

CIT 0502 - Research in Education: Process and Application

I. Course Information

Course: CIT 0502 - Research in Education: Process and Application

Semester Credit Hours: 3.0

Course CRN and Section: 20743 - L01

Semester and Year: Fall 2025

Course Start and End Dates: 08/18/2025 - 10/12/2025

Building and Room: Online Venue - CANVAS

II. Instructor Information

Professor: Dr. Khitam Azaiza

Email: azaiza@nova.edu

III. Class Schedule and Location

Day	Date	Time	Location	Building/Room
	08/18/2025 - 10/12/2025		Programs On-line	Online Venue-CANVAS

IV. Course Description

Catalog Description

Taken as one of the first courses in the Master's specialization, CIT 0502 begins a process that continues throughout the student's program of study, emphasizing research skills and development of an applied research project. Prerequisite/s: None

Course Rationale:

This course begins a process that emphasizes theoretical and practical research skills utilized by education and training practitioners. Two purposes of the course are to transform practitioners into savvy consumers of educational research and to improve a problematic situation in a workplace. The course also emphasizes research related to distance education. This course is designed for designers, teachers, consultants, and leaders.

NOTE-This course and the CIT MS program do not lead to any endorsements or certifications for educators.

V. Course Objectives / Learning Outcomes

- 1) Identify a real-world problem in the work place.
- 2) Conduct a literature review to identify causes and solutions for such a problem.
- 3) Conduct a needs assessment and collect data to document the nature and extent of the problem.
- 4) Develop a plan of action as a basis for improving the problem.

Upon completion of this course, the student will be able to:

1. Identify and describe an educational/training problem or situation, with an emphasis on Curriculum, Instruction, Technology or distance education.
2. Describe those aspects of the present or anticipated organization that are relevant to the problem or situation being studied.
3. Plan a needs assessment related to the organization, situation, groups, or individuals being studied.

4. Plan how to collect information to document the problem or situation being studied.
5. Generate a literature review of causes and solutions (theory and practice) related to the problem or situation being studied.
6. Propose a plan of action as a basis for improving the problem being studied.

VI. Materials and Resources

Book Url: [NSU Book Store](#)

Course Required Texts and Materials:

Mertler, C. A. (2025). *Introduction to educational research*. (4nd edition)
 Thousand Oaks, CA: Sage.

Course Supplemental Materials:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

VII. Course Requirements

VIII. Course Schedule and Topic Outline

Course Schedule:

Module	Topics	Class Activities & Assignments
1	Describing a community, work setting, and writer's role, actual or perceived	Read Chapters assigned by instructor in the course textbook Explore the Module 1 Reading Submit Assignment 1 Submit Discussion 1
2	Identifying a problem	Read Chapters assigned by the instructor Explore the Module 2 Reading Submit Discussion 2
3	Collecting evidence of the problem and projecting outcomes	Read Chapters assigned by the instructor Explore the Module 3 Reading Submit Assignment 2 Submit Discussion 3
4	Collecting evidence of the problem and projecting outcomes Preparing a research report	Read Chapter as assigned by the instructor Explore the Module 4 Reading Submit Discussion 4
5	Reviewing the literature, choosing solutions, and developing a plan of action	Read Chapters as assigned by the instructor Explore the Module 5 Reading Submit Assignment 3 Submit Discussion 5
6	Reviewing the literature and choosing solutions	Explore the Module 6 Reading Submit Discussion 6
7	Reviewing the literature, choosing solutions, and developing a plan of action	E-mail the instructor the number of studies that you have chosen to date for your literature review
8	Reviewing the literature, choosing solutions, and developing a plan of action	Submit Assignment 4

IX. Assignments

DESCRIPTION OF ASSIGNMENTS AND THEIR RUBRICS

Quiz/Exam - An objective examination over the contents of the textbook and other readings will be assigned during the term. The quiz will be timed and open book.

The next four assignments are the first steps of a research investigation. The four assignments stand alone and are graded separately, but are also cumulative. In other words, each completed and revised assignment will be included as part of the next assignment, and so forth.

Assignment 1: Description of the Community, Work Setting, and Writer's Role—actual or perceived –

Objective 2 15% of the course grade

As part of Module 1 begin the first part of the research project, which should be entitled “Part 1: Purpose of the Research Project.” This Part begins with three components, which should be entitled, “Description of the Community,” “Work Setting,” and “Role.” The description of the community should provide the location’s demographic information with references. Include factors that relate to the problem. It should not name a community but should indicate its location, for example, “an inner-city neighborhood in a New England state” or “a rural county in a Southeastern state.” In the “Work Setting” you will describe the location, such as a training center, school, department in a college, consulting firm, or other educational or quasi-educational organization. Again, do not name the facility. Refer to it as “the school,” “the organization,” or some other generic term that you deem appropriate. Describe any factors that make this setting unique.

Be sure to discuss factors relevant to the problem. Do not cite any sources that would reveal the identity of participants in this research project. In the “Role” clarify exactly what you do at this site—actually or hypothetically. In other words how is it that a researcher would be able to positively impact the situation that you identify? Be sure to apply guidelines formulated by the American Psychological Association (APA) regarding citations in text, reference list entries, and writing style.

Assignment 1 Rubric			
Element	Not Met	Met	Exceeded
Description of the Community	Few details are offered so that the description fails to present a clear picture of the community.	Sufficient details of the community are present to provide a clear picture of it.	The description of the community is complete with such items as population, education levels, ethnic make, employment opportunities, income levels, family status, a general quality of life.
Description of the Work Setting	Few details are offered so that the description fails to present a clear picture of the work setting.	Sufficient details of the work setting are present to provide a clear picture of it.	The description of the work setting is complete with such items as the type of facility involved, the number of students and others at the facility, the credentials of the staff, the age and condition of the facility, the quality and quantity of resources available, and the availability and application of technology.

Description of the Role	Few details are offered so that the description fails to present a clear picture of the writer's role.	Sufficient details of the writer's role are present to provide a clear picture of it.	The description of the writer's role is complete with such items as job title, primary responsibilities, secondary responsibilities if any, membership in professional organizations, and applicable involvement in the community
Confidentiality of Project Participants	The text or citations offer evidence that might reveal the identity of the project participants.	Neither the text nor citations offer evidence that might reveal the identity of the project participants.	Neither the text nor citations offer evidence that might reveal the identity of the project participants.

Assignment 2: Identification of the Problem

Objective 1 15% of the course grade

During Modules 2 and 3, continue Part 1. Your primary task now is to identify an acceptable situation and develop an appropriate investigation/problem statement. Type the heading "Problem Statement, or Investigation Statement" this section should include an explanation of the larger national problem and its impact and also a brief summary of a similar study that investigated a similar topic and aspect of this study you want to focus on for your inquiry--in other words, relate your situation to theory, or other research. It could be an aspect that you intend to build on, replicate, or an area in need of future studies. The problem statement should include one simple, concise sentence that states the interesting, inadequate or objectionable situation that needs study.

Do not include solutions in the statement. Be sure to apply guidelines formulated by the American Psychological Association (APA) regarding citations in text, reference list entries, and writing style.

When you submit Assignment 2, add to it the Assignment 1 material as specified in the Assignment 1 description above. For all four assignments, add the previous material to build a cumulative document.

Assignment 2 Rubric			
Element	Not Met	Met	Exceeded
Problem Statement	The problem statement is vague, fails to identify properly the target population, and/or offers unnecessary information such as potential solutions.	The problem statement focuses on the problematic behavior and offers some identification of the target population.	The problem statement explains the larger national problem and its impact, discusses direction from a similar study and also includes one concise sentence that focuses on the inadequate or undesirable behavior of participants. The participants are properly identified, for example, "parents of third-grade students," "students in the sixth grade social studies class," "visitors to the environmental education center," or "emotion and behavior disorders students in the self-contained elementary classroom."

Problem Description-Aspects	The problem description fails to provide sufficient details regarding aspects of the problem.	The problem description provides sufficient detail regarding aspects of the problem.	The problem description provides clear and thorough detail regarding all aspects of the problem.
Problem Description-Extent	The problem description fails to provide sufficient details regarding extent of the problem.	The problem description provides sufficient detail regarding extent of the problem.	The problem description provides clear and thorough detail regarding the extent of the problem.
Confidentiality of Project Participants	The text or citations offer evidence that might reveal the identity of the project participants.	Neither the text nor citations offer evidence that might reveal the identity of the project participants.	Neither the text nor citations offer evidence that might reveal the identity of the project participants.

Assignment 3: Documentation of the Problem and Projecting Outcomes

Objective 3 and Objective 4

25% of the course grade

During Modules 4 and 5, complete Part 1. Below the problem description, type the heading “Situation/Problem Documentation.” In this section, discuss the evidence that supports the existence and nature of the problem.

Now create a bulleted list that supports the inadequate or objectionable situation of the target group for quantitative studies.

If you plan a qualitative study, indicate the participant you intend to interview, what you plan to learn from them and how you will collect this information. Ensure that only evidence is to be obtained. The evidence should be sufficient to provide six to eight or more bullets.

Next, generate a section entitled “Anticipated Outcomes/Findings and Evaluation Instruments.” In one sentence, state your purpose. It should be closely aligned with your problem statement. In a paragraph, explain in general terms how you expect the situation to change if your study were to be completed.

In the next section, generate a bulleted list of expected outcomes or findings. The items in this list should align one-to-one with those of the bulleted list that presented evidence of the need to complete this hypothetical study.

Conclude Part 1 with a paragraph on measurement of outcomes or findings to be analyzed.

Be sure to apply guidelines formulated by the American Psychological Association regarding citations in text, reference list entries, and writing style.

When you submit Assignment 3, add to it the revised Assignment 1 and 2 material.

Assignment 3 Rubric			
Element	Not Met	Met	Exceeded
Evidence Collected	Insufficient evidence of the problem was collected. The existence and nature of the problem are not confirmed.	Sufficient evidence of the problem was collected. The evidence confirms the existence and nature of the problem.	Extensive evidence of the problem was collected. The evidence clearly and thoroughly confirms the existence and nature of the problem.

Documentation Bulleted List	The bulleted list in the Problem Documentation section is brief. Numbers or percentages may be used incorrectly. Each bulleted item presents one key component of the problem.	The bulleted list in the Problem Documentation section provides quantifiable evidence of the problem. Numbers or percentages were provided as appropriate. Each bulleted item presents one key component of the problem.	The bulleted list in the Problem Documentation section provides extensive quantifiable evidence of the problem. Numbers or percentages were provided as appropriate. Each bulleted item presents one key component of the problem.
Goal Statement	The goal statement does not align with the problem statement.	The goal statement aligns with the problem statement.	The goal statement aligns very closely with the problem statement.
Anticipated Outcomes Bulleted List	Items in the bulleted list in the Anticipated Outcomes section do not align with those in the list in the Problem Documentation section.	Items in the bulleted list in the Anticipated Outcomes section align with those in the list in the Problem Documentation section.	Items in the bulleted list in the Anticipated Outcomes section align very closely with those in the list in the Problem Documentation section. Only the verb tense is changed.
Measurement of Outcomes	The method for collecting posttest data is not the same as the method used to collect pretest data.	The method for collecting posttest data is the same as the method used to collect pretest data.	The method for collecting posttest data is the same as the method used to collect pretest data.

Assignment 4: The Literature Review and Solutions

Objective 5 and Objective 6

30% of the course grade

During the remaining modules of this course, write Part 2. Title it "Part 2: Research and Solutions." In this section, present your review of the literature--the literature is almost always the first place to find information about educational and training issues in education or training.

Read carefully to distinguish between causes and solutions.

You should locate at least 15 research studies and/or articles that discuss problems similar to yours. You may include additional sources such as newspapers, Web sites, and others. Cite sources in text, and provide reference list entries in a section entitled "References" at the end of Part 2. Remember that APA guidelines demand a reference list entry for each citation in text and vice versa.

Do not merely generate one paragraph per study after another. Synthesize information from studies that are related to each other and to specific causes or aspects of your particular problem. Compare and Contrast information from the various authors. Move from the general to the specific. As much as possible, arrange your information so that it Use the heading, "Causative Analysis," and explain the causes of your specific situation. Examine evidence and careful review of the literature. In this section, include discussion of only your problem. You probably will not need to cite sources here.

Type the heading "Solutions." Begin this section by repeating your problem statement exactly as you stated

it previously. Then briefly evaluate the solutions you have found. Provide a critique in which you consider them from such perspectives as your power base, time, materials, staff, and other factors. Consider which of these solutions would be feasible in your work setting, with your target group, your resources, and your colleagues and administration.

Now state solutions. Present them in a bulleted list.

Conclude Part 2 with a thorough discussion of strategies that you will employ to implement your selected solutions/findings.

Be sure to apply guidelines formulated by the American Psychological Association regarding citations in text, reference list entries, and writing style.

Finally, generate a Plan of Action for a minimum of 6-8 weeks. Begin with the start date of your investigation, and specify the actions that you will take each week. Include the activities to be completed by the target group.

Assignment 4 Rubric			
Element	Not Met	Met	Exceeded
Literature Review	Fewer than 15 research articles and/or studies were cited. Little evidence of synthesis is evident. The review does not move from the general to the specific.	Fifteen research articles and/or studies were cited. Sufficient synthesis of material is evident. The review moves from the general to the specific.	More than 15 articles and/or studies were cited. Material was synthesized thoroughly. The review moves from the general to the specific.
Causative Analysis	General statements regarding the causes of the problem applicable to various populations are present.	Only causes of the problem among the research project participants in the writer's work setting are discussed.	Only causes of the problem among the research project participants in the writer's work setting are discussed.
Presentation of Solutions	Potential solutions are evaluated effectively. No rationale for selected solutions is present. A bulleted list of selections may not be present. Solutions are inadequate to address the problem.	Potential solutions are evaluated effectively. A rationale for selected solutions is present. A bulleted list of selections is present. Solutions are adequate to address the problem.	Potential solutions are evaluated effectively. A persuasive rationale for selected solutions is present. A bulleted list of selections is present. Solutions are extensive.

Plan of Action	The Plan of Action does not span a period of 6-8 weeks. Some solutions not specified in the Solutions section are included. All solutions specified in the Solutions section are not included.	The Plan of Action spans a period of 6-8 weeks. Only solutions specified in the Solutions section are included. All solutions specified in the Solutions section are included.	The Plan of Action spans a period of 6-8 weeks. Only solutions specified in the Solutions section are included. All solutions specified in the Solutions section are included.
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X. Grading Criteria

Final Course Grade:

Course Assignments and their percentage of the final grade

Assignment	Points	%	Due
Assignment 1: Description of the Community, Work Setting, and Writer's Role	100	15	2
Assignment 2: Identification of the Problem	100	15	3
Assignment 3: Documentation of the Problem and Projecting Outcomes	100	25	5
Assignment 4: Literature Review, Causative Analysis, Solutions, and Plan of Action	100	30	8
Participation (Chats and Discussions) Exam/Quiz	100	10 5	1-8
Total		100	

Master's & EdS Grading Scale		
Letter Grade	Percentage	Quality Points
A	90-100	4.0
B	80-89	3.0
C	70-79	2.0
F	Below 70	0.0
As of August 19, 2019		

XI. Course Policies

Students are expected to meet all requirements of this course as specified in the syllabus and by the instructor including frequent participation in the online course area.

XII. University Policies

Sexual violence and sexual harassment are contrary to our core values and have no place at Nova Southeastern University. In accordance with Title IX and other laws, NSU prohibits discrimination, including sex-based discrimination and discrimination towards pregnant/parenting students. If you or someone you know experiences sexual violence and/or sexual harassment, there are resources and options available. To learn more or to report an incident, please visit the NSU Title IX website at www.nova.edu/title-ix. Please be aware that your instructor is not a confidential resource, and the instructor is required to report any incident of sexual misconduct to the NSU Title IX Coordinator. Alternatively, you may choose to contact Laura Bennett, Title IX Coordinator, directly at laura.bennett@nova.edu, 954-262-7858 to report an incident or receive support and resources.A.

Academic Misconduct

The University, as a community of scholars, embraces the free expression of ideas in furthering the acquisition of knowledge, while upholding the principles of trust, responsibility, honor, integrity, and ethical behavior in meeting program and degree requirements. As such, students are expected to adhere to a standard of academic honesty in all work submitted. Violations of academic honesty standards constitute academic misconduct, and violate the NSU Code of Student Conduct and Academic Responsibility, available online <http://education.nova.edu/students/current-students/studentcataloghandbook.html>.

The following acts violate the academic honesty standards and will result in a finding of academic misconduct:

1. **Cheating in any form:** intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise, or having others complete work or exams and representing it as one's own.
2. **Fabrication:** intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
3. **Facilitating academic dishonesty:** intentionally or knowingly helping or attempting to help another to violate any provision of this code.
4. **Plagiarism:** the adoption or reproduction of ideas, words, or statements of another person as one's own without proper acknowledgment (see Academic Honesty Standards).
5. **Conspiracy to commit academic dishonesty:** assisting others to commit acts of academic misconduct
6. **Misrepresentation:** intentionally making false statements or omissions of facts in a contract. Examples include, but are not limited to portfolios, cover sheets, and clinic, training station, and practicum agreements.
7. **Bribery:** offering of goods, services, property, or money in an attempt to gain an academic advantage.
8. **Forging or altering documents or credentials:** examples include, but are not limited to signatures, dates, and other information on portfolios, cover sheets, and clinic, training station, and practicum agreements.
9. **Knowingly furnishing false information to the institution.**

Penalties for academic misconduct can range from reduced grades on assignments or in courses, to failing grades on assignments or in courses, as determined by the course professor. Academic misconduct may also result in dismissal from the Abraham S. Fischler College of Education and School of Criminal Justice without the possibility of re-enrolling at any time. Students may not withdraw from a course in progress to avoid a failing grade upon receiving notice that academic misconduct may have occurred.

Note: If a charge of academic misconduct is determined in a course, any student-initiated withdrawal for that course will be administratively reversed and a grade of F will be entered on the student's transcript for that course.

B. Plagiarism

Work that is submitted for credit must be the original work of the student.

Original work: Assignments, such as course preparations, exams, texts, projects, term papers, practicum, or any other work submitted for academic credit must be the original work of the student. Original work may include the thoughts and words of another author. Entire thoughts or words of another author should be identified using quotation marks. At all times, students are expected to comply with the university and/or program center's recognized form and style manual and accepted citation practice and policy. Work is not original when it has been submitted previously by the author or by anyone else for academic credit. Work is not original when it has been copied or partially copied from any other source, including another student, unless such copying is acknowledged by the person submitting the work for the credit at the time the work is being submitted, or unless copying, sharing, or joint authorship is an express part of the assignment. Exams and tests are original work when no unauthorized aid is given, received, or used before or during the course of the examination, reexamination, and/or remediation.

The use of Artificial Intelligence: Students' use of generative artificial intelligence (e.g., ChatGPT, Google Bard, Dall-E, Midjourney, etc.) or similar resources on any coursework or academic assessments without the prior permission of their faculty member, or the use of these resources in any way that violates the academic standards of NSU and/or a student's academic program, is expressly prohibited.

Tendering of information: All academic work must be the original work of the student. Knowingly giving or allowing one's work to be copied, giving out exam questions or answers, or releasing or selling term papers is prohibited. This includes the posting of course content, exam questions and/or answers, or other work submitted for academic credit to online sources or otherwise making such materials publicly available without the prior consent of appropriate faculty members and/or their academic program.

Any assignment that is not the original work of the student is considered plagiarized and in violation of the Code of Student Conduct and Academic Responsibility. Plagiarism occurs when another person's work, words, or ideas are represented as one's own without the use of a school-recognized method of citation (e.g., copied from another source such as an author or another student without properly acknowledging the actual writer/author) or when another person's work is copied or otherwise duplicated for academic credit. Plagiarism also occurs when knowingly giving or allowing one's own work to be copied or otherwise duplicated by another for academic credit, or when resubmitting one's own work for academic credit (i.e., work that has previously been submitted for academic credit). Cutting and pasting from online sources on the Internet without proper acknowledgment and citation of primary and secondary sources (e.g., writers/authors/organizations) also constitutes plagiarism.

Penalties for plagiarism may range from reduced grades on assignments or in courses, to failing grades on assignments or in courses, as determined by the course professor. A subsequent determination of plagiarism in a future course (i.e., a second violation) may result in dismissal from the Abraham S. Fischler College of Education and School of Criminal Justice without the possibility of re-enrolling at any time. Course assignments submitted in partial fulfillment of degree requirements may be checked for plagiarism. *Students may not withdraw from a course in progress to avoid a failing grade or other consequence upon receiving notice that plagiarism may have occurred.* If a charge of plagiarism is determined in a course, any student-initiated course withdrawal for that course will be administratively reversed and a grade of F will be entered on the student's transcript for that course [see Academic Misconduct]. Student access to online courses, and attendance at site-based courses, will be discontinued following a determination of plagiarism that results in an "F" for the course. **All students are entitled to due process pursuant to Fischler College of Education policies and procedures.**

C. Americans with Disabilities Act (ADA)

Nova Southeastern University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. No qualified individual with a disability shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any activity, service, or program of the university solely by reason of his or her disability. Each qualified individual with a disability who meets the academic and technical standards required to enroll in and participate in Nova Southeastern

University's programs shall be provided with equal access to educational programs in the most integrated setting appropriate to that person's needs through reasonable accommodation.

At the postsecondary level, it is the student's responsibility to initiate the process for disability services. The process for obtaining a reasonable accommodation is an interactive one that begins with the student's disclosure of disability and a request for a reasonable accommodation. The student has the responsibility to provide Nova Southeastern University with proper documentation of a disability from a qualified physician or clinician who diagnoses disabilities and sets forth the recommended accommodations.

The necessary forms and procedures for requesting disability-related accommodations can be obtained from the NSU Office of Student Disability Services through its website at <http://www.nova.edu/disabilityservices/index.html>, via e-mail at disabilityservices@nova.edu, or by calling 954-262-7185 (toll-free at 800-986-3223, ext. 27185).

To ensure that reasonable accommodations can be provided in a timely manner, all forms and documentation should be submitted to the NSU Office of Student Disability Services a minimum of four (4) weeks prior to the commencement of classes for any given semester.

D. Course/Instructor Evaluation

- It is expected that all students will participate in the online Course/Instructor Evaluation at or near the end of the course.
- Notices of Course/Instructor Evaluation access are sent to registered students by NSU email.

E. The current edition of the **FCE&SCJ Catalog and Student Handbook** is available <http://education.nova.edu/students/current-students/studentcataloghandbook.html>. This document provides extensive information on University and FCE policies, regulations, and procedures.

NSU Class Recording Policy:

Class content throughout this course may be recorded in accordance with the NSU Class Recording Policy. If class content is recorded, these recordings will be made available to students registered for this course as a supplement to the classroom experience. Recordings will be made available to all students who were registered to attend the live offering of the class, regardless of a student's section or discipline, or whether the student is participating in the course online. If recordings are intended to be accessible to students or third parties who were not registered for the live offering of the class, students' personally identifiable information will be removed or redacted from the recording, unless (1) their written consent to such disclosure was previously provided, or (2) the disclosure is permissible in accordance with the Family Educational Rights and Privacy Act ("FERPA").

Students are prohibited from recording audio or video, or taking photographs in classrooms (including online classes) without prior permission from the instructor or pursuant to an approved disability accommodation, and from reproducing, sharing, or disseminating classroom recordings to individuals outside of this course. Students found engaging in such conduct will be in breach of the Student Code of Conduct and subject to disciplinary action.

XIII. Bibliography

XIV. Appendix/Appendices

USE OF AI CHATBOT TECHNOLOGY IN SELECTED COURSES

Version 5 – January 15, 2025

Chatbot AI technologies, such as ChatGPT, Gemini or VideoGen, may be permitted for use by students in this class, according to these provisions:

1. **With the permission of the instructor**, Chatbot AI technology such as ChatGPT and Gemini may be used in the process of developing and drafting early versions of papers and assignments --

- however, the final submission must be the work of the student.
2. Use of AI Chatbot technology in the development and drafting of assignments **must be acknowledged in writing** in the final assignment submission, by including this statement:
NOTE: During the preparation of this assignment, I used Chatbot technology to assist me to draft early versions of this assignment. The final submission is my work.

If it is subsequently discovered or determined that Chatbot technology was used without acknowledgement, the grade for the assignment in question may be F.

Course Syllabus Management Team

Lead Faculty:

Michael Simonson

Last Revised Date:

May 2025