, as this livelihood was left behind, their nomadic lifestyle and different culture led to a broad, long-term societal conflict between themselves and the settled Irish. This seminar will explore this conflict and consider current conditions of travelers, some of the underlying drivers of the conflict (like culture and power differences), and some of the ways that travelers have attempted to protect their culture and lifestyle in Ireland (such as through the traveler's social movement).

### **MACS 6666 - Social Advocacy for Patients and Clients**

This course examines strategies for developing advocacy toward marketing ideas, achieving buy in from others and shaping opinion. It includes strategies for developing advocacy on behalf of patients and clients in other settings as well as teaching individuals and other groups how to best advocate for themselves. The course will draw upon research in the fields of persuasion, power relations, and public advocacy. Topics covered will include: developing messages, context of communicating messages, emotional tenor of advocacy and creating a persuasive message.

**MACS 6667 – Advanced Transitional Justice**

War and large scale violence deeply scar individuals and societies. Peace does not come with the silencing of the guns and the danger of conflict resurgence is extremely high in the immediate aftermath of hostilities. Long term resolution of conflicts requires that the damage of past conflicts be addressed so as to enable societies to progress into peaceable, just futures. Transitional Justice has grown into a new subfield of study and it addresses some deeply challenging questions arising out of violence. How can societies torn apart by war, genocide, atrocities, and dictatorships emerge into a new and brighter future? Can people and citizens deeply scarred by violence learn to forgive, forget and/or co-exist? Or does true healing require punishment, vengeance, and retribution for crimes past? In this class we balance moral, legal, and psychotherapeutic theories against the realities of historical and contemporary examples. We will examine the solutions proposed so far including the International Criminal Court, Truth Commissions, Memorializations, Reparations etc. We will look at some specific exemplars such as South Africa, Bosnia-Herzegovina, Sri Lanka, Canada, Argentina and others.

**MACS 6668 – Organizing Nonviolent Social Change**

This is a practice course that aims to provide students with the skills necessary to make nonviolent social change happen. It grows out of experiences in legislative advocacy in Washington DC and community mobilization on conflict resolution and federal appropriations allocations for HIV Aids programming. Students will explore some of the practicalities of nonviolent social action and how to participate more effectively in initiatives. Cases of nonviolent struggle, principles of strategy, and the techniques and methods of nonviolent action will be covered. Some skills covered will be: How to frame messages for mobilization, how to raise funding (including taking advantage of internet use), how to work with the media etc. Students will be assigned skill based exercises like creating posters (hard copy or electronic), writing talking points for legislative testimony etc. We will use strategies from Gene Sharp and Saul Alinsky (tutor to Hillary Clinton and President Obama).

**MACS 6669 – Theory and Practice of Peace Education**

This course will introduce students to the central concepts, theories, current debates and cutting-edge practices as regards peace education. Essential questions include what peace education is, experiential learning, how do faculty design curriculum around peace education, how faculty can address nonviolence in the classroom, best practices in assisting students to understand the role of power and inequalities in conflict, and how to facilitate student (and teacher) understanding of entrenched historical conflicts.

**MACS 6670 – Introduction to International Relations and International Issues**

This course is an introduction to world politics and is intended to give the student a better understanding of international relations and the complex issues and perspectives affecting the world community. We will investigate many aspects of international relations such as the dominant theories of international relations, the history of the nation-state, the definition of power, Islamic fundamentalism, terrorism, war, ethnic conflict, political economy, international institutions, transnational organizations, trade, modernization, dependency theory, imperialism, globalization, and the foreign policy of the United States and its impact on the world community. Students are expected to keep up to date with current global events by reading an international newspaper each day and being prepared to connect and apply those current events to the topics covered in class.

**MACS 7220 – Fundamental Concepts of Climate Change II**

The social consequences of a changing climate are numerous and have the potential to significantly alter human-livelihood and even create community conflict and unrest. In this

course, which is one of the two required (core) courses for the Graduate Certificate in Marine and Coastal Climate Change, students will explore climate change from a social perspective. Where appropriate, the course will be explored in the context of the marine and coastal environment.

## **M.S. in Development Disabilities**

### **Foundational Coursework**

#### **HSDD 5000: Survey of Developmental Disabilities**

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

#### **HSDD 5100: Program Design and Evaluation**

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

#### **HSDD 5200: Disability and the Family Life Cycle**

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

#### **HSDD 5300: Legal and Ethical Issues in Disability**

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

**HSDD 5400: Healthcare Issues in Developmental Disabilities**

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

**HSDD 5500: Disability Services Administration**

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

**HSDD 6000: Developmental Disabilities Masters Project**

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

**Concentrations (one required)****Leadership/Advocacy****HSDD 5110: Grant Writing**

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

**HSDD 5120: Leading for Change in Disability Services**

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

**HSDD 5130: Trends and Issues in Disability Advocacy**

This course provides insight into disability policy through the examination of policy making. The course will focus on different political/ideological approaches to disability policy. In addition, examines how the federal government addresses discrimination against individuals with disabilities in public (e.g. transportation, housing education, and

employment). Participants will gain basic skills and knowledge in: contextual analysis; problem/issue identification; analysis and prioritization; power mapping; goal/objective setting; analysis of advocacy arenas and strategies; message development, writing reports and working with the media; engaging in public outreach and mobilization; lobbying and negotiation; advocacy leadership and coalition building; and assessment of program success. (3 credits)

### **Adult Services/Transition**

#### **HSDD 5310: Aging and Disability Across the Lifespan**

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

#### **HSDD 5320: Students with Disabilities in Higher Education**

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

#### **HSDD 5330: Employment and Independent Living**

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

### **Early Childhood**

#### **HSDD 5410: Early Identification and Assessment of Developmental Disabilities**

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

**Prerequisites: HSDD 5000, HSDD 5100**

#### **HSDD 5420: Early Intervention in Developmental Disabilities**

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

**HSDD 5430: Integrating Children with Disabilities in Educational Settings**

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

**Applied Behavior Analysis****HSDD 710: Principles of Applied Behavior Analysis**

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

**HSDD 720: Applications of Applied Behavior Analysis**

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

**HSDD 730: Behavior Assessment Models in Applied Behavior**

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

**HSDD 740: Evaluating Interventions in Applied Behavior Analysis**

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

**HSDD 750: Professional Issues in Applied Behavior Analysis**

This course will focus on issues of professionalism and ethics for the practice of applied behavior analysis in research and clinical settings. It will also address issues of working with systems to effect positive change in organizations and for individuals through consultation and collaboration with other professionals. Using applied behavior analysis to provide systems support and change to enhance work as a consultant will be the underlying basis for the course. **Prerequisite: HSDD 710**

**HSDD 760: Practicum in Applied Behavior Analysis I (Elective)**

This introductory practicum is designed to meet the supervision requirements for the BCBA or BCABA certification. Students must be engaged in practicum activities at least 20 hours per week in a job that requires the application of ABA principles. Supervision will take place weekly in both group and individual formats and will address both increasing and decreasing behaviors. Students will be expected to collect and share data on their cases and employ strategies of behavioral assessment and intervention with input from their supervisor. **Prerequisite: HSDD 710**

**HSDD 770: Practicum in Applied Behavior Analysis II (Elective)**

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

Prerequisite: **HSDD 710**

**HSDD 780: Advanced Practicum in Applied Behavior Analysis I (Elective)**

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

**HSDD 790 Ethical Conduct for Applied Behavior Analysis (3 Credits)**

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

**Child Life Specialist****HSDD 5210: Foundations of Child Life and Family-Centered Care**

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

**HSDD 5220: Child and Adolescent Growth and Development**

This course will examine issues in human development that are especially relevant to infants, children and adolescents. It is designed to present theory, research and evidence-based practice concerning the physical, cognitive, emotional, and social development of



children. Typical versus atypical developmental progress, as well as factors that threaten to impede typical development will be addressed. This course will also emphasize cultural competence when working with children and families in a collaborative context. (3 credits)

**HSDD 5230: Interventions in Child Life**

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

**HSDD 5240: Professional Issues in Child Life**

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

**HSDD 5250: Child Life Practicum I**

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

**HSDD 5260: Child Life Practicum II**

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

**M.S. in Family Therapy**

**SFTM 5036 – Infant Mental Health**

This course is designed to provide students with an introduction to the growing field of infant mental health. Emphasis will be placed on clinical assessment, and treatment of mental health issues among infants and their caregivers within the contexts of social, cultural, and family systems. This course is a preparation for those who may wish to

become certified in the area of infant mental health. It will also be useful for those who wish to practice general marriage and family therapy and gain more knowledge of the early parenting years of the family life cycle. Offered winter term.

### **SFTM 5037 – Suicide Prevention and Crisis Intervention**

Suicide is one of the most dangerous actions in which depressed people engage that may, in fact, be preventable. This is true for those with suicidal ideation at all ages. This course will help the student learn how to identify the potential for suicide and how to respond and refer. Since suicide is often precipitated by situational crises, early intervention techniques, particularly the identification of suicide potential, is crucial. Suicide ideation is frequently seen in criminal defendants, especially those who make suicide attempts when first admitted to jail or prison. Suicide-by-cop and highly publicized intentional and random multiple shooting events will be studied to better understand the shooter's motivations and early identification. Effective suicide prevention and crisis intervention strategies will be explored. Offered winter term. Offered winter term.

### **SFTM 5038 – Military Families**

This course will prepare the student to work with active military and veterans and their families. The course will cover the military culture as it interacts with the dominant culture, and trace the history of cultural conflict between these different ethics. In addition, course material will be presented on PTSD and Acute Stress Disorder as they particularly apply to military situations. The stresses of deployment and reintegration on the spouses and children of military and veterans will also be discussed. The student will become prepared to work in Veterans Administration and Department of Defense settings, after appropriate experience and licensure requirements are met. Offered fall term.

### **SFTM 5039 – Collaborative Divorce**

This course will provide information regarding career opportunities for marriage and family therapists working with families transitioning into divorce. The course will cover collaboration with other professionals such as attorneys and mediators. The student will be guided as to how to become certified as a Mediator, Parent Coordinator, Guardian ad litem, or Collaborative Practitioner. In addition, the course will be useful to those wishing to practice general marriage and family therapy, and learn more about the experience of divorce in order to assist their clients. Offered fall term.

### **SFTM 5050 – Family Play Therapy**

This course will explore creative means of expression in therapy, including but not limited to art, music, sand tray, puppets and other play related materials. The use of these techniques with children, adolescents, and families will be discussed and practiced. This course is a preparation for those who may wish to focus on working with young children and/or on pursuing certification as a registered play therapist. It will also be useful to the general marriage and family therapist, to add creative techniques to his or her repertoire. Offered summer term.

### **SFTM 5301 Agency Practice and Organizational Consulting**

This course examines applications of family therapy methods and ideas in community and agency settings including in-home, residential, outpatient and inpatient settings. The course will prepare students to work in the community and learn and refine their skills as related to completing clinical documentation, learning and meeting requirement of different funding sources, preparing safe aftercare and discharge plans and working collaboratively with clients, family and representatives of larger systems involved with such clients. Students will learn about managed care, Medicaid, Medicare, Private Insurance Systems. Students will also learn rules and regulations related to working with different funding

sources and Federal and State Funding systems. Students will learn techniques of agency administration and organizational consultation. This course will be useful to those seeking careers in agencies, hospitals, and managed care settings, and for the general marriage and family therapist. Offered summer term.

**SFTM 5310 - Introduction to Systems Theory**

This course provides an overview of theories that use metaphors of system, pattern, interaction, and communication to describe human behavior and relationships as well as the study of the emergence of theories from cybernetics to language studies. Offered each term.

**SFTM 5311 - Substance Abuse/Addictions and Critical Issues in Systems Theories**

This course addresses the application of modern and postmodern ideas to substance abuse, addictions, and critical issues in the practice of therapy. Emphasis is placed on the application of modern and postmodern ideas to substance abuse, additions, and critical issues based on research, theories, practice, and treatment. Also included are other critical issues of culture, ethnicity, gender, race, religion, violence and other areas of critical concern in social systems. Prerequisites: SFTM 5400-I; 5321; Co-requisite SFTM 6300. Offered summer term.

**SFTM 5320 - Introduction to Marital and Family Therapy: Counseling Theories and Techniques**

An introduction and review of the history of marital and family therapy and the clinical approaches of interactional therapies are included in this course. The focus is based on basic therapeutic concepts and skills to include joining, listening, and conducting the initial interview through termination. Offered fall term.

**SFTM 5321 - Theories of Marriage and Family Therapy**

This course offers a comparative study of theories of marital and family therapy, including systemic, structural, strategic, intergenerational, contextual, behavioral, experiential therapies, and others, and provides a survey of differences in clinical practices. Prerequisite: SFTM 5310. Offered winter term.

**SFTM 5322 - Clinical Practices in Marriage and Family Therapy**

This course examines applications of family therapy methods and counseling theories and techniques in specific situations including divorce, child rearing, school issues, and others and incorporates case study reviews. Prerequisite: SFTM 5400 II; taken with SFTM 6300. Offered fall term.

**SFTM 5330 – Group Psychotherapy**

This class is designed to provide an opportunity students and professionals to develop a set of core competencies in general group work from a systemic perspective. These core competencies include knowledge of group theories, common group dynamics, common group types, and legal and ethical issues. During the course students will also be introduced to various specialty/advanced competency areas in group work. The development of core skills will occur through a combination of didactic lecture in group theory, classroom discussion, and an experiential group (during the second part of each class meeting). Offered summer term.

**SFTM 5335 – Human Development Across the Life Cycle**

Human Development covers the stages of the individual life cycle, and of the family life cycle, in cultural context. The interplay of individual development, unique individual difference, culture, socioeconomic context, and family context, will be considered and

integrated with major models of family therapy. Therapy techniques appropriate for each stage of development will be explored. Offered fall term.

**SFTM 5350 - Research in Marriage and Family Therapy**

This course offers a review of quantitative and qualitative methods of inquiry, as exemplified in recent marital and family therapy research studies. The course focuses on teaching students to be intelligent, critical consumers of research in the field. Prerequisite: SFTM 5310. Offered winter term.

**SFTM 5355 – Introduction to Equine Assisted Family Therapy**

This course will provide students with an introduction to all aspects of equine assisted mental health approaches. Beginning with an overview of the rapidly growing Animal Assisted Therapy field, the course will cover in greater depth equine assisted psychotherapy, team building, and therapeutic riding programs. Through hands-on experience working with horses, students will be introduced to the Equine Assisted Family Therapy model being developed as a collaborative effort between the NSU Family Therapy program and Stable Foundations, an independent equine-assisted therapy program in the community. Offered fall and winter terms.

**SFTM 5356 – Religious and Spiritual Diversity**

The Religious and Spiritual Diversity course is a basic course on religious/spiritual difference that uses systemic and relational family therapy theory to train mental health professionals in the art and skill of acceptance and respect of other human being's deeply held faith/non-faith beliefs. The instructor will use basic therapeutic skill in creating a class community that is inviting, open, and honoring. Students will be challenged through the use of didactic, experiential, and written activities, related to both personal and professional experiences with religion and spirituality (R/S).

**SFTM 5357 - Developing a Private Practice in Coaching and Therapy**

This course examines applications of family therapy methods and ideas in private practice settings. The course will prepare students to develop a private practice as a marriage and family therapist, as a career/college/health and wellness coach, or both, depending on previous background and additional coursework. Students will learn the basics of developing a referral base, understanding managed care and insurance systems, and developing workshops and community outreach. The ethics of private practice and the need for practitioner self-care will also be stressed. This course will be useful for those planning a private practice career as all or part of their professional journey. Offered summer term.

**SFTM 5358 – Solution Focused Coaching**

This course prepares the student for professional practice as a solution focused coach. In this course, the distinctions between therapy, education, and coaching are clearly presented, and the student learns basic skills and approaches to solution focused coaching. Students will also be educated on specializations in career, college, health and wellness, and other specific types of coaching practice. Offered summer term.

**SFTM 5400 - Internal Practicum I - II**

These two supervised clinical courses consist of the application of systemic therapy ideas and practices at the Department of Family Therapy in house Family Therapy Clinic. Prerequisites: SFTM 5310; 5320; 6340. Offered each term.

**SFTM 5700 - Course Comprehensive Exam**

The Course Comprehensive Exam is a written exam that assesses the student's ability to apply the theoretical knowledge gained across cases and topics based on their coursework and clinical experiences. Offered each term.

**SFTM 6110 – Systems Application in the Family Life Cycle of Aging**

This course will provide a focus on the major concepts of systems thinking as applied to the family life cycle of aging. The class will focus on foundational concepts of systemic theories associated with work of Gregory Bateson, Humberto Maturana, and Heinz von Foester. Students will have an opportunity to explore interactional theories informed by cybernetics, language, and natural systems metaphors in the framework of the aging process. This course will provide not only an opportunity to learn about systemic theories, but also a possibility to reflect on applications of such theoretical concepts while examining the process of aging and family interactions involving older adults. Offered winter term.

**SFTM 6120 – Relationships in Aging**

Multi-dimensional in nature, aging invites diverse health care professionals to work together to examine its various aspects. This course will offer students an opportunity to reflect on diverse relationships among older adults themselves, senior health care consumers and their health care providers, and among various health care professionals who are taking care of the aging population. The role modification in the American household, romantic relationships in later life, and the societal outlook on the process of aging are just a few topics addressed in this class. Students will also examine current needs and requirement of the working environment with older adults, including the subject of integrative primary care and a necessity of a multidisciplinary teamwork. Offered winter term.

**SFTM 6130 – Caregiving in the Family**

Caregiving constitutes a challenging experience for the whole family. This course will provide an opportunity to examine diverse characteristics of the caregivers, emotional and physical issues associated with caregiving, and existing resources implemented to support families and caretakers. In addition, students will have an opportunity to examine the notions of well-being and quality of life as applied to those providing and receiving care. While reflecting on the caregiving process, students will use concepts from such theoretical frameworks as constructivism, social constructionism, and general systems theory to investigate diverse perceptions and ideas about caregiving. Providing theoretical guidelines, this class will also give students a possibility to acquire attuned therapeutic skills to provide assistance to caregivers and their families. Offered summer term.

**SFTM 6140 – Grief and Loss in Aging** Loss has multiple faces, especially when growing older. The experiences of loss are uniquely tinted by our cultural framework, spiritual beliefs, family traditions, and individual values. This course offers students an opportunity to examine different types of losses in later life, paying particular attention to the concepts of anticipatory and disenfranchised grief. Students explore how loss is perceived among older adults from diverse ethnical and cultural backgrounds, paying particular attention to the variety of mourning traditions. In addition, the concept of resilience is introduced inviting students to become curious about diverse stories of healing. Offered fall term.

**SFTM 6300 - External Practicum I - II**

Advanced clinical training and supervision is provided to enhance the practice of systemic therapy from strength based, solution oriented models of therapy that can be incorporated in a wide variety of community settings. Prerequisite: SFTM 5400 II. Offered each term.

**SFTM 6320 - Assessment in Marital and Family Therapy**

This course provides an overview of methods and instruments used to define problems and indicate solutions. Diagnosis, appraisals, assessments, and testing appropriate to the practice of marriage and family therapy are addressed. This course also includes a comparative study of interactional approaches and individual and family dysfunction assessments. Prerequisite: SFTM 5310; 5321; 5400-I. Offered summer term.

**SFTM 6331 - Diversity and Psychosocial Issues**

Human development in the context of family transitions across the life cycle such as childbirth, childhood, adolescence, courtship, marriage, maturity, aging, and death are reviewed. This course focuses on the diversity of psychosocial development across ethnicity, class, gender, race, age, and culture with discussions and implications for interactional therapies and practices. Prerequisite: SFTD 6200 I. Offered fall term.

**SFTM 6332 - Human Sexuality and Gender**

This course provides a review of the psychosocial development of sexuality and gender from childhood through aging. Also addressed is a summary of clinical approaches to sexual and gender issues comparing interactional approaches with psychodynamic and behavioral models. Co-requisite: SFTM 5310. Offered winter term.

**SFTM 6333 - Personality Theories and Psychopathology**

A review of major theories of personality and psychopathology are the focus of this course, emphasizing psychiatric diagnostic classification systems. The study of implications for treatment and comparisons with interactional approaches are included. Co-requisite SFTM 5310. Offered summer term.

**SFTM 6340 - Legal, Ethical, and Professional Issues in Marriage and Family Therapy**

This course offers an in depth explanation of accreditation and licensure organizations, along with the ethical codes they promote in family therapy and related fields. This includes a review of the therapist's legal responsibilities and liabilities in mental health and family law, insurance claims, and private practice management with inclusion of an overview of professional opportunities in public service and training programs. Offered fall term.

**SFTM 6550 - International Issues in Counseling and Therapy**

This course is designed to review issues relevant to the practice of counseling, therapy, and human services work in an international context. Issues explored include: the adaptation of western models of therapy for practice in other countries; immigrant family experiences and the relevance to clinical practice in the U.S.; and global ethical issues in counseling and therapy. Specific cultures reviewed include Mexico, China, Cambodia, South America, and India, and others; designed to appeal to a wide variety of students from various backgrounds. Students will learn to become more sophisticated with regard to their understanding of family functioning and the role of counseling and therapy in an international context. Prerequisite: SFTM 5310; 5320; 5321; 6340; 5400-I. Offered summer term.

**SFTM 6558 - Couples Therapy: Theory and Application**

In this course, students will examine their own experiences, biases and values about couples and working with couples as well as the historical development of couples' therapy. Students will learn current clinical approaches to couples therapy and evidenced-based models for working with couples. Students will examine current couple and marital research as well as assessment instruments used for working with couples. Students will

examine specific professional, ethical, and legal issues associated with couples work. Issues of diversity and a commitment to multicultural exploration are demonstrated and interwoven throughout all discussions as students explore specific areas of work with couples such as extra-marital affairs, intimate partner violence, divorce, step-parenting, and health and illness. Offered winter term.

**SFTM 6570 – School-based Family Counseling**

This course offers training to work in educational setting utilizing a brief, solution oriented, and strength-based approaches to school issues. Also, this course will assist those therapists seeking a certified educational planner credential. Co-requisite with SFTM 6300. Offered summer term.

**SFTM 6630 – Grief and Loss**

The personal beliefs and philosophies regarding dying, loss, and death are explored. Bereavement across the life cycle, including developmental issues relating to adults and children and their understanding of loss are reviewed. The manner in which other cultures create meaningful rituals for life and death will be presented. Offered summer term.

**SHSS 6620 - Academic Writing (Elective)**

This writing course is a user-friendly seminar on how to write clear, unpretentious academic prose. Technical issues are covered that include sentence structure, punctuation, tenses, idea development and presented in a non-technical manner. The focus includes strategies for creating and editing manuscripts and for researching, organizing, and writing literature reviews. Offered each term.

**Core Courses**

**M.S. in Gerontology**

**GERO 5200: Concepts and Controversies in Aging**

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

**GERO 5300: Humanities and Aging**

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

**GERO 5400: Sociology of Aging for Future Leaders**

This course will provide a sociological perspective on the aging process and tools to effect change. Students will examine the impact of social policies, and the social and cultural conditions that shape the life course of older adults as individuals and as groups. As future leaders in the field, this class will seek to provide the student with an ability to critically analyze the policies and institutions that provide care and services to older adults, i.e. long

term care facilities, hospitals, senior centers, etc., and the tools, i.e. needs assessment; evidence-based policy development; use of media, advocacy, and coalition-building strategies, and an introduction to program evaluation, in order to offer meaningful change to improve the quality of older lives. 3 credits

### **GERO 5500: Psychology of Aging**

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

### **GERO 5600: Biology of Human Aging**

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

### **GERO 5700: Aging and Diversity**

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

### **GERO 6200: Capstone Seminar**

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

### **GERO 6300: Capstone Project**

The capstone project will take place over Summer II (second year). The Master's will be granted upon satisfactory completion of all requirements plus satisfactory completion and presentation of this project to faculty and students in the program. Each student will have



a faculty member assigned as advisor, and access to mentors, who are leaders in their branch of the field, for the capstone project and will mutually arrange their own schedule of conferencing and means of communication. 6 credits

**CONCENTRATIONS - 3 courses (3 credits each)**

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

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

**GERO 6110: Systems Application in the Family Life Cycle of Aging (3 credits)**

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

**GERO 6120: Relationships in Aging (3 credits)**

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

**GERO 6131: Caregiving in the Family (3 credits)**

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

**Emergency Preparedness and Response for Elder Populations (9 credits)**

***\*Students select 3 courses***

**GERO 5050: All Hazards Preparedness (3 credits)**

This course will define the interdisciplinary roles and responsibilities of professionals, paraprofessionals, and volunteers (including elders) in all-hazards emergency planning, response, mitigation and recovery.

**GERO 6140: All Hazards Preparedness for Special Needs Populations (3 credits)**

This course will identify the at-risk and vulnerable populations and discuss how each of these groups is affected in times of disaster. In addition, the course will address the special needs and emergency response efforts that must be considered for each of these groups.

**GERO 6160: Special Topics in All-Hazards Preparedness for Elders (3 credits)**

This course will be guided by a faculty member and it will enable the student to select a special area of focus in all hazards preparedness for elders. The student will develop and complete a special project upon approval by the faculty member. 3 credits

**GERO 6130: Incident Command System (3 credits)**

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

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

**GERO 5111: Public Health Issues of the Elderly (3 credits)**

This course examines important determinants of morbidity and mortality among the aged population. Emphasizes socio-cultural, economic, behavioral and physical characteristics of importance in the design and development of appropriate prevention efforts directed at the elderly.

**GERO 6201: Health Service Planning and Evaluation (3 credits)**

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

**GERO 5101: Foundations of Public Health (3 credits)**

An introduction to the history, concepts, values, principles and practice of public health. This course provides an overview of the essential areas of public health including biostatistics, epidemiology, social and behavioral sciences, environmental and occupational health, and health policy, planning and management.

**GERO 5523: Public Health Nutrition and Older Adults (3 credits)**

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

**Professional Geriatric Care Management (9 credits)**

**GERO 5350: Professional Geriatric Care Management (3 credits)**

This course provides an overview of the history of professional geriatric care management, ethical issues in geriatric care management, ethnic and cultural considerations, spiritual

beliefs and the role of the GCM in working with the family unit. Specific topics will include: conflicts between the client's needs, wants and autonomy; how to resolve ethical dilemmas, ethnicity, aging and health; care management credentialing; assessing clients values and sources of meaning, and understanding aging within the family system.

**GERO 5550: Care Plan Development and Health Care Advocacy (3 credits)**

This course will cover the geriatric assessment, the care planning process, and the development of a comprehensive holistic quality of life care plan. Specific topics include: cognitive and psychosocial assessment, dementia, depression, functional assessment, activities of daily living, developing care plan goals, writing an assessment, implementing appropriate care plan interventions and creating a system for care plan monitoring and ongoing client advocacy.

**GERO 6250: Business Aspects of Geriatric Care Management (3 credits)**

This course presents strategies and methods for developing a public nonprofit or private practice geriatric care management agency and/or business. Students will have the opportunity to explore topics such as the different types of geriatric care management businesses, insurance, setting up an office, brand development, developing fee for service arrangements, marketing geriatric care management services, private revenue sources for the fee-based care manager, and preparing an agency or business for emergencies. The course will also cover strategies for integrating a geriatric care management business into another practice, business or agency.

**Masters of Human Services in Child Protection**

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

**HCP 0510 - Foundations in Child Protection Law (4 Credits)**

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

**HCP 0520 - Foundations in Family Diversity & Conflict Resolution (4 Credits)**

This course will focus on the fundamental concepts of family structure and interpersonal family dynamics that impact family functioning including communication and cultural diversity. Students will be introduced to the theoretical aspects of family systems functioning and investigate through practice the most effect application of theories introduced.

**HCP 0530 - Foundations in Child Development (4 Credits)**

This course reviews child growth and development and individual differences in brain development, temperament and biology. Physical, social, emotional, intellectual, and

language developmental sequences will be emphasized. Major theories of development will be reviewed.

**HCP 0540 - Foundations in Placement Risk & Protective Factors (4 Credits)**

This course will provide an overview of perspectives on placement and permanency, child protection trends, children in need, and the processes used to support children and their families while moving them through the system.

**HCP 0550 - Foundations in Assessment and Case Planning (4 Credits)**

This course introduces students to various forms of family assessments and case planning. It introduces students to multiple and holistic family assessments and provides students with skills to increase their effectiveness and efficacy while providing services to their clients.

**HCP 0560 – Program Evaluation (4 credits)**

This course will provide a fundamental analysis of research and methodology as related to evaluation of criminal justice administration. Included in this course will be an introduction to statistical analysis and the use of current technology.

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

**Concentration 1 Psychological Foundations in Child Advocacy (9 Credits)**

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

**HCP 6110 Intervention Strategies (3 Credits)**

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

**HCP 6120 Overview: Childhood and Adolescent Development (3 Credits)**

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

**HCP 6130 Overview: Childhood & Adolescent Psychological Disorders (3 Credits)**

Through the course readings, assignments and discussion boards, the students are expected to gain a working knowledge of the psychological disorders affecting children and adolescents and how these children with special needs are classified in the educational system. The objective of this course is to prepare students for assessing children and

adolescents with the intent to understand how their needs will affect their ability to function in an academic setting.

**HCP 6140 Overview: Children and Trauma (3 Credits)**

This course will provide an overview of how to assist children who have been traumatized, and emphasis will be placed on understanding the developmental level of children and how that affects their behavior. This course will include information on building resilience in children.

**HCP 6150 Special Topics: Seminar & Case Studies (3 Credits)**

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

**Prerequisites: HCP 6110, HCP 6120, and HCP 6130**

**Concentration 2 Child Protection and Juvenile Justice (9 Credits)**

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

**HCP 6210 Theory of Child Protection, Investigation & Advocacy (3 Credits)**

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

**HCP 6220 Family Dynamics: Motivation, Support & Communities (3 Credits)**

This course will examine the protective and risk factors associated with the developmental pathways internalized by youth through interaction with their family system. Emphasis will be given to child and youth development as it is affected by the family system, peer groups, schools and teachers, community and other social influences. In addition, the dynamics of traditional, non-traditional and culturally diverse family construction in contemporary society will be explored. Basic cause of crimes and the various social issues confronting children and their families will be explored. Students will look at the various

layers of services available for families and how they connect in reducing risk factors associated with the children.

**HCP 6230 Victimology: Child Abuse & Exploited Children (3 Credits)**

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

**HCP 6240 Juvenile Justice: Systems, Structure & Process (3 Credits)**

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

**HCP 6250 Substance Abuse Treatment in the Community (3 Credits)**

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

**HCP 6260 Cultural Factors in Tx Associated w/ Substance Abuse Issues & the CJ System (3 Credits)**

This course will introduce students to cultural and racial identity development. The impact that class, race, ethnicity and sexual orientation have on disposition, sentencing and the correctional process, culturally specific treatment techniques, racial and sexual dynamics in institutional settings and in community programs, including knowledge of cross-cultural interviewing skills.

**Concentration 3 Conflict & Crisis Management for the Child Protective Cast Worker (9 Credits)**

**Concentration Description:** This concentration will provide specialization training in conflict and crisis management, emphasizing nonviolent, negotiation-oriented approaches to both individual and organizational responses and other crisis situations. Students will gain knowledge, in regard to conflict and crisis management issues related to the child protection and/or associated fields.

**HCP 6310 Human Factors (3 Credits)**

This course presents communication theories relevant to conflict resolution as well as theories about understanding, analyzing, and managing conflict. The course focuses on the human and emotional aspects of conflict, and includes the influence of gender and culture.

This course is pragmatic as well as theoretical, and presents communication and conflict resolution models in a practice-based approach.

**HCP 6320 Introduction to Systems Theories (3 Credits)**

This course provides an overview of theories that use metaphors of system, pattern, interaction, and communication to describe human behavior and relationships. Students will also study the emergence of theories from cybernetics to language studies.

**HCP 6330 Mediation Theory and Practice (3 Credits)**

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

**HCP 6340 Diversity in Human and Family Development (3 Credits)**

Reviews human development in the context of family transitions such as childbirth, childhood, adolescence, courtship, marriage, maturity, old age, and death. Focuses on the diversity of psychosocial development across ethnicity, class, gender, and culture. Discussion of implications for interactional therapies.

**HCP 6350 Conflict and Crisis Management Theory and Practice (3 Credits)**

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

**HCP 6360 Critical Incidents (3 Credits)**

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

**HCP 6370 Family Violence: The Effects on Families, Communities and Workplaces (3 Credits)**

This course explores the overall effects of trauma and violence on individuals, families, communities, and the workplace. Issues of abuse, violence, and systemic responses are explored in relation to their effect on individual behavior, family dynamics, service provision, and community systems. Methods for identifying such issues in the context of family mediation and other types of conflict intervention are explored.

**Concentration 4 Legal Perspectives of Child Protective Services (9 Credits)**

**Concentration Description:** This concentration will train students in the unique policies and laws related to children and families in contemporary society. Legal issues such as child custody, alimony, child support, child abuse and neglect, adoption, spouse abuse, will be investigated and evaluated. Students will develop interviewing, counseling, and negotiation skills to effectively discharge their roles regarding doctrinal, procedural, and evidentiary issues in the legal system. Legal research and reasoning, and critical thinking

will be incorporated into the curriculum. The rights of children and families and familial roles, relationships, and responsibilities will be researched.

**HCP 6410 Family Law (3 Credits)**

This course covers the law regarding the family relationship - including the rights and responsibilities of parents, spouses, grandparents, and children - and the creation and dissolution of the family. Topics include adoption, spouse and child abuse, alimony, property distribution, child support, and child custody.

**HCP 6420 Children's Rights Seminar (3 Credits)**

Children have distinct rights recognizable at law even though they are considered to be incompetent minors as a matter of law. Even though their legal status is not equivalent to those of emancipated adults, children are entitled to specific legal protections in a variety of specific situations. To some extent they are entitled to similar constitutional protections of their adult counterparts. The course will also examine parental authority over minor children when there is disharmony between parent and child.

**HCP 6430 Juvenile (including Delinquency) Law (3 Credits)**

This is a course examining the juvenile justice system, focusing on issues of delinquency, dependency (abuse and neglect), and status offenses (non-criminal misbehavior).

**HCP 6440 Interviewing, Counseling, and Negotiating (3 Credits)**

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

**HCP 6450 Civil Rights of Children in State Care (3 Credits)**

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

**HCP 6460 Domestic Violence Seminar (3 Credits)**

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

**HCP 6470 Legal Research Methods and Reasoning (3 Credits)**

This course will focus on legal research methodology and the application of electronic research methods. Students will develop an understanding of legal precedents and the use of persuasive legal authority in the construction of legal arguments. Students will develop electronic research skill through hands-on application of appropriate legal research



techniques. Students will be instructed on the use and importance of legal citations and how to identify legal authority based on citation methods as they explore statutory law and decisional case law.

**\*\*Concentration 5 Advocating for the Child as an (Associate) Applied Behavioral Analyst (BCABA) or (BCBA) (9 Credits)**

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

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

**HCP 6510 Principles of Applied Behavioral Analysis (3 Credits)**

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

**HCP 6520 Application of Applied Behavioral Analysis (3 Credits)**

This course will extend the Basic Principles and Concepts course to include application of the principles of applied behavior analysis in educational and other therapeutic settings. It will focus on behavioral intervention strategies and change procedures, evaluation and assessment strategies, and methods of accountability in ABA interventions. In addition, focus will be placed on the ethical use of intervention strategies and making decisions regarding ethical treatment for individuals with a variety of challenges. The course will emphasize applications in applied behavior analysis in education as well as other areas of study. **Prerequisite: HCP 6510.**

**HCP 6530 Behavioral Models in Assessment and Intervention in Applied Behavioral Analysis (3 Credits)**

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

**HCP 6540 Evaluation of Interventions in Applied Behavioral Analysis (3 Credits)**

This course will focus on evaluation strategies used in both research and in the ethical provision of interventions. It will cover a variety of measurement and assessment strategies for determining the effectiveness of interventions on a single-subject and small group design. Additional focus will be placed on the interpretation of the research literature

to make sound decisions about assessment and intervention strategies for a variety of populations.

**HCP 6550 Professional Issues in Applied Behavioral Analysis (3 Credits)**

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

**HCP 6560 Practicum in Applied Behavior Analysis I (3 Credits)**

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

**HCP 6570 Practicum in Applied Behavior Analysis II (3 Credits)**

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

**HCP 6580 Advanced Practicum in Applied Behavior Analysis (3 Credits)**

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

**HCP 6590 Ethical Conduct for Applied Behavior Analysis (3 Credits)**

This course will focus on the ethical practice of applied behavior analysis across clinical, research and professional settings. The Behavior Analyst Certification Board's Guidelines for Responsible Conduct for Behavior Analysts and Professional Disciplinary and Ethical Standards will be reviewed, explored and applied. Additional focus will be given to common ethical dilemmas that may arise during clinical research and practice in applied behavior analysis and strategies and guidelines for resolving ethical issues. **Prerequisite: HSDD 0710.**

**Concentration 6 Advocating for the Special Needs Child's Education (9 Credits)**

**Concentration Description:** This concentration will explore the education environment for the special needs child. Fundamental information on laws, policies and practices as it pertains to the special needs child's education, will be researched. Evaluation and assessment techniques and modalities within education/school systems and their influence

on the development of special needs children will be investigated. The importance of independence and personal autonomy training among this population will be explored.

**HCP 6610 Survey of Exceptionalities of Children & Youth (3 Credits)**

This course will provide students with fundamental information on laws, policies and practices in exceptional student education and on specific categories of exceptionality, including definitions, prevalence, causes, assessment techniques, educational strategies, and current and future trends in the field of exceptional student education.

**HCP 6620 Inclusive Education for Exceptional Students (3 Credits)**

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

**HCP 6630 Teaching Social & Personal Skills to Exceptional Students (3 Credits)**

This course will present students with a wide range of information regarding the social and personal skills that children with disabilities need in order to achieve their personal independence in school, at home, and in the community. Emphasis will be on the importance of teaching personal management and independent living skills, on providing appropriate adaptations to promote personal autonomy, and on creating supports and services that maximize independence and community integration of students with disabilities.

**HCP 6640 Consultation & Collaboration in Exceptional Student Education (3 Credits)**

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

**HCP 6650 Special Education Law (3 Credits)**

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

**\*\*Concentration 7 Family Systems and Support Concentration (9 Credits)**

**Concentration Description:** This concentration will examine the protective and risk factors found within the framework of the family system. Emphasis will be given to child and youth development as it is affected by the family system, peer groups, schools and

teachers, community and other social influences. Also, the dynamics of traditional, non-traditional and culturally diverse family constructs will be researched.

**HCP 6710 Family Systems (3 Credits)**

This course provides a framework for understanding the dynamics of traditional, nontraditional, and culturally diverse families.

**HCP 6720 Program Models (3 Credits)**

This course represents a comprehensive overview of family support programs and identifies emerging trends and unresolved issues.

**HCP 6730 Parent Support & Education (3 Credits)**

This course examines the acquisition of knowledge and technical skills for practitioners working with families.

**HCP 6740 The Profession in the Field of Family Support (3 Credits)**

This course provides a historical review of the field of family support and a sociopolitical analysis of its status as an occupation and a human service.

**HCP 6750 Public Policy in the Field of Family Support (3 Credits)**

This course examines the policy-making process as it relates to children and families. It reviews current agencies and organizations involved in developing and implementing child and family policy programs. Social issues and principles of advocacy are covered.

**HCP 6760 Assessment & Evaluation of Family Support Programs (3 Credits)**

This course identifies dimensions of differences in families and family support systems and describes formative and summative evaluation systems that tap these dimensions.

**Concentration 8 Administration for Child Protective Services (9 Credits)**

**Concentration Description:** This concentration will provide the student with knowledge

and skills regarding the supervision and evaluation of programs for children and youths. Budget, compliance, and regulatory topics, among others, will be discussed as well fiscal management challenges and public policy issues will be discussed as it relates to such organizations and groups in the field of child protection.

**HCP 6810 Supervision Methods & Approaches for Child & Youth Care Administrators (3 Credits)**

This course provides a survey of specific approaches and aspects for the supervision of staff in programs for children and youths.

**HCP 6820 Public Policy & the Child & Youth Care Field for Program Administrators (3 Credits)**

This course examines the process and dynamics involved in the development of public policy as it relates to programs for children and youths.

**HCP 6830 The Development & Acquisition of Resources for Child & Youth Care Program (3 Credits)**

This course reviews a number of strategies for seeking and obtaining financial and non-financial resources for child and youth care programs.

**HCP 6840 Supervision of Family Support Programs (3 Credits)**

This course provides an orientation to a range of supervision issues, including staff motivation, in-service training, and evaluation of personnel

**HCP 6850 Legal Aspects of the Management of Programs for Children & Youths (3 Credits)**

This course examines many of the legal elements involved in the daily management of programs for children and youths. Personnel law, licensing, child abuse, and liability are among the topics addressed.

**HCP 6860 Financial Aspects of the Management of Programs for Children & Youths (3 Credits)**

This course covers the basic components of financial management in programs for children and youths. The budget process, fiscal management, and policy determination will be covered.

**\*\*Concentration 9 Public Health and Child Protection (9 Credits)**

**Concentration Description:** This concentration will expose students to public health issues such as wellness, preventative interventions, community health care, and general health impacts of abused and neglected children. Organizational and community interventions and resources will be investigated as it pertains to health education strategies and related topics such as health maintenance among various populations.

**HCP 6910 Public Health Issues in Child Protection (3 Credits)**

In this course students will learn to apply public health planning principles to the creation and refinement of programs to protect children from negative health impacts of abuse and neglect. This includes both follow-up restorative programs for children already identified as abused/neglected and community programs to prevent abuse/neglect before they occur. Since research knowledge in this field is expected to continue to growing, students will

become accustomed to adding to their personal knowledge base through critical study of new findings.

**HCP 6920 Health Promotion & Disease Prevention (3 Credits)**

Students learn health education strategies that can be incorporated into multiple settings, focusing on wellness and preventive interventions. This course addresses individual and social factors as well as behavioral issues, health detriments, and community resources.

**HCP 6930 Health Services Planning & Evaluation (3 Credits)**

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

**HCP 6940 Health Policy, Planning & Management (3 Credits)**

Discusses principles and logic involved in health policy, planning, and management. Addresses history, political, and environmental contexts, and their incorporation into population research.

**\*\*Concentration 10 Emergency Preparedness for Vulnerable Populations (9 Credits)**

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

**HCP 6101 All-Hazards Preparedness (Required before taking any other courses in the concentration) (3 Credits)**

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

**HCP 6102 Communicable Diseases and Chemical, Biological, Radiological, Nuclear, Explosive (CBRNE), Challenges for Vulnerable Populations (3 Credits)**

This course will provide understanding of pandemic influenza, including the risk factors for first responders and the community at large with a special focus on vulnerable and hard to reach individuals. Special needs populations challenge emergency management issues involving healthcare and public safety in times of crisis. Support for those sheltering in place, homecare, as well as distribution of medicine and supplies will lessen the impact on

the economy, and keeps society functioning. The course participants will learn the expectations of preparation and response to a pandemic and the support measures necessary to enforce prevention strategies defined by the community. The effects of CBRNE in the vulnerable groups, especially children, will be reviewed in depth.

**HCP 6103 Legal Issues in Emergency Preparedness for Families and Individuals with Special Needs (3 Credits)**

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

**HCP 6104 Community Planning, Response, and Recovery for Families and Children (3 Credits)**

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

**HCP 6105 Special Topics in All-Hazards Preparedness for Vulnerable Populations (3 Credits)**

This course is a capstone research and experience course for the student. Each student will select a topic of interest related to all-hazards preparedness for vulnerable populations research. In addition, students must take part in an approved community project at the volunteer or professional level in the all-hazards field.

**Electives (Optional):**

Please note that typically only one or two electives will be offered each term. Elective courses are offered on a rotating basis.

**HCP 604 Practicum I (3 credits)**

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

**HCP 605 Practicum II (6 credits)**

This practica will provide the MHS student with first-hand experience working alongside organizations, agencies, and employees in the field of child protection. During a ten-week

term, students will have the opportunity to observe various entities within a department of child protection or other child protection related field 24 hours per week.

**HCP 606 Practicum III (9 credits)**

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

**HCP 0612 Thesis I (3 credits)**

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

**HCP 0613 Thesis II (3 credits)**

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

**M.S. in National Security Affairs**

This course is an introductory seminar dealing with current and historical issues in American national security affairs. In the age of globalization and international terrorism it is imperative that we understand the history, topics, and concepts of national security affairs. The pursuit of security involves a wide range of both domestic and international activities that fall under the umbrellas of political, economic, and military relations and procedures. This course examines the history of American security, the workings of the American national security institutions and organizations, cooperative security systems like NATO and the United Nations, international institutions, political violence, terrorism, war, and both domestic and international law on security. On all these topics, this course will emphasize both theoretical and practical issues that will further the student's knowledge of American national security affairs. Offered Fall and Winter terms.



**NSAM 5002 – Terrorists and Terrorism**

This course analyzes terrorism from a number of perspectives including law enforcement (FBI), defense (DOD), and diplomatic (DOS) orientations in order to understand mitigation/prevention, preparedness, response, and recovery measures with regards to counterterrorism and antiterrorism. Individual (lone wolf) and group (Islamist) terrorist mindsets will be examined, as well as international and domestic domains. Offered Fall and Summer terms.

**NSAM 5003 – National Intelligence Collection**

This course examines the work of current and future managers in the federal intelligence and homeland security arenas. Students will be introduced to the various ways in which the social and behavioral sciences inform approaches to intelligence collection and analysis and how these scientific approaches can facilitate the goals of countering terrorism and hostile intelligence service actions. Specifically, the emerging field of "Futuristics" will be explored in this context so that managers can forecast, manage and create preferable future outcomes for their agencies and the nation. Offered Winter and Summer terms.

**NSAM 5004 – Border Protection and Military Issues**

This course is an in-depth analysis of the importance and the difficulties in security measures and tactics used to protect a sovereign nation's borders. Border protection is an essential part of National Security. The threats to domestic populations include drug-smuggling, terrorism, human and arms trafficking, and illegal immigration. Theoretical and applied case studies will facilitate student engagement. The course will serve as an introduction to the theories and applied practices of successful border protection. Offered Fall and Winter terms.

**NSAM 5005 – Research and Evaluation in National Security Affairs**

This course provides an in-depth introduction to the fundamental logic and principles of research design, with additional focus areas in critical thinking and analysis. Students will gain familiarity with key concepts in the philosophy of science and current debates over appropriate methods of data collection and analysis of the social sciences. Students will learn the differences between quantitative, qualitative, and mixed-methods research; from here the student will be introduced to the foundations of these approaches and learn what strategies, methods, and techniques are in use. Students will then be expected to formulate a research question, develop a set of hypotheses, develop a strategy for data collection, develop a literature review, and finally to formulate ways to operationalize their study. Offered Fall and Summer terms.

**NSAM 0620 – Management Information Systems**

The application of information system concepts to the collection, retention, and dissemination of information for management planning and decision making. Issues such as personnel selection, budgeting, policy development, and organizational interfacing are discussed. Conceptual foundations and planning and development of management information systems. The role of MIS in an organization and the fit between the system and the organization

**NSAM 0653 - Telecommunications & Computer Networking**

This course provides a framework for understanding computer network functionality, characteristics, and configurations. Topics include network topologies, protocols, and architectures and emerging trends in network technologies and services. The role of optical technologies in supporting national and international implementations is explored. Strategies for network planning, implementation, management, and security are introduced. Recent advances in standardization, internetworking, and deployment of LANs

(local area networks), MANs (metropolitan area networks), and WANs (wide area networks) are introduced.

### **NSAM 0683 - Fundamentals of Security Technologies**

An overview of the technical aspects of information security. Issues discussed include authentication, confidentiality, access control, trust and non-repudiation. Investigation of fundamental assurance technologies that can be applied to interface specifications, architectures, and implementations of information security mechanisms. The selection of appropriate security applications, security lifecycles, and interoperability issues will also be covered.

### **NSAM 0684 – Information Security Management**

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

### **NSAM 0685 – Information Security Governance**

Challenges and opportunities of effectively governing an organization's information security requirements and resources. Information security governance lays out the vision for the information security program. Discussions include what constitutes good information security governance, and development of an effective information security strategy and policy. Also focuses on how to improve information security accountability, regulatory compliance, and maturity.

### **NSAM 0686 - Information Systems Auditing**

Fundamental concepts related to an information systems audit. Principles and practices related to secure operation of existing information technology. Information security accountability, development of internal control objectives and framework, and identification of appropriate audit procedures for a secure information system.

### **NSAM 0687 – Information Security Management Project**

This project course integrates all of the knowledge accumulated through the previous courses and serves as a capstone for the Concentration in Information Security. The class focuses on best practices demonstrated through case studies and systems assessment. Students may enroll in this class only after completing all of the information security concentration courses.

### **NSAM 5006 – Assessment of Credibility – Theory and Implications**

Students will explore a broad range of contemporary thought, discussion, and scientific research, relevant to the assessment of credibility with the goal of developing a base of knowledge for the assessment of statements made by, or on behalf of, individuals, groups, political parties, and government, both domestic and foreign. Topics that will be explored include, but are not limited to, the "making and unmaking of ignorance", defining what constitutes a "lie", the ubiquitous nature of lying, the many reasons for lying, and how lying is used in varying contexts by individuals, business, and government. Offered Fall term.

**NSAM 5007 – Leadership in National Security Affairs**

This course is designed to assist national security leaders in identifying and developing their leadership style, building effective relationships with critical stakeholders, developing strategies to building effective teams, and enabling leaders and followers to optimize decision-making in the workplace. Students review remarkable leaders, organizations, and teams in order to hone their own observation, sense-making, and innovating skills in a national security setting. Offered occasionally.

**NSAM 5008 - Credibility Assessment: Methods and Implications**

This is the second course in the realm of credibility assessment. Students will explore a broad range of issues, thought, discussion, and scientific research, relevant to the actual assessment of credibility using various contemporary methods. Topics that will be explored include, but are not limited to; defining what constitutes a "lie," the ubiquitous nature of lying, nonverbal and verbal cues to deception, non-instrumental forms of lie detection, and instrumental forms of lie detection. Offered Winter term.

**NSAM 5009 – US Relations with Latin America**

This course focuses on strategic analysis while examining historical relations between the United States and Latin America. The material is presented in three segments; strategic analysis, historical relations, and current issues impacting US relations with the southern hemisphere. The course will enhance knowledge and understanding of the history of US-Latin American relations and the application of strategic analysis to those relations. The course will emphasize the strategic importance of Latin America to long term stability in the US. Offered occasionally.

**NSAM 5502 – Directed Readings in National Security Affairs**

This course examines specific aspects of national security affairs. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**NSAM 5502 – Directed Readings in National Security Affairs**

This course examines specific aspects of national security affairs. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**NSAM 5507 – Directed Readings in Public Policy**

This course examines specific aspects of public policy. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**NSAM 5510 – Survey Issues in Criminal Justice**

This survey course will review the historical context, theory, policy making, political factors and behavioral influences related to criminal justice policy development as it relates to the organization of the criminal justice system in the United States. This course examines the various components of the criminal justice system, including police, courts, corrections, and the juvenile justice system. The course focuses on the relationship of the criminal justice system to broad political, economic, and social issues. Understanding the working

relationship between these system components allows for a greater understanding of how the system works as a whole.

**NSAM 5512 – Directed Readings in Crime and Society**

This course examines specific aspects of crime and its impact on society. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**NSAM 5520 – Social Administration in Criminal Justice**

The purpose of this course is to examine current strategies and issues related to social justice in the field criminal justice.

**NSAM 5521 – Directed Readings in African Studies**

This course examines specific aspects related to Africa. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**NSAM 5522 – Directed Readings in Multiculturalism**

This course examines specific aspects of multiculturalism. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**NSAM 5524 – Directed Readings in African Diaspora**

This course examines specific aspects of the African Diaspora. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**NSAM 5526 – Directed Readings in Asian Studies**

This course examines specific aspects related to Asia. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**NSAM 5527 – Directed Readings in Latin American Studies**

This course examines specific aspects related to Latin America. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**NSAM 5528 – Directed Readings in Middle Eastern Studies**

This course examines specific aspects related to the Middle East. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**NSAM 5529 – Directed Readings in Caribbean Studies**

This course examines specific aspects related to the Caribbean region. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**NSAM 5530 – Legal issues in Criminal Justice**

This course examines a variety of legal issues critical to a thorough understanding of the various aspects of the criminal justice system. Students will examine the United States Constitution and its interpretation through court decisions that together have formed the cornerstone of the criminal justice system nationwide. By becoming familiar with this material, it is expected that the student will be able to better predict and prepare to meet fundamental legal problems facing the criminal justice professional, such as: (1) Constitutional restraints on how the criminal justice system handles the investigation of crime; (2) Constitutional restraints on how the criminal justice system satisfies the legal requisites as to an individual's guilt; (3) Constitutional restraints on the punishment imposed.

**NSAM 5531 – Directed Readings in Humanitarian Relief**

This course examines specific aspects related to humanitarian relief across the globe. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**NSAM 5532 – Directed Readings in Human Rights**

This course examines specific aspects related to human rights domestically or internationally. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**NSAM 5537 – Directed Readings in Intelligence and Counterintelligence**

This course examines specific aspects related to intelligence and counterintelligence as related to national and international security. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**NSAM 5538 – Directed Readings in Homeland Security**

This course examines specific aspects related to homeland security. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**NSAM 5540 – Program Evaluation in Criminal Justice**

This course will provide a fundamental analysis of research and methodology as related to evaluation of criminal justice administration. Included in this course will be an introduction to statistical analysis and the use of current technology.

**NSAM 5543 – Directed Readings in Genocide**

This course examines specific aspects related to genocide and its causes and impact on society. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**NSAM 5546 – Directed Readings in Human Trafficking**

This course examines specific aspects related to human trafficking, including causes, social, political, and economic implications and the effects on society. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**NSAM 5547 – Directed Readings in Tribal Dynamics**

This course examines specific aspects related to tribal dynamics. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**NSAM 5548 – Directed Readings in Islam and the State**

This course examines specific aspects related to Islam and the State. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**NSAM 5550 – Investigative Processes**

This course is a masters-level, on-line core course within the Criminal Justice Institute at Nova Southeastern University, Fort Lauderdale, Florida. This course will provide an overview of investigative and crime scene processing theory, research, and practice and its application from the standpoint of criminal investigative personnel and other actors within the criminal justice system. Lecture and case studies will provide a learning environment for understanding and applying investigative processes including fundamentals, crime scene investigation, criminal intelligence and informants, physical

evidence, testimonial evidence, documenting the investigation and testifying, crimes against persons, crimes against property, special investigations, and legal considerations.

**NSAM 5553 – Directed Readings in Comparative Politics**

This course examines specific aspects of comparative politics. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor’s guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**NSAM 5555 – Directed Readings in International Relations**

This course examines specific aspects of world politics and is intended to give the student a better understanding of international relations and the complex issues and perspectives affecting the world community. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor’s guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**NSAM 5560 – Directed Readings in Terrorism**

This course examines specific aspects of terrorism. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor’s guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**NSAM 5561 – Directed Readings in Polygraph and Interview Techniques**

This course examines specific aspects of polygraph and interview techniques. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor’s guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**NSAM 5564 – Directed Readings in National Intelligence History**

This course examines specific aspects of the history of national intelligence. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor’s guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**NSAM 5565 – Directed Readings in Critical Incidents in Intelligence/Counterintelligence**

This course examines specific aspects of critical incidents in intelligence/counterintelligence. It is designed so it may be taken as an independent study or with a small group of students so topics of individual research interest in this area may be pursued. Under the instructor’s guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**NSAM 5566 – Directed Readings in Analysis of Open Source Intelligence**

This course examines specific aspects of analyzing open source intelligence. It is designed so it may be taken as an independent study or with a small group of students so topics of

individual research interest in this area may be pursued. Under the instructor's guidance, the directed readings, the final project, and any other assignments will be set forth. The course will provide an opportunity for the enhancement of subject matter knowledge and expertise.

**NSAM 5650 – Economic Statecraft in National Security Affairs**

This course examines the economic strategies employed by states to press other states to follow established agendas. Achieving National Security Policy objectives frequently involves the integrative use of sanctions, embargoes, boycotts, dumping, freezing of assets, strategic materials policies, tariffs, as well as opening of markets, foreign investments, partnerships, and other developmental activities. Economic Statecraft is seen as a peaceful strategy to force countries to negotiate and then build their economy for strategic alignment.

**NSAM 6110 – Public Policy and Strategic Planning**

This course focuses on the theories and the analysis of public policy including the design, implementation and evaluation of legislation on the local, state, national and international levels. It includes current policy issue analysis emphasis with an emphasis on the role of public policy and strategic planning.

**NSAM 6130 - Practicum I: Supervised Field Experience**

This course is a field research project that incorporates classroom knowledge and real-world settings. Students will demonstrate their ability to apply theory to practice and analyze situations utilizing knowledge from previous course work. Offered Fall and Summer terms.

**NSAM 6160 – Practicum II: Supervised Field Experience**

This course is a field research project that incorporates classroom knowledge and real world settings. Students will demonstrate their ability to apply theory to practice and analyze situations utilizing knowledge from previous course work. This is a continuation of NSAM 6130. Prerequisite: NSAM 6130. Offered Fall and Winter terms.

**NSAM 6170 - Violence Prevention**

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

**NSAM 6600 – International Conflict Resolution**

This course reviews international conflict resolution in many settings and includes informal mediation by private interveners and scholar practitioners; formal mediation by individual, regional, transnational, and international organizations; and mediation within small and large states.

**NSAM 6607 - Ethnopolitical and Community-Based Conflicts**

This course introduces the major methods used by states, international organizations, and conflict resolution practitioners to eliminate, manage, and resolve ethnic and community-based conflicts. Case studies are used to explain conflict escalation and de-escalation, and mechanisms of conflict intervention.



### **NSAM 6610 - Family Violence: The Effects on Families, Communities and Workplaces**

This course explores the overall effects of trauma and violence on individuals, families, communities, and the workplace. Issues of abuse, violence, and systemic responses are explored in relation to their effect on individual behavior, family dynamics, service provision, and community systems. Methods for identifying such issues in the context of family mediation and other types of conflict intervention are explored.

### **NSAM 6611 – Race and Ethnic Relations in America**

The course examines the social constructionist approach toward the study of racial and ethnic conflict and analysis in the U.S. It is designed to assist students in increasing their ability to analyze racial issues from a historical to a contemporary perspective and to explore some of the basic theoretical paradigms that have been used to conceptualize the idea of race and ethnicity from the 19th Century to the present in the U.S. The course will also explore the affects of contemporary policies in addressing racial and ethnic inequities and strategies used to combat racism. Offered occasionally.

### **NSAM 6616 – Trauma and Violence Global Perspective**

This course will look at issues of war, regional violence, torture, forced relocation, ethnic cleansing, rape and other issues related to regional conflict, and then focus on conflict intervention models. Relief and assistance programs from humanitarian relief, the Red Cross, UN programs, Quaker NGO's, Christian relief efforts, and others will be examined with a focus on trauma intervention as a conflict resolution career option. Discussion will center on how conflict specialists can connect, work with, and influence humanitarian aid efforts, capacity building, democratization efforts, and conflict transformation projects.

### **NSAM 6619 – Strategic Community Planning**

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

### **NSAM 6621 – Introduction to Human Rights Theory and Practice**

This course provides students with an introductory survey of political, philosophical, historical, economic, and legal considerations related to fundamental human rights concepts. Students will examine human rights issues in both domestic and international arenas. In particular, the course addresses the issues of the ideological and cultural origins of human rights theory; the sources of rights and rights violations; the impact of the nation-state system, governments and other institutions (such as corporations, churches, and universities), and domestic and foreign policies particularly of the U.S. on human rights law and enforcement. Finally, students examine the wide variety of political, civil, economic, social and cultural rights warranting protection.

### **NSAM 6624 – Advanced Practicum**

This practicum experience is a faculty-driven experience in which a faculty member will design a project in conjunction with another organization or university and students selected for the practicum will work on that project with the faculty member. The project may also entail a one to two week mandatory field experience in which students and the faculty member will work on the project on location. Students will be responsible for their

expenses. Students will apply for this practicum and must be selected. Offered occasionally.

### **NSAM 6624 – Global Field Studies Practicum in Conflict Resolution**

The Global Field Studies Practicum Course in Conflict Resolution incorporates a field-immersion component as part of this practicum course. It is developed around principles of multidisciplinary conflict analysis, management, and resolution which promote scholarship of engagement in communities through research, education, and practice. This course provides a solid knowledge base by the application of conflict resolution concepts through experiential learning that lead to professional development. The field experience enhances students' cross-cultural skills, appreciation and understanding of diversity and global issues. During the course students are exposed to a diverse community of researchers, practitioners, policy makers, who share with students their experience and career journeys. The course provides for the enhancement of students' career development plans and requires the completion of all required practicum forms and paperwork. For their final project students are expected to work with a partner organization developing research, training, or consultancy projects where students apply theoretical concepts within a practical framework.

### **NSAM 6630 – Foundations of Genocide Studies**

This course is a survey of the causes, forms, and nature of genocide. The course addresses the complexities in differentiating human rights violations and crimes against humanity, from genocide and government sponsored mass murder. Theoretical and applied cases studies will facilitate student engagement. The course will serve as an introduction to the theories and applied practices utilized in analyzing acts of genocide. Issues addressed throughout the course will include: genocidal intent, eugenics and genocide, demographic purging, as well as mass and public extermination.

### **NSAM 6632 - Civil Wars and Their Resolution**

This course examines the various complexities of violent civil conflict. Using a general survey of the field, supplemented with numerous civil war case studies, students explore the various factors contributing to the outbreak of civil wars, the processes and consequences of such conflict, as well as the variety of methods available for resolution.

### **NSAM 6633 – International War and Resolution**

This course focuses on various aspects of internal war and peace. Topics of discussion include defining war, historical patterns of warfare, motivations to engage in such conflict, as well as efforts to deter or resolve international war.

### **NSAM 6634 – Metropolitan Conflict**

This course will explore historical and theoretical explanations for the different types on conflict prevalent in various metropolitan areas. A series of case studies, focusing on both cities within the United States and abroad, students will explore such topics as the role of ethnicity in conflict, structural inequalities of the system, urban/suburban relations, urbanization, and metropolitan growth and development.

### **NSAM 6638 - Conflict and Crisis Management Theory and Practice**

This course is an overview of the theories of conflict and crisis management and the intervention models and protocols used. Conflict and crisis management will be explored among and between individuals and groups, organizations, communities, and governments around the globe. Topics will include the management of violent conflicts, such as kidnapping, hostage-barricade and terrorist acts, homeland security, and the response to

natural disasters. There will be interactive exercises as well as a case study approach used. Offered Winter term.

### **NSAM 6640 – Critical Incidents Response**

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

### **NSAM 6641 – Conflict and Crisis Negotiation**

This course will provide an overview of law enforcement crisis negotiation and its application to crisis situations, such as domestic violence encounters on an individual level and hostage/barricade encounters on an organizational level. Lecture, expert demonstration, and interactive negotiation with role play will provide an experiential learning environment for understanding and applying active listening skills, empathy, rapport, influence, and behavioral change concepts to conflict and crisis situations. Offered Fall term.

### **NSAM 6643 – Social Aspects of Terrorism**

This course will examine a wide range of different cultures and societies with a special emphasis placed upon political violence. Regions explored are: Basque country, Chechnya, Colombia, Northern Ireland, Palestine, Sri Lanka, and Zimbabwe. Of particular importance are the dimensions of terrorism, trauma, and violence through an understanding of colonialism, discourse, history, material culture, media, rebellion, revolution, and separatism. Additionally, the course will focus upon the causes of 9/11 and the recent fomentation of international terrorism. By exploring the subject of terrorism from an anthropological perspective will demonstrate the complexities and various interpretations concerning the political uses through the appreciation of interdisciplinary analysis.

### **NSAM 6650 – International negotiation: Principles, Process and Issues**

This course describes and analyzes the major principles, processes and issues of international negotiation in the twentieth and twenty-first centuries. It seeks to provide students with the analytical tools skills required to explain and predict the outcome of specific (bilateral or multilateral) negotiations through the study of various explanation factors, including: stability and change in the structure of the existing "international system"; the individual characteristics of the nations-states parties (power/capabilities, interests, culture/values, negotiating styles, etc.; the strategic and tactical moves of those considered as "key players"; as well as the role of smaller states and non-state actors

### **NSAM 6651 – Theories of Ethnicity & Nationalism**

Theories of Ethnicity and Nationalism: This course is foundational for theoretical understandings of ethnicity and nationalism. Students will analyze general theories from key debates and critically examine various points of view in relation to defining boundaries, conflict, context, difference, identity, migration, minority/majority, race and tribalism in regard to ethnicity, as well as community, fantasy, ideology, neo-Marxism, modernism, perennialism, political, primordialism, semiotic, sociocultural, socioeconomic, imagination, invention, and tradition in association with nationalism and nationalists, and the entwinement and interrelation between all of these prevalent notions and themes. Upon completion of the course students will better grasp ethnic belonging, ethno-nationalist

conflict, and intra/inter-group disputes from the standpoint of applied theory, cultural relativity, and humanism.

#### **NSAM 6654 – Islam, Conflict and Peacemaking**

This course will provide an historical overview of Islam, including an introduction to belief systems, the different branches of the faith and schools of Islamic law with a special emphasis on Muslim doctrines related to conflict and peace. It will include the contemporary era and investigate Muslim engagements with modernity and discuss the varied responses and perspectives. There will be some discussions of international relations, but the course will also emphasize micro level issues. Students will have the opportunity to develop research projects designed to extend their understanding of Islam and its potential as a resource for peace building.

#### **NSAM 6657 – Conflict Coaching Theory and Practice**

This course examines the growing use of conflict coaching as a conflict intervention process and introduces different models and related theoretical foundations. The integration of theory and practice will emphasize the various stages including identity framework, narrative, needs assessment, goal setting, and feedback, utilizing a relational and systems orientation. The course develops coaching skills, strategies, and knowledge, and uses a practice-based approach, including role-plays and case studies.

#### **NSAM 6659 – Conflict Peace Build in Africa**

This course examines conflict and peace building dynamics in the African continent. Its content includes a survey of contemporary macro-level conflicts in Africa and an examination of their historical and more immediate causes. Class participants will explore the causes and effects of such conflicts and investigate prospects for constructive transformation. Past and ongoing resolution and peace building efforts will be discussed, and class members will propose a peace building strategy for a case of their choice.

#### **NSAM 6661 – Middle Eastern Conflict**

This graduate seminar explores the many different types of conflict found in the Middle East. It seeks to provide students with the analytical tools and skills required to explain the causes, understand the actors, and analyze and/or predict the outcomes of specific Middle Eastern conflicts. To meet these objectives we will evaluate broad types of Middle Eastern conflict such as religious, ethnic, and cultural, militarized conflicts, civil wars, and occupations. We will also evaluate Middle Eastern conflict negotiation, the Middle East peace process, why negotiation and peace has failed, and what needs to be done so that Middle East peace could be achieved. Finally, we will look at the future of Middle Eastern conflicts.

#### **NSAM 6662 – Political Violence**

Political Violence is a graduate seminar that explores the many different types of political violence; specifically looking at revolutions, terrorism, and transitional-institutional political violence. This seminar examines a wide range of topics in order to provide the student with a deeper understanding of political violence. We will engage in a thoughtful and in-depth examination of the definitions, causes, and consequences of political violence, as well as consider the different means to countering political violence.

#### **NSAM 6670 – Introduction to International Relations and International Issues**

This course is an introduction to world politics and is intended to give the student a better understanding of international relations and the complex issues and perspectives affecting the world community. We will investigate many aspects of international relations such as the dominant theories of international relations, the history of the nation-state, the

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

## **M.A in Writing**

### **HUMN—Humanities**

#### **HUMN 5000 History and Theory of Rhetoric (3 credits)**

A survey of both theories and practices in rhetoric from the classical Greek and Roman eras to the present. The course will study rhetorical theorists ranging from Plato, Augustine, Aristotle, and Quintilian to Toulmin, Foucault, Derrida, and Kristeva, emphasizing the influences and trends in rhetoric over time.

### **WRIT—Writing**

#### **WRIT 5000 Professional and Public Writing (3 credits)**

This course offers an advanced study of professional writing strategies for public documents, including documentation and research, proposals and reports, argument and persuasion, layout and design, and writing and etiquette within electronic media.

#### **WRIT 5010 Research Methods (3 credits)**

This course offers writers opportunities to practice various qualitative, quantitative, textual, and historical research methods.

#### **WRIT 5020 Poetry Writing Workshop (3 credits)**

An advanced poetry writing workshop focusing on the art and craft of poetry within a collaborative, peer-review environment. Development of metaphorical structure and metrical language exploration of the universal in individual human experience will be particularly emphasized.

#### **WRIT 5030 Fiction Writing Workshop (3 credits)**

An advanced fiction writing workshop focusing on the art and craft of fiction within a collaborative, peer-review environment. Students will hone the techniques and tools of the fiction writer, such as a plot, narrative strategy, character, and motif.

#### **WRIT 5040 Screenwriting Workshop (3 credits)**

This workshop style class will examine the narrative structure and mechanics of the screenplay, as well as its creation and history. Particular emphasis will be on idea generation, plot development, screenplay format, writing treatments, scene construction, dialogue, and character development.

#### **WRIT 5050 Autobiography and Memoir Workshop (3 credits)**

This workshop style course focuses on the art and craft of autobiographical and memoir writing, by reading representative authors, understanding strategies used to represent the self in memory, and writing autobiographical/memoir pieces.

#### **WRIT 5060 Writing Literary Nonfiction (3 credits)**

This course focuses on reading and developing writing strategies for true-life stories in the nonfiction tradition exemplified by such writers as Agee, McPhee, Didion, Krakauer,

and Sedaris, with particular emphasis on understanding and experimenting with the boundaries on non-fiction prose.

**WRIT 5100 Teaching Writing (3 credits)**

An introduction to teaching composition on the secondary and college undergraduate levels; methods of teaching composition based on modern theories of rhetoric, reading, language acquisition, and pedagogical strategies.

**WRIT 5200 Grammar and History 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, meanings and sounds, syntax and grammar.

**WRIT 5400 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.

**WRIT 5550 Feature Writing (3 credits)**

This course offers students practical instruction in writing publishable features for print magazines and newspapers, as well as for electronic news and entertainment sources.

**WRIT 5600 Science and Nature Writing (3 credits)**

This course focuses on the particular genre of science and nature writing. Students research, write, and understand marketing for articles on subjects such as astronomy, genetics, health, and the environment for newspapers, magazines, e-zines, and journals.

**WRIT 5700 Travel Writing (3 credits)**

This course focuses on the particular genre of travel writing, focusing on the history and forms of the literary travel essay and writing about travel for the book and magazine market.

**WRIT 5800 Editing, Layout, and Design (3 credits)**

This course focuses on the acquisition of skills for editing and layout of print and electronic publications, such as marketing materials, newsletters, magazines, and websites. These skills include copyediting, desktop publishing, project management, graphic design, typography, and layout using relevant software.

**WRIT 6000 Master's Thesis (3 credits)**

Research and writing for M.A. in Writing thesis. Repeatable up to 12 credits. Prerequisite: written permission of Program Coordinator.

**Graduate Certificate in Advanced Resolution Practice**

**CARM 5040 - Communication Dynamics in Dispute Resolution: The Human Factor**

This course presents communication theories relevant to conflict resolution as well as theories about understanding, analyzing, and managing conflict. The course focuses on the human and emotional aspects of conflict, and includes the influence of gender and

culture. This course is pragmatic as well as theoretical, and presents communication and conflict resolution models in a practice-based approach.

**CARM 5100 - Mediation Theory and Practice**

This course examines theories, methods, and techniques of mediation. Students will have the opportunity to demonstrate their knowledge of mediation skills.

**CARM 5140 - Negotiation**

This course examines conflict intervention from the perspective of the disputant/negotiator. The integration of theory and practice will emphasize the tactics, strategies, and operations of effective and ineffective bargaining/negotiating behavior. The course develops negotiator skills and knowledge, leading to collaborative-based actions and solutions.

**CARM 6000 - Organizational Conflict: Theory and Practice**

This course examines organizations, the causes and manifestations of organizational conflict, and interventions including: organizational theories, organizational development, systems theories, group dynamics, and dispute systems design. Students will learn to apply theory to the assessment of conflict and the design of appropriate intervention models within organizations, and will be introduced to consultation models.

**CARM 6140 - Facilitation Theory and Practice**

This course develops students' skills in working with groups. It incorporates theories and models of group dynamics, facilitation, and group development, as well as workshop development and delivery. This course uses a practice-based approach, including role-plays and workshop presentations.

**Post Graduate Certificate in College Student Personnel Administration**

**CSPA 5001 - The 21st Century College Student**

An examination is made of students in higher education to prepare professionals for the various groups they will serve. Focus is given to the ever-changing student clientele, its subgroups and cultures. Along with student development theories, student characteristics, attitudes, values and broad issues regarding their participation in the educational experience will be explored.

**CSPA 5002 - Current Issues and Trends in Higher Education**

Staying abreast of current issues and trends in higher education is critical to becoming a competent student affairs educator. This course is designed to expose students to a variety of current issues and trends in higher education that have a dramatic impact on the student affairs profession and on our work as student affairs educators. Strategies to address major issues will be discussed.

**CSPA 5003 - The College Student and the Law**

Increasingly the courts play a pivotal role in the lives of student affairs practitioners. From student judicial cases to Supreme Court decisions on activity fees, a broad-based understanding of the law related to higher education is essential. This course will examine the impact of the legal system on both public and private colleges and universities as well as explore model student codes of conduct. Offered summer.

**CSPA 5004 - Administration in College Student Affairs Work**

This course will examine attributes, skills and institutional conditions within student personnel work that impact effective administration. Some of the major areas to be explored include personnel practices, supervision, budget, finance, program development, short/long range planning, and internal and external governing bodies. An interactive course design will allow for "hands-on" practical applications and the development of well-grounded practitioners.

Offered fall.

**CSPA 5006 - Student and Adult Development in College**

This course will focus on developing an understanding of students' intellectual, cognitive, social, moral, and identity development during the college years. Issues related to adult student development in the college setting will also be explored. Student development theories, research and current practices related to student development will be presented.

Offered winter.

**CSPA 5040 - Human Factors**

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

Offered all terms.

**CSPA 5100 - Mediation Theory and Practice**

This course examines theories, methods, and techniques of mediation. Students will have the opportunity to demonstrate their knowledge of mediation skills.

Prerequisite: CSPA 5040. Offered fall and winter.

**CSPA 6130 - Practicum I**

This supervised practicum experience offers students the opportunity to explore a breadth of student affairs functions thereby gaining exposure, knowledge and experience in the variety of services and programs that make up a college/university division of student affairs. Students may select to generally explore all of the functional departments within the division, or select specific functions they wish to learn more about: residential life, housing, career services, student union, student activities, leadership development, recreation and wellness, volunteer services, special events, judicial programs, and the office of the dean of students. By experiencing the "big picture" of the functions, programs and services of the division of student affairs, students will have the opportunity to be exposed to the numerous professional positions and opportunities available to them upon graduation.

Offered all terms.

**Graduate Certificate in Family Studies****SFTM 5310 - Introduction to Systems Theories**

This course provides an overview of theories that use metaphors of system, pattern, interaction, and communication to describe human behavior and relationships as well as the study of the emergence of theories from cybernetics to language studies.



**SFTM 5311 - Substance Abuse/Addictions and Critical Issues in Systems Theories**

This course addresses the application of modern and postmodern ideas to substance abuse, addictions, and critical issues in the practice of therapy. Emphasis is placed on the application of modern and postmodern ideas to substance abuse, addictions, and critical issues based on research, theories, practice, and treatment. Also included are other critical issues of culture, ethnicity, gender, race, religion, violence and other areas of critical concern in social systems. Offered winter term.

**SFTM 5320 - Introduction to Marital and Family Therapy**

An introduction and review of the history of marital and family therapy and the clinical approaches of interactional therapies are included in this course. The focus is based on basic therapeutic concepts and skills to include joining, listening, and conducting the initial interview through termination. Offered fall term.

**SFTM 5350 - Research in Marriage and Family Therapy**

This course offers a review of quantitative and qualitative methods of inquiry, as exemplified in recent marital and family therapy research studies. The course focuses on teaching students to be intelligent, critical consumers of research in the field.

Prerequisite: SFTM 5310. Offered winter term.

**SFTM 6320 - Assessment in Marital and Family Therapy**

This course provides an overview of methods and instruments used to define problems and indicate solutions. Diagnosis, appraisals, assessments, and testing appropriate to the practice of marriage and family therapy are addressed. This course also includes a comparative study of interactional approaches and individual and family dysfunction assessments.

**SFTM 6331 - Diversity and Psychosocial Issues**

Human development in the context of family transitions across the life cycle such as childbirth, childhood, adolescence, courtship, marriage, maturity, aging, and death are reviewed. This course focuses on the diversity of psychosocial development across ethnicity, class, gender, race, age, and culture with discussions and implications for interactional therapies and practices. Offered fall term.

**SFTM 6332 - Human Sexuality and Gender**

This course provides a review of the psychosocial development of sexuality and gender from childhood through aging. Also addressed is a summary of clinical approaches to sexual and gender issues comparing interactional approaches with psychodynamic and behavioral models.

Co-requisite: SFTM 5310. Offered summer term.

**FSHC 6400 - Understanding Human Systems in Health Care Settings**

This course will introduce students to the fundamentals of relationship management within complex organizational settings, with special appreciation of the dynamics that apply within the world of health care. Students will learn to identify, assess, and intervene utilizing principles at both macro and micro levels of operation

## Graduate Certificate in Family Systems Health Care

### **FSHC 5000 – Family Systems Health Care I**

Students receive an orientation to the field of family systems in health care that focuses on the biopsychosocial model for understanding health care issues for patients, families, medical professionals, and health care providers. An in-depth study of relationship and clinical skills that translate well within health care settings will be presented. A case study method will be used to examine the impact of language, culture, beliefs, and specific chronic, debilitating, and terminal diseases upon the experience of illness. The biopsychosocial issues surrounding specific medical conditions throughout the life cycle will be presented. Offered fall term.

### **FSHC 5010 – Family Systems Health Care II**

Personal beliefs and philosophies regarding dying, loss, and death will be explored. Bereavement across the life cycle, including developmental issues relating to adults and children and their understanding of loss, will be reviewed. The manner in which other cultures create meaningful rituals for life and death will be presented. Offered winter term.

### **FSHC 5100 – External Practicum I - Family Systems Health Care**

A clinical practicum focusing on the transdisciplinary practice of family systems and therapy in health care settings will be offered with field placements in hospitals, medical schools, community clinics, and specialist's offices. This practicum is for one term. Prerequisites: FSHC 5000, FSHC 5010. Offered each term.

### **FSHC 5110 – External Practicum II - Family Systems Health Care**

A continuation of Practicum I with a focus on advancing and refining relationship, clinical, and collaborative skills will enhance the integration and collaboration of health care systems within medical settings. This practicum is for one term. Prerequisite: FSHC 5000, 5010, and 5100. Offered each term.

### **FSHC 5300 – Integration and Collaboration Among Health Care Systems**

This course is an introduction to health care delivery systems through an investigation of medical models, terminology, and approaches used by physicians, medical specialists, and other health care professionals to diagnose and treat disease and to care for the human condition. Students will be oriented to health care systems and settings including hospitals, clinics, hospices, and private practices. Alternative approaches to health care will also be addressed. Offered summer term.

### **FSHC 5500 - Politics and Economics of Health Care Systems**

An overview of the history of medicine will be presented to give students an understanding of how social and political changes affect medical care. Current issues in the health care field will be discussed, such as the growth in managed care companies, proposed nationalized health care, patient/physician/health care system relationships, and the rise in malpractice litigation. The potential roles of a Family Systems Health Care professional within these complex systems will be presented. Offered fall term.

### **FSHC 6400 - Understanding Human Systems in Health Care Settings**

This course will introduce students to the fundamentals of relationship management within complex organizational settings, with special appreciation of the dynamics that apply within the world of health care. Students will learn to identify, assess, and intervene utilizing principles at both macro and micro levels of operation. Offered winter term.

## Graduate Certificate in Gerontology

### **GERO 5200: Concepts and Controversies in Aging (3 credits)**

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

### **GERO 5300: Humanities and Aging (3 credits)**

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

### **GERO 5400: Sociology of Aging for Future Leaders (3 credits)**

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

### **GERO 5500: Psychology of Aging (3 credits)**

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

### **GERO 5600: Biology of Human Aging (3 credits)**

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

**GERO 5700: Aging and Diversity (3 credits)**

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

**Graduate Certificate in Peace Studies****CARM 5000 - Foundations and Development of Conflict Resolution and Peace Studies**

This course outlines the substantive themes, history, origins, contexts, and philosophical foundations of conflict resolution, healing, peacemaking, and problem solving. Students will examine levels of interventions and processes in the field of conflict resolution.

**CARM 5020 - Theories and Philosophies of conflict and Peace**

This course is designed as a survey course on contemporary theories of conflict and conflict resolution. Students will examine a variety of theories that center primarily on the fields of history, economics, sociology, social psychology, anthropology, political sciences, and social relations

**CARM 6120 - Culture and Conflict: Cross-cultural Perspectives**

This course examines the nature and meaning of conflict, conflict management techniques, and the assessment of conflict situations from a cross-cultural perspective. Explores various models for training third parties to function effectively in handling disputes where cultural differences are a significant factor. Also addresses various theoretical and practical implications of indigenous conflict management techniques and beliefs found in different cultural settings.

**CARM 6170 - Violence Prevention and Intervention**

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

**Graduate Certificate in Qualitative Research****QRGP 6300 Foundations of Qualitative Research**

This course introduces students to the epistemological, theoretical, methodological, and procedural foundations of qualitative research. Students will learn common factors qualitative approaches to inquiry share as well as learning the specifics of the major qualitative research methodologies such as generic qualitative description, grounded theory, phenomenology, ethnography, narrative analysis, and discourse analysis. Students will also be introduced to the variety of professional settings in which qualitative research is utilized including academia, business and organizations, international development, and private consultation. Offered fall.

**QRGP 6301 Qualitative Data Collection**

The course provides students an opportunity to learn the basics of qualitative research design with a focus on qualitative data generation, collection, and preparation. Students will learn how to select appropriate research sites, gain access to data sources, design and manage sampling strategies, conduct individual and group interviews, carry out field observations, collect documents, transcribe, and compose field notes. Students will also learn quality control measures such as maintaining research journals and diaries. Offered winter.

**QRGP 6302 Qualitative Data Analysis I**

This course covers best practices in generic qualitative, ethnographic, and grounded theory analysis. Students will learn how to conduct within-case and across case analysis, coding and conceptualization, transforming data, and report writing. Students will also learn quality control measures such as constant comparison, member checking, peer debriefing, and conducting audit trails. Offered fall.

**QRGP 6303 Qualitative Data Analysis II**

This course covers best practices in phenomenology, narrative inquiry, and discursive analysis. Students will learn how to conduct thematic analyses, phenomenological reduction, creative synthesis, microanalysis, and report writing. Students will also learn quality control measures such as bracketing, epoché, and verisimilitude. Offered winter.

**QRGP 6304 Appraising Qualitative Research**

This course covers the appraisal and review of products emanating from qualitative research including papers, articles, posters, grant proposals, books, book prospectus, dissertations, theses, and systematic reviews. Students will learn how to assess the quality of qualitative research products, construct and use criterion-based rubrics, and compose reviews. Students will also serve as ad hoc reviewers for *The Qualitative Report (TQR)*. Offered occasionally.

**QRGP 6305 Qualitative Research Design**

This course covers knowledge and skills needed to design a qualitative research study and compose a qualitative research proposal. Students will learn how to construct and justify a qualitative research study, synthesize the relevant research literature, generate discovery-oriented research questions, select sites and samples, create a manageable method including a quality control system, address ethical issues, and discuss potential implications and limitations. Students will compose their own qualitative research proposals and Institutional Review Board for the Protection of Human Subjects (IRB) protocols and consent forms. Offered summer.

**QRGP 6306 Conducting Qualitative Research I**

This course covers the activities involved in the initiation of a qualitative research study. Students will start the study they proposed in QRGP 6305 Qualitative Research Design. Offered occasionally.

**QRGP 6307 Conducting Qualitative Research II**

This course covers the activities involved in the culmination of a qualitative research study. Students will complete the study they proposed in QRGP 6305 Qualitative Research Design and started in QRGP 6306 Conducting Qualitative Research I. Offered occasionally.

**QRGP 6308 - Writing Qualitative Research**

Students will learn how to write up their qualitative research inquiries from the earliest steps of their studies through the manuscript submission process using writing and

representational styles consistent with their research design and purpose. To this end, students will produce their own original qualitative research papers that incorporate the basic elements of qualitative research reports and best practices for communicating their methodological choices and research findings in transparent and coherent prose. Students will also learn how to evaluate the quality of their compositions and revise their drafts via the use of rubrics and manuscript checklists. While it is not necessary that other Qualitative Research courses have been taken in the Certificate Program, it is a requirement that you have conducted your own research – this course will assist writing up results of a qualitative study. Offered occasionally.

### **QRGP 6309 - Arts-Based Qualitative Research**

This course presents various ways in which to incorporate arts-based strategies into qualitative research design, in order to generate additional data, address researcher bias, deepen qualitative analysis, and enhance the presentation of research findings. For example, the course will explore ways in which the use of collage can be used to both strengthen researcher bracketing and reflexivity, as well as a data generation technique in combination with journaling. The course will also address how poetry can be used as a technique to both validate and represent research findings; students will practice found data poetry in developing findings, and the use of various poetic forms to convey key findings. In addition, students will be introduced to photo voice, a method that involves study participants taking photos to capture their lived experience and understandings of particular social phenomena. Throughout the course, ethical issues related to arts-based qualitative research will be considered and discussed. Offered occasionally.

### **QRGP 6310 – Autoethnography**

This course introduces students to the historical, epistemological, theoretical, methodological, and procedural foundations of autoethnography. Students will learn a variety of approaches to autoethnography including individual, collaborative, critical, interpretive, and transformational forms and will practice appraising the quality of different types of autoethnographic reports. They will also learn how to conceive and conduct an autoethnography. Offered occasionally.

## **Graduate Certificate in Solution Focused Coaching (15 Credits)**

The Graduate Certificate Program in Solution Focused Coaching is a 15 credit hour program (five courses). Students who decide to continue their studies may be able to apply some of these credit hours toward the M.S., Ph.D., or D.M.F.T. in Family Therapy, if accepted into the program.

- Introduction to Systems Theories (3 credits)
- Psychopathology (3 credits)
- Human Development (3 credits)
- Private Practice of Coaching and Therapy (3 credits)
- Solution Focused Coaching (3 credits)

(see masters description for description)

## **Post Baccalaureate Certificate in Paralegal Studies**

- LEGS 1150: Introduction to Law and the Legal Profession (3 credits)
- LEGS 2100: Legal Research and Writing (3 credits)
- LEGS 3050: Criminal Law and Procedure (3 credits)
- LEGS 3210: Computer Applications for the Legal Profession (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)

### **Graduate Minor in Conflict Resolution Studies (12 Credits)**

- CARM 5000: Foundations & Development of Conflict Resolution & Peace
- CARM 5040: Human Factors
- **Choose two:**
- CARM 5020: Theories & Philosophies of Conflict
- CARM 5100: Mediation Theory & Practice (Prerequisite: CARM 5000 and 5040)
- CARM 5140: Negotiation Theory and Practice (Prerequisite: CARM 5000 and 5040)
- CARM 6000: Organizational Conflict: Theory and Practice (Prerequisite: CARM 5000, 5040)
- CARM 6120: Culture and Conflict: Cross-Cultural Perspectives
- CARM 6170: Violence Prevention and Intervention (Prerequisite: CARM 5000)

(See masters descriptions for Descriptions)

## IMPORTANT TELEPHONE NUMBERS and Web Sites

<b>Arts, Humanities, and Social Sciences</b>	
Main Reception	(954) 262-3000
Toll Free Number	(800) 541-6682, ext. 3000
Fax Line	(954) 262-3968
Email Address	<a href="mailto:CAHSS@nsu.nova.edu">CAHSS@nsu.nova.edu</a>
Website	<a href="http://CAHSS.nova.edu">http://CAHSS.nova.edu</a>
Admissions	(954) 262-3006
Brief Therapy Institute	(954) 262-3030
Community Resolution Services	(954) 262-4237
CAHSS Student Association	(954) 262-3013 Email: <a href="mailto:CAHSSsa@nsu.nova.edu">CAHSSsa@nsu.nova.edu</a>
Scholarships Website	<a href="http://CAHSS.nova.edu/SFSP">http://CAHSS.nova.edu/SFSP</a>
Career Development Program	<a href="http://CAHSS.nova.edu/CDP">http://CAHSS.nova.edu/CDP</a>
<b>Registrar's Office</b>	
Main Number	(954) 262-7200
Fax Number	(954) 262-7265
Toll Free Number	(800) 541-6682 ext 7200
International Student's Office	(954) 262-7240
Website	<a href="http://www.nova.edu/cwis/registrar">http://www.nova.edu/cwis/registrar</a>
<b>Financial Aid</b>	
Main Number	(954) 262-3380
Fax Number	(954) 262-3966
Toll Free Number	(800) 541-6682 ext 3380
Website	<a href="http://www.nova.edu/cwis/finaid/">http://www.nova.edu/cwis/finaid/</a>
<b>Bursar's Office</b>	
Main Number	(954) 262-5200
Fax Number	(954) 262-5203
Toll Free Number	(800) 541-6682 ext 5200
Website	<a href="http://www.nova.edu/cwis/bursar/">http://www.nova.edu/cwis/bursar/</a>
<b>Residential Life (On-campus Housing)</b>	
Main Number	(954) 262-7052
Fax Number	(954) 262-3812
Toll Free Number	(800) 541-6682 ext 7052
Website	<a href="http://www.nova.edu/cwis/reslife/">http://www.nova.edu/cwis/reslife/</a>
<b>NSU Bookstore</b>	
Main Number	(954) 262-4750
Toll Free Number	(800) 509-2665
Website	<a href="http://nsubooks.bkstore.com/">http://nsubooks.bkstore.com/</a>
<b>CAMPUS DIVERSITY DIALOGS</b>	
Website	<a href="http://www.nova.edu/inclusion/">http://www.nova.edu/inclusion/</a>



## IMPORTANT TELEPHONE NUMBERS and Web Sites

<b>HENDERSON UNIVERSITY STUDENT COUNSELING SERVICES</b>	
Main Number	(954) 424-6911
Fax Number	(954) 262-4759
Toll Free Number	(800) 273-TALK (8255)
Website	<a href="http://www.nova.edu/suicideprevention">http://www.nova.edu/suicideprevention</a>

<b>Public Safety</b>	
Main Number	(954)262-8999
Website	<a href="http://www.nova.edu/publicsafety/safety-checklist.html">http://www.nova.edu/publicsafety/safety-checklist.html</a>

## NSU'S COLLEGES

- Abraham S. Fischler College of Education
- College of Arts, Humanities, and Social Sciences
- College of Dental Medicine
- College of Engineering and Information Science
- College of Health Care Sciences
- College of Medical Sciences
- College of Natural Sciences and Oceanographic
- College of Nursing
- College of Optometry
- College of Osteopathic Medicine
- College of Pharmacy
- College for Psychological Studies
- H. Wayne Huizenga College of Business and Entrepreneurship
- Shepard Broad College of Law

### **College of Arts, Humanities, and Social Sciences Departments (CAHSS)**

Dept. of Conflict Resolution Studies	Dr. Robin Cooper
Dept. of Family Therapy -	Dr. Tommie Boyd
Dept. of History and Political Science	Dr. Andrea Shaw Nevins
Dept. of Justice and Human Services	Dr. Kimberly Durham
Dept. of Literature and Modern Languages	Dr. Marlisa Santos
Dept. of Multidisciplinary Studies	Dr. Judith McKay
Dept. of Performing and Visual Arts	Prof. Mark Duncan
Dept. of Writing and Communication	Dr. Shanti Bruce

## **PROVISIONS**

The provisions set forth in this document are not to be regarded as an irrevocable contract between the student and Nova Southeastern University. Regulations and requirements, including tuition and fees, are necessarily subject to change without notice at any time at the discretion of the administration. The university further reserves the right to require a student to withdraw at any time, as well as the right to impose probation on any student whose conduct is unsatisfactory. Any admission on the basis of false statements or documents is void upon discovery of the fraud, and the student is not entitled to any credit for work that he or she may have done at the university. Upon dismissal or suspension from the University for cause, there will be no refund of tuition or fees. The balance due Nova Southeastern University will be considered receivable and will be collected. An official transcript of a student's academic record cannot be released until all of his or her accounts, academic and nonacademic, are paid.

\*Catalog is updated periodically online.