NSU Florida
NOVA SOUTHEASTERN UNIVERSITY

Nova Southeastern University
NSUWorks

CPS Postgraduate Course Catalogs

NSU Course Catalogs and Course Descriptions

2015

Master's Programs in Counseling Policies and Procedures Handbook 2015-2016

Nova Southeastern University

Follow this and additional works at: https://nsuworks.nova.edu/cps_pgcoursecatalogs

Part of the Psychology Commons

NSUWorks Citation

Nova Southeastern University, "Master's Programs in Counseling Policies and Procedures Handbook 2015-2016" (2015). *CPS Postgraduate Course Catalogs*. 60.
https://nsuworks.nova.edu/cps_pgcoursecatalogs/60

This Policies and Procedures is brought to you for free and open access by the NSU Course Catalogs and Course Descriptions at NSUWorks. It has been accepted for inclusion in CPS Postgraduate Course Catalogs by an authorized administrator of NSUWorks. For more information, please contact nsuworks@nova.edu.

NOVA SOUTHEASTERN UNIVERSITY

College of Psychology

Master's Programs in Counseling

Policies and Procedures Handbook

2015-2016

*Supplemental to Nova Southeastern University
Policy and Procedure Handbook at
http://www.nova.edu/studentaffairs/forms/studenthbk_2015-16.pdf

Website: http://psychology.nova.edu

Revised: 10/2015

TABLE OF CONTENTS

Nova Southeastern University 1
NSU Mission Statement 2
NSU Vision 2020 Statement 2
NSU Core Values 2
Academic Integrity 2
Notices of Accreditation, Membership and Nondiscrimination 3
President's Message 5
Dean's Message 6
Introduction to the College of Psychology 7
Mission Statement: College of Psychology 7
Reservation of Power 7
College Philosophy 7
Tobacco Free Policy 8
Academic Calendar 8
Academic Programs 8
Master of Science Counseling Programs 8
Other Master of Science Programs 9
Other Collaborations 9
School Psychology Programs 10
Clinical Psychology Doctoral Programs 10
Concentrations/Tracks 10
Joint Doctoral/MBA 11
Licensure 11
Other Doctoral Programs 11
Training Programs 12
Institute of Trauma and Victimization 12
Southeast Institute for Cross-Cultural Counseling 12
Pre-doctoral Internship Programs 12
Continuing Education Series 12
Professional Development Institute 13
Research 13
Computer/Statistical Lab 13
Clinical Services 14
Specialty Clinical Training Programs 15
Academic Regulations and Information 17
Calendar and Classes 17
Academic Year 17
Attendance 17
Religious Holidays 17
Student Enrollment 17
Full-time Status 17
Leave of Absence 17
Time Limit Requirements 18
Failure to Register 18
Advising 18
Registration 18
Registration Policies and Procedures 19
Payment of Tuition and Fees 19
Tuition and Fees 19
Professional Liability Insurance 20
Refund Policy 20
Class Cancellation Policy 20
Drop/Add 20
Withdrawal from a Course 21
Transfer of Credit 21
Provisional Admissions 22
Grading Policy 22
Policy for Grading Disputes 23
Evaluation of Master's Students 23
Core Performance Standards for Admission and Progress 23
Student Conduct 24
Professional Standing Committee 25
Veteran's Administration Requirements 25
Standards of Progress 25
Grade/Progress Reports 26
Credit for Prior Training 26
Degree Conferral 26
Graduation 26
Student Rights and Responsibilities 27
Family Education Rights and Privacy Act (FERPA) 27
Release of Student Information 28
Deceased Student Records 28
Ethical Issues in the Master's Programs 28
Dual Relationship between Faculty Members and Students 29
No Direct Payment to Faculty 30
Student Grievances and Appeals 30
Informal Procedure 30
Formal Procedure 31
Remediation Policy 31
Readmission Policy 32
Students with Disabilities 33
Other Policies and Information 34
Cellular Phone Policy 34
Computer Policy 34
Health Insurance Portability and Accountability Act (HIPAA) 34
Protection of Human Subjects in Research/ Procedures for both Funded and Unfunded Research 34
Library Training 35
International Students 36
Counseling (Online) Students 36
College of Psychology Student Aid Programs 36
College of Psychology Scholarships 36
College of Psychology Student Employment 36
Assistantships 36
Student Facilities 36
Notice (Bulletin) Boards 36
NSU Libraries 37
Online Databases and Resources 37
Document Delivery 37
Regional Campus Facilities/Resources 38
Minimum Computer Requirements 38
NSU E-mail Account 38
Hurricane Information 38
State Licensure Disclosures 39
School Counseling Master's Program 41
Curriculum and Degree Completion Requirements 42
Matriculation Requirements (Degree Candidacy) 43
Academic Standing (Following Matriculation) 43
Probation 43
Dismissal 44
Academic Standing (Non-Degree Seeking Students) 44
School Counseling Practicum/Internship Requirements 44
School Counseling Internship Prerequisites 46
Florida Educator Accomplished Practices 46
State of Florida Certification in Guidance and Counseling 46
Examination Requirements 47
School Counseling Non-Degree Certification Option 47
Sample Course Sequence-Fall Start 49
Sample Course Sequence-Winter Start 50
Academic Calendar–Regional Campus Class Meeting Dates 51

Mental Health Counseling Master's Program.....52
Curriculum and Degree Completion Requirements.....53
Counselor Preparation Comprehensive Examination.....54
Matriculation Requirements (Degree Candidacy).....54
Academic Standing (Following Matriculation).....55
Probation.....55
Dismissal.....55
Academic Standing (Non-Degree Seeking Students).....55
MH Counseling Practicum/Internship Requirements.....56
MH Counseling Practicum Prerequisites.....57
State of Florida Licensure/Mental Health Counselors.....57
Main Campus-Sample Course Sequence.....58
Regional Campus-Sample Course Sequence-Fall Start.....59
Regional Campus-Sample Course Sequence-Winter Start..60
Academic Calendar **(Main Campus)**.....61
Academic Calendar **(Regional Campus)**.....67
Counseling (Online) Master's Program.....68
Curriculum and Degree Completion Requirements.....70
Core Course Requirements.....70
Concentration Requirements.....70
Mental Health Counseling.....70
Substance Abuse Counseling.....70
Substance Abuse Counseling/Ed.....70
ABA (BCaBA).....71
Adv. ABA (BCBA).....71
ABA Non-Degree (BCaBA).....71
Adv. ABA Non-Degree (BCBA).....71
Counselor Preparation Comprehensive Examination.....73
Matriculation Requirements (Degree Candidacy).....73
Academic Standing (Following Matriculation).....74
Probation.....74
Dismissal.....74
Academic Standing (Online Non-Degree Students).....74
Counseling Practicum and Internship Requirements.....74
MH Counseling Practicum and Internship.....75
SA Counseling Practicum.....75
SA Counseling and Education Counseling Practicum....75
Applied Behavior Analysis Practicum.....76
Adv. Applied Behavior Analysis Practicum.....76
Counseling Practicum Prerequisites.....77
MH Counseling Practicum Prerequisites.....77
SA Counseling Practicum Prerequisites.....77
SA Counseling/Education Practicum Prerequisites.....77
ABA/Adv. ABA Practicum Prerequisites.....77
Licensure and Certification Information.....77
State of Florida Licensure for Mental Health Counselors..78
Florida Certified Addiction Professional (CAP).....78
Behavior Analyst Certification Board.....78
Academic Calendar **(Online)**.....79
Master's Programs Course Description Index.....80
Counseling Programs Administration.....87
MHC/SC Program Administration.....87
Counseling (Online) Program Administration.....87
College of Psychology Faculty Professional Interests.....88
Full-time Faculty Professional Interests.....88
Professors Emeriti.....93
Contributing Faculty.....93
Part-Time Core Faculty.....94
Clinical Faculty.....95
Adjunct Faculty.....96
Important Contact Information.....99
College of Psychology Phone List.....100
Regional Campus Location Information.....101

Nova Southeastern University

Nova Southeastern University is a not-for-profit, fully accredited, coeducational University classified by Carnegie as both a "high research" and "community engaged" University. It was founded in 1964 as Nova University. NSU's main campus is located on the 314-acre main campus in Ft. Lauderdale-Davie. It has a presence throughout Florida, the U.S. and in nine countries. Its 18 Colleges of study offer undergraduate, graduate, and professional programs in the fields of medicine, psychology, pharmacy, arts and sciences, dental medicine, education, law, optometry, computer and information sciences, humanities and social sciences, human services and justice, nursing, business, and oceanography. It also has programs offered for children and families through the Mailman Segal College for Human Development and the University School. NSU also brings cultural enrichment to the community through the Museum of Art, the Miniaci Performing Arts College, public access to the Alvin Sherman Library, Research and Information Technology College, and programs in the performing and visual arts.

From the beginning, the University has distinguished itself by its innovative outlook, its unique programs that provide both traditional and nontraditional choices in educational programs, and its research in many fields aimed at solving problems of immediate concern to the community. The University's Colleges and programs share a common mission to educate students for leadership roles in a variety of professions. Through the Nova Southeastern University plan, students master competencies at each academic level, develop a sense of professional ethics and responsibility, and learn to appreciate the role of the professional as a key individual in society.

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

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

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

NSU Mission Statement

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

NSU Vision 2020 Statement:

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

NSU Core Values:

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

The Mission Statement, Vision 2020 Statement, and Core Values were adopted by the NSU Board of Trustees on March 28, 2011.

Academic Integrity

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

The following acts violate the academic honesty standards:

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

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

For a complete description of Nova Southeastern University's Academic Standards please see the NSU Student Handbook (pgs. 26-32).

Notices of Accreditation Membership and Nondiscrimination

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. The University is chartered by the State of Florida.

The Ph.D. Program in Clinical Psychology is accredited by the Commission on accreditation of the American Psychological Association. The Psy.D. Program in Clinical Psychology is accredited by the Commission on Accreditation of the American Psychological Association. The College of Psychology has two APA accredited doctoral internship programs, the South Florida Consortium Internship Program and the Psychology Services Center internship program.

Questions related to the programs' accredited status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE, Washington, D.C., 20002-4242
Phone: 202-336-5979/E-mail: apaaccred@apa.org
Web: www.apa.org/ed/accreditation

The College of Psychology offers two programs, (1) the M.S. in School Counseling and (2) the Psy.S. in School Psychology, for practitioners in P-12 schools that were reviewed by the National Council for Accreditation of Teacher Education (NCATE). Nova Southeastern University is accredited by NCATE. NCATE accreditation is awarded to the university through the Fischler School of Education as follows: The Fischler School of Education at Nova Southeastern University is accredited by the National Council for Accreditation of Teacher Education (NCATE) (www.ncate.org). This accreditation covers initial teacher preparation programs and advanced educator preparation programs at all university locations and online. However, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, relicensure, or other purposes.

Nova Southeastern University's College of Psychology offers continuing education workshops to psychologists, clinical social workers, mental health counselors, marriage and family therapists, and school psychologists. These courses, which are presented by leading mental health professionals, contribute to the lifelong learning of our students and faculty as well as the professionals in our community.

- **Psychologists**
  Nova Southeastern University's College of Psychology is approved by the American Psychological Association to sponsor continuing education for psychologists. Nova Southeastern University's College of Psychology maintains responsibility for this program and its content.
- **Clinical social workers, mental health counselors, and marriage and family therapists**
  Nova Southeastern University's College of Psychology is approved to offer continuing education by the State of Florida Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling. Provider # BAP 330 – exp. 03/31/2017
- **School psychologists**
  Nova Southeastern University's College of Psychology is approved to offer continuing education by the State of Florida Board of Medical Therapies/Psychology, Office of School Psychology. Provider # SCE 11 – exp.11/30/2017.

Nova Southeastern University's College of Psychology is approved by the National Association of School Psychologists to provide continuing education for school psychologists. Nova Southeastern University maintains responsibility for the program. Provider number 1024.

- Nova Southeastern University's College of Psychology has been approved by NBCC as an Approved Continuing Education Provider, ACEP No.4548. Programs that do not qualify for NBCC credit are clearly identified. Nova Southeastern University's College of Psychology is solely responsible for all aspects of the programs.

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

Nova Southeastern University reserves the right to amend, modify, add to, or delete its rules, policies, and procedures without notice, 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.

President's Message

Welcome to Nova Southeastern University!

NSU's main campus is located in Greater Fort Lauderdale with locations around Florida, the Bahamas and Puerto Rico. We are at the heart of the region's academic and research hub, and just minutes from some of the world's best beaches. With more than 26,000 students and 152,000 alumni around the world, you will find Shark Friends in every corner of the country – and beyond. Nova Southeastern University is the largest independent, not-for-profit university in the Southeast, and the seventh largest in the United States. As president of NSU, I invite you to become an ambassador of this extraordinary educational institution that is in its fourth decade of existence.

NSU's undergraduate programs are diverse and all serve as a conduit into more than 100 graduate and professional programs. NSU boasts a strong health professions division and our dual-admit program for undergraduate students is great for those with who wish to pre-apply to our nationally ranked graduate and professional programs. Our business school is the largest in Florida and caters to future business leaders and entrepreneurs who seek a personalized real-world education. Alumni from our school of education are teachers and administrators across the county, including more than 300 sitting superintendents and 38 college presidents hold our Ed.D. degree. NSU's programs in psychology, conflict resolution and family therapy are nationally renowned. So, whether you are preparing to study law, computer sciences or marine biology – NSU is the best choice to pursue higher education.

We are proud to be classified as one of only 37 universities, out of more than 4,000, that have the dual designation of both "high research" and "community engaged." This did not happen by accident. Our faculty and student researchers are changing the world in areas such as coral reef preservation, cancer drug therapies, autism, neuro-immune medicine, and many others. And our students, faculty and staff give back to the community each year through approximately 2,000 different community events. NSU is committed to providing the highest quality faculty in small classroom environments where interaction is a key ingredient in the learning process.

I invite you to take a few minutes and look around our website and discover NSU. Get to know our faculty, our students and programs – I am sure you will like what you see. Our virtual campus map will give you building-by-building access to our classrooms, athletics facilities, student union, and libraries. And, if you are in town, please stop by to say hello and join us for a tour of our beautiful 300-acre campus.

Sincerely,

George L. Hanbury II, Ph.D.
President and CEO
Nova Southeastern University

Dean's Message

I am pleased to extend you a warm welcome to Nova Southeastern University and the College of Psychology. We hope to guide you through a rich and transformative journey where you will grow personally, academically and socially on the road to becoming major contributors to our society. Our aim is to guide you in your development of skills needed to impact the quality of life of individuals, families, institutions, and communities.

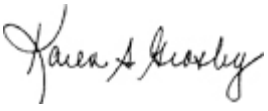
Our College offers bachelor's degree programs in psychology and behavioral neuroscience, as well as graduate programs in clinical and school psychology, counseling, experimental psychology, forensic psychology, and general psychology, along with other specialized training experiences. Our outstanding faculty guide students, not only in discovering and appreciating the factual content of their respective fields of study, but also in developing the critical and creative thinking skills essential to producers or consumers of science and the investigative skills of aspiring professionals, researchers, and clinicians.

The scope of psychology, counseling, neuroscience and related fields is expansive, as our disciplines describe and explain the effects of psychological processes from the level of individual brain cells to the scale of complex social interactions. The areas of expertise our faculty collectively possess are similarly diverse. Regardless of the specific field or subfield of study, however, our students benefit from the greater involvement that small classes provide and from the related opportunities for research collaborations and for experiential placements in community settings.

While the lasting memories of one's years at a university surely include many events beyond the confines of the classroom, one's day-to-day enjoyment while enrolled as a university student depends largely on his or her chosen field of study and engagement with its particular subject matter. The College of Psychology is proud to house engaging undergraduate majors, an array of highly regarded graduate programs and related training opportunities and a clinic that serves our community. We hope that these opportunities at our university will figure positively in the memories our students of their university experience.

Conducting basic and applied research and providing quality assessment and treatment of psychological problems is one of the greatest challenges facing modern society. The College seeks to address these challenges by providing a broad range of training, by conducting research that addresses society's pressing problems, and by offering services to the community through its clinics.

On behalf of the faculty and staff of the College of Psychology, I am pleased to welcome you to Nova Southeastern University. It is my sincere belief and hope that you will find your time here richly rewarding, both during your enrollment with us and, retrospectively, as alumni entering the workforce or continuing to pursue your educational goals.



Karen S. Grosby, Ed. D.
Dean, College of Psychology

Introduction to the College of Psychology

The College of Psychology welcomes you to graduate study at Nova Southeastern University. The College of Psychology, first organized in 1967 as the Behavioral Sciences College, is concerned with integrative graduate training, research, and service in psychology and counseling. The College has many resources available to you during your training years. In addition to the faculty and your fellow graduate students, you will have access to libraries, computer labs, schools, hospitals, clinics, and professional organizations. It is important that you remember, however, that the successful completion of your graduate training rests with you more than anyone else.

This *Policies & Procedures Handbook* was designed to familiarize you with the specific policies and procedures governing the master's programs in counseling. Knowledge of the contents of this handbook and of the *College of Psychology Catalog*, available at http://psychology.nova.edu, is essential to ensure the smooth functioning of your graduate training. You are urged to read this handbook at the start of your program and to make frequent reference to it. **Ignorance of policies and procedures in this handbook is not an acceptable defense for failing to abide by them.** The graduate programs continue to evolve, and periodically there may be changes in curriculum, research, practicums, or other requirements. Because these changes occur to improve the training of mental health professionals, changes will become part of the requirements for graduation for all students at the discretion of the Dean, regardless of the student's status in the program.

Mission Statement: College of Psychology

The mission of the College of Psychology is to offer degree programs that provide a range of academic and practical opportunities to students in the field of psychology and closely allied disciplines, from the bachelor's to the doctoral level, and to train future researchers and practitioners. Through these opportunities, students will develop knowledge and professional growth in the science of psychology and its application to the understanding of human activity and will be prepared for success in a variety of professional and academic pursuits. The intimate interplay between our Psychology Services Center and academic programs provides educational opportunities rooted in real problems and research activities that attempt to find answers to extant concerns. The college seeks to offer programs of excellence in educating future scientists and mental health practitioners, in advancing knowledge about psychology and the treatment of psychological problems, and in providing high-quality services that address society's current mental health needs.

Reservation of Power

Nova Southeastern University reserves the right to amend, modify, add to, or delete its rules, policies and procedures without notice, 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 the 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.

College Philosophy

The College of Psychology is committed to providing the highest quality educational experience to current and future psychologists and counseling professionals. It provides quality education and training in psychology, school psychology, mental health counseling, school counseling, and clinical psychopharmacology. It encourages the advancement of knowledge through research. Finally, it provides high-level psychological services to a variety of individuals with varying needs.

The College further provides for a variety of professional needs simultaneously. There is a strong commitment to the advancement of psychological knowledge. Faculty members are active in their research pursuits. The clinical Ph.D. program provides training for doctoral candidates pursuing careers as applied researchers. Equally strong is the commitment to provide training for the practitioner-oriented psychologist. The Psy.D. program in clinical psychology provides quality training for doctoral candidates committed to the practice of psychology. The doctoral (Psy.D.) program in school psychology builds upon the College's specialist program (Psy.S.) in school psychology, which is approved by the Florida Department of Education, the National Association of School Psychologists (NASP), and nationally recognized by the National Council for Accreditation of Teacher Education (NCATE). Both school psychology programs provide training for students intending to practice school psychology in a variety of school and school-related settings. The master's programs in mental health counseling and school counseling provide quality training for individuals engaging in service delivery within agencies and schools. The school counseling program (M.S.) is approved by the Florida Department of Education. The College also provides educational experiences for the professional community through the Continuing Education Program Series.

The College believes in the principle that each individual best serves both the profession of psychology and society as a whole through education if training encourages critical thinking, creative analysis, and an openness to new ideas and opinions. A wide range of points of view within psychology is represented as it relates to the breadth of societal needs.

Tobacco-Free Policy
Smoking and tobacco use are prohibited in all Nova Southeastern University facilities and on all University property and other properties owned or leased by the University with no exception. For a complete description of NSU's tobacco-free policy refer to http://www.nova.edu/tobacco-free/policy.html.

ACADEMIC CALENDAR

Please refer to the individual program section in this policy and procedure handbook for specific calendar dates. The academic calendar can also be found on the college's website psychology.nova.edu for the most updated information.

ACADEMIC PROGRAMS

Master of Science Counseling Programs

The Master's degree programs in counseling are designed to serve the training needs of practitioners who seek advanced training. Counselors work in diverse settings and their duties can vary greatly. Depending on their specialty, which is determined by the setting in which they work and the population they serve, counselors scope of practice may include work with children, adolescents, adults, or families that have multiple issues, such as mental health disorders and addiction, disability and employment needs, school problems or career counseling needs, and trauma. The counseling program is offered in a variety of formats to accommodate the working professional.

The master's degree in **Mental Health Counseling** (60 credit hours) provides education and training for those who will seek employment in such diverse settings as social agencies, mental health clinics, hospitals, personnel offices, and schools. This program is offered either on campus in a semester format or at one of the NSU Student Education Colleges in a weekend format. Currently, there are field-based programs offered in Florida at Jacksonville, Miami, Orlando, Palm Beach, and Tampa.

The master's degree in **Counseling** (60 credit for the MHC concentration, 45 (BCaBA) or 51 (BCBA) for the ABA concentrations; 48 credit hours for the Substance Abuse Counseling concentration; or 60 credit hours for the Substance Abuse Counseling and Education concentration) offers individuals the opportunity to earn a counseling degree fully online. The Counseling program will develop the skills and

leadership abilities of counselors who have a desire to provide, create and maintain high quality service delivery. Many graduates go on to seek licensure in Florida as mental health counselors.

The master's degree in **School Counseling** (48 credit hours) provides training to individuals seeking positions as school counselors in Pre-K to 12 grade school systems. The program is offered on the main campus and in Jacksonville, Miami, Orlando, Palm Beach, Tampa, in a weekend format. The School Counseling program curriculum is approved by the Florida Department of Education (DOE). Upon degree conferral, School Counseling graduates qualify for Florida certification in Guidance and Counseling.

Other Master of Science Programs

The master's degree program in **Experimental Psychology** is a 33-credit program offered on main campus that provides students with a strong academic foundation in the theories and concepts of experimental psychology. Through focused coursework and the experience of mentored independent research, students are equipped with comprehensive skills in scientific inquiry and research methodology. These skills prepare students for admission into a doctoral program in psychology or for career opportunities that include teaching and research in industrial, government, private consulting, health care, and community settings.

The master's degree in **Forensic Psychology** is a 36 credit online program that will present information at the intersection of legal issues and psychology. Students will be prepared to understand what forensic psychologists do, as well as to apply this training in a variety of professional contexts. This degree program will provide students with the professional training necessary to function at an optimal level in a variety of forensic settings where psychology is used, including court cases, law enforcement, criminal justice, national security offices, prisons, social services agencies, child welfare agencies, and treatment facilities.

The master's degree in **General Psychology** is a 30-credit online program that will prepare students to develop foundational knowledge in psychological theory and research. Local, national, and international students may select this M.S. degree as an opportunity to obtain prerequisite courses to meet eligibility requirements for application to other psychology programs, including advanced doctoral studies. Through its specialty tracks, the program will also allow a variety of professionals within the fields of education, human services, counseling, and allied health to access coursework both as degree-seeking and non-degree seeking students in order to advance their psychological knowledge and use of psychological applications in their respective fields. In addition to the direct benefit of obtaining foundational knowledge in psychology, the curriculum is designed to facilitate the development of basic interpersonal skills, cultural sensitivity, and additional knowledge and skills that enhance the preparation of students for professional work in increasingly diverse social agencies, school and community settings, in business and industry environments, and in hospitals.

Other Collaborations

The College supports collaborative training and research with other schools and colleges and institutes.
The master's degree in Human Services is a multidisciplinary program offered through the College of Arts, Humanities, and Social Science. The Psychological Foundations in Child Advocacy track is offered with College of Psychology.

The master's degree in Criminal Justice is an interdisciplinary program offered through the College of Arts, Humanities, and Social Science. The program is designed to provide students with a solid background in the theoretical, historical, public policy, behavioral, and political perspectives related to criminal justice; a foundation in evaluation methods of criminal justice programming and an in-depth knowledge of the legal issues that govern criminal justice activities, including fundamental principles and concepts of criminal and civil law, rules of law and evidence, and state and constitutional laws and their development. The program trains those interested in law enforcement and the justice system. The Behavioral Science Track is offered through the College of Psychology.

School Psychology Programs

The **Specialist Program** (Psy.S.) in School Psychology was developed in response to the national and state shortage of school psychologists and the increased public attention being paid to the important role that psychologists play in the schools. The curriculum was designed following consultation with district departments of psychological services across the state, the Florida Department of Education (DOE), the Florida Association of School Psychologists (FASP), the National Association of School Psychologists (NASP), the American Psychological Association (APA), and the National Council for Accreditation of Teacher Education (NCATE).

The **Doctoral Program** (Psy.D.) in school psychology builds upon the College's specialist program in school psychology and is approved by the Florida Department of Education (DOE) and designed to meet the national standards for training as defined by the National Association of School Psychologist (NASP) Standards for Graduate Preparation in School Psychology. The doctoral curriculum meets the Florida state licensure requirements as both a school psychologist and a psychologist under Chapter 490, *Florida Statutes.* Moreover, accreditation will be sought through the American Psychological Association (APA) after there are students at each level of matriculation including internship.

Clinical Psychology Doctoral Programs

By offering both the Doctor of Psychology (Psy.D.) and the Doctor of Philosophy (Ph.D.) degrees, the College of Psychology demonstrates its commitment to train psychologists both as researchers and as practitioners. The Psy.D. program is based on a model of the practitioner informed by science and the Ph.D. program is based on a model of the scientist-practitioner. Each program has a structured curriculum that develops the knowledge and skills of the doctoral student relevant to the program's model. Both require clinical training that includes clinical practicums, the Clinical Competency Exam, and a 2,000-hour predoctoral internship at an approved site where the student has applied and been accepted.

In addition to the general training provided in the doctoral programs, students may elect to complete a concentration in Clinical Forensic Psychology, Clinical Health Psychology, Clinical Neuropsychology, Psychodynamic Psychology, or Psychology of Long Term Mental Illness. Concentrations consist of a set of courses (taken as electives), research, and a clinical practicum in the specialty area. There are limited slots in each concentration, and acceptance is typically during the first year.

In addition to the concentrations, students develop their individual interests through elective course offerings. The elective courses provide the opportunity for additional learning in a variety of areas such as family therapy, child-clinical psychology, cross-cultural counseling, family violence, the applied analysis of behavior, etc. The electives provide flexibility for the students to establish specialized interests.
The College of Psychology seeks to develop strong mentoring relationships between faculty members and students. These relationships provide individualized supervision and tutoring in scientific thinking, research, ethical decision making, and professional practice.

Clinical skills are molded by a sequence of courses in assessment and intervention, both in theory and practice. These courses are supplemented by a variety of practicum experiences, which include intensive supervision. The Psy.D. curriculum expertly trains students to perform as clinicians, public and private practitioners, supervisors, mental health consultants, instructors of clinical psychology, administrators of human service programs, and members of research teams. The degree of expertise in these various specialties, of course, is contingent upon the individual's educational concentrations, training exposures, and career aspirations.

Concentrations/Tracks

Although the College's Ph.D. doctoral program is committed to the general training of clinical psychologists, we also give students the option of beginning to specialize. Concentrations and tracks have been developed in recognized areas of psychology. Each concentration accepts a limited number of students at admission or during the first or second year of study and therefore a student is not guaranteed a slot in a particular concentration. Students are permitted to participate in one concentration only. Each

concentration consists of a set of electives, a practicum in an approved clinical program related to the concentration, and research activities with faculty in the concentration.

Concentrations include: Clinical Forensic Psychology, Clinical Health Psychology, Clinical Neuropsychology, Psychodynamic Psychology, and the Psychology of Long-Term Mental Illness. The Child, Adolescent & Family Psychology track requires students to participate in pre-practicum research, and clinical practica with core faculty. Students will complete 18 hours of specified coursework. The Multicultural/Diversity track requires students to participate in pre-practicum research, research, and clinical practica with core facility. Students will complete 12 hours of specified coursework. The Trauma track requires students to participate in trauma research and clinical practica with core faculty. Students complete 12 hours of specified coursework.

Joint Doctoral/MBA

This program was established in response to the interest of clinical psychologists to be trained in the practice of business. Current College of Psychology doctoral students interested in admittance to the M.B.A. program should contact the College's Director of Academic Affairs. The student will fulfill the typical clinical psychology admissions process by completing the application packet obtainable at the College of Psychology and indicate, at that time, that they intend to be admitted to the joint psychology and M.B.A. program. Typically students will begin M.B.A. classes during the 3rd year of their psychology studies if they are in good standing and will pay the respective current tuition rates for both the clinical psychology program and the M.B.A. Program.

Licensure

Licensure for programs offered at the College of Psychology are regulated at the state level and as such may vary from state to state. Individual eligibility should be verified periodically through careful review of state licensure regulations, which are subject to change. Degree conferral from an APA-accredited program does not ensure automatic acceptance of program curricula by a given state for the purpose of licensure. Individual eligibility should be verified through careful review of the state licensure regulations for the state in which you plan to reside to determine its specific requirements.

Other Doctoral Programs

The Ph.D. in Criminal Justice, offered through the College of Arts, Humanities, and Social Sciences trains individuals through an interdisciplinary focus in an online environment. The program prepares students through the core curriculum and allows for specialty training through various tracks. The Ph.D. in Criminal Justice opens opportunity in areas of research, academia, and management to those who are ready to advance as well as to individuals considering a career change.

The program facilitates choice for students and fosters the development of specialized expertise. The Ph.D. in criminal justice requires successful completion of sixty credit hours that includes core courses, specialty track courses and dissertation.

TRAINING PROGRAMS

Institute of Trauma and Victimization

The Institute of Trauma and Victimization (ITV) was founded to create a focus of interest in the area of trauma and victimization and to form a network for collaboration between students and colleagues from both within and outside of the College. The mission of the institute is to stimulate research and sponsor training and service delivery in the field of trauma and victimization to develop and evaluate innovative interventions for those exposed to trauma, and to establish links with relevant groups, organizations and colleagues in the local, national, and international community, and involving students in existing College of Psychology trauma-related programs that share a three-fold mission:

1. Provision of specialized psychological services to a particular population of clients exposed to trauma;
2. Doctoral level clinical training in the provision of psychological services to the population of traumatized clientele;
3. Execution of an ongoing program of research on that population of traumatized clientele.

Southeast Institute for Cross-Cultural Counseling

The Southeast Institute for Cross-Cultural Counseling is committed to enhancing the cause of multiculturalism at the College of Psychology. It strives to promote a welcoming climate for ethnic minority students and for those mainstream students who are particularly interested in pursuing cross-cultural studies. Nontraditional methodologies in counseling and assessment specifically targeted for minority groups are introduced. Courses and in-service colloquia in the area of multiculturalism and cross-cultural counseling and psychotherapy are provided. The institute seeks to promote multicultural and international research. In addition, students are encouraged to initiate projects and Dissertations that validate existing and newly constructed assessment methods with diverse populations.

Pre-doctoral Internship Programs

The College of Psychology has two American Psychological Association accredited pre-doctoral internship programs; the South Florida Consortium Internship Program provides services to a vast array of clinically diverse populations within local community settings. The Psychology Services Center Internship program provides opportunities for supervised clinical experiences and research within the NSU Psychology Services Center.

Questions related to the internship programs' accreditation status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE, Washington, DC 20002
Phone: 202-336-5979/E-mail: apaaccred@apa.org
Web: www.apa.org/ed/accreditation

Continuing Education Program Series

The College of Psychology offers the professional community a series of continuing education programs each year, featuring nationally renowned presenters. Constantly seeking the expert knowledge of the College's faculty and other leading professionals within the field, these courses offer the latest information in psychology and mental health in both a practical lecture and hands-on format. Workshops are specifically designed to meet the needs of postgraduate professionals in the field.

Professional Development Institute

The Professional Development Institute, part of the center's Quality Enhancement Plan, is held annually on the main campus in Ft. Lauderdale. In a conference format students gain additional practical knowledge that can be applied to their practicum experiences. The purpose of the Institute is to help students bridge the gap from theory to practice. Topics covered apply to practice with children and adults as well as within a variety of settings, such as mental health clinics, and are designed to provide students with very practical information for use in clinical settings.

RESEARCH

In addition to training individuals in the core foundational domains of psychology and to provide care and treatment for those with psychological problems, the college is equally committed to encouraging sophisticated basic and applied research. The college is distinguished by its special commitment to research geared toward understanding and resolving problems confronting modern society. In addition to ongoing faculty research, undergraduate students may and every doctoral student must engage in research activities, thereby multiplying the efforts and expertise required to understand the complexities of psychological disorders. Examples of research areas in which the center is currently engaged are the following:

Alcohol and substance abuse
Anxiety disorders
Assessment of minority students
Attention deficit and anxiety disorder
Behavioral assessment and treatment
Child-clinical psychology
Clinical biofeedback
Community mental health
Co-Occurring Disorders
Dissociation
Detecting Deception
Eating disorders
Family violence
Forensic psychology
Gender issues
Geriatric mental health
Health psychology
Long-term mental illness
Marital and family systems
Mood disorders
Multicultural assessment and intervention
Neuropsychology
Pediatric psychology
Physical abuse
Posttraumatic stress disorder
Psychoanalytic therapy
Psychodiagnostic assessment
School phobia
Sexual abuse
Sexual addiction
Sleep disorders
Social-clinical psychology
Stress disorders

Computer/Statistical Lab

Research in the College is supported by extensive computer facilities, including mainframe, workstation, and microcomputer environments. Methodological, statistical, and computer consultation is available to faculty members and students engaged in research or related course work.

CLINICAL SERVICES

The Psychology Services Center provides services to all residents of the tri-county area, including children, adolescents, adults, and elderly clients, regardless of race, color, sex, age, nondisqualifying disability, religion or creed, sexual orientation, or national or ethnic origin.

The Psychology Services Center's clinical staff consists of professionals in psychology. More than 100 College of Psychology masters, specialist, and doctoral students receive practicum training within the Psychology Services Center. Services offered by the Psychology Services Center include the following:

- Assistance with smoking, gambling and over-eating issues
- Behavioral modification
- Biofeedback
- Counseling for older adults
- Family and multifamily therapy
- Information and referral
- Multilingual services (when available)
- Neuropsychological assessment and evaluation
- Pain management
- Psychodynamic psychotherapy
- Psychoeducational evaluations for gifted and school related issues
- Psychological testing
- Stress management
- Testing and treatment for ADHD
- Treatment for adolescent drug abuse and prevention
- Treatment for adults with issues resulting from traumatic experiences
- Treatment for children and adolescents experiencing behavioral and emotional issues
- Treatment for children and adolescents who have experienced a trauma
- Treatment for depression, anxiety and emotional disturbances
- Treatment for eating disorders and body imaging issues
- Treatment for serious emotional disturbance
- Treatment for victims, perpetrators or children affected by domestic violence
- Challenging Behaviors

Adult Services Program. Adult Services Program treatment providers are committed to working with individuals motivated to improve their level of functioning and mental health well-being. Services available include individual and group psychotherapy as well as psychological assessments as it relates to treatment recommendations. A comprehensive biopsychosocial diagnostic and treatment approach is used to help adults 18 and older with a wide variety of psychological problems/difficulties including

- depression
- severe and persistent mental illness
- social skills problems
- stress
- other mental health issues

Child, Adolescent, and Family Services Program. Child, Adolescent, and Family Services Program treatment providers are committed to working together with children, adolescents, and their families toward the goal of improving their quality of life. Services include individual, group, play therapy, and psychological assessment, as well as parenting skills training. A comprehensive diagnostic and treatment approach is used to assist families with children ages 4 through 17 with varying emotional, cognitive, and/or behavioral difficulties such as

- attentional deficit/hyperactivity disorder
- school and behavioral problems
- childhood bedwetting and incontinence
- other mental health issues facing children and adolescents

Specialty Clinical Training Programs

Adolescent Drug Abuse Prevention and Treatment Program. This program provides comprehensive assessment and treatment to adolescents who have been arrested for minor offenses, have substance abuse problems, or are at risk for developing such problems. Services include individual, group, and family therapy. Treatment components include social skills training, parent-child relationship enhancement, anger management, communication skills training, and behavioral contracting.

ADHD Assessment Consultation & Treatment Program. This program serves children and adolescents and their families that demonstrate behavioral problems consistent with a diagnosis of ADHD. Empirically supported assessment and treatment is emphasized.

Anxiety Treatment Center. This program specializes in the treatment of anxiety and obsessive-compulsive disorders. The mission of the clinic is to provide state-of-the-art treatments with proven efficacy based on cutting-edge research. Domains of treatment include phobias, generalized anxiety, social anxiety, and panic disorders. In addition, a specialized track within the program offers treatment for obsessive-compulsive disorder, body dysmorphic disorder, hoarding, hair pulling and skin picking, and tic disorders.

Biofeedback and Health Psychology Center. This program offers psychological evaluation, intervention, and consultation for the optimum management of an ongoing health related concern as well as for the optimum maintenance of a healthy lifestyle. Biofeedback and other health psychology interventions can be provided to assist individuals with the management of a chronic disease, headaches and other types of chronic pain, healthy eating and exercise, changing health compromising behaviors, coping with aversive medical/dental procedures, and overall health promotion. When indicated and with appropriate release of information, interaction with the clients' significant others and/or other health care providers can be encouraged. This program also offers EEG feedback for ADD and ADHD. Psychoeducational workshops will periodically be made available for clients to increase their skills for stress management, relaxation, mindfulness meditation, and/or assertive communication.

Child and Adolescent Traumatic Stress Program. The Child and Adolescent Traumatic Stress Program provides psychological services to pediatric patients and their families. These services are provided when the child or adolescent experiencing acute, chronic, and/or genetic medical disorders is exhibiting a psychological reaction directly related to the medical problem; physical symptoms as a function of behavioral and psychological problems; and psychological problems and physical complaints due to a trauma such as child abuse. Assessment and treatment services are available for depression, anxiety, adjustment disorders, medical noncompliance, elimination disorders, eating disorders, and psychosomatic illness.

Family Violence Program. The Family Violence Program provides psychological services to children, adolescents, and adults in: 1) offering assistance in identifying and overcoming effects of abuse, while also helping perpetrators learn nonviolent behaviors, 2) assisting children who have witnessed violence to overcome its effects, and 3) helping adolescents learn anger management skills and promoting nonviolent ways of resolving conflicts. Individual and/or group therapy sessions are offered on a sliding scale fee basis. Treatment techniques such as: assertiveness skills, communication skills, and problem solving skills are emphasized.

Healthy Lifestyle Guided Self-Change Program. This program provides services to individuals who have alcohol, cocaine, or marijuana problems that are not severe. Smoking cessation services are also available. Guided Self Change treatment is a motivational intervention involving an assessment, four sessions, and two aftercare contacts, with additional sessions available. This program is based on evidence showing that many persons meeting the above criteria prefer and are able to take responsibility for dealing effectively with their alcohol or drug abuse.

Intensive Psychodynamic Psychotherapy Center. This program provides diagnostic and in-depth treatment services to adolescents and adults with moderate to severe characterological disorders who would benefit optimally from more intensive treatment. Treatment emphasizes the use of a variety of techniques including ego-psychology, self-psychology, object relations and others.

Neuropsychology Assessment Center. The goals of the Neuropsychology Assessment Center are to diagnose disorders of the central nervous system; to provide consultation on the etiology, rate of progression, and prognosis of known or suspected cerebral pathology; and to offer recommendation or referral for the patient's treatment. Examples of typical referrals include differential diagnosis or organic versus functional psychiatric symptoms; differential diagnosis of dementia versus depression; evaluation to determine cognitive, emotional, or behavioral symptoms subsequent to head injury; diagnosis of learning disability, Attention Deficit Hyperactivity Disorder, or mental retardation; determination of mental competence; diagnosis of Alzheimer's disease, seizure disorders, multiple sclerosis, stroke, and organic mood syndrome; evaluation of headache; determination of appropriate school placement; and identification of malingering or symptom exaggeration.

Nova Southeastern University Counseling Center for Older Adults (NCCOA). This program provides psychotherapy to individuals who are 55 and over. Client services include treatment of anxiety, depression, insomnia, psychosexual dysfunction, interpersonal difficulties, substance abuse, or some other form of psychopathology. Treatment consists of individual, group, family, and/or marital therapy.

Psychological Services for the Emotionally Distressed. The Program for the Seriously Emotionally Disturbed offers treatment and assessment for children, adolescents, and adults who have psychotic disorders. These patients have a range of psychotic sequelae such as hallucinations, delusions, isolation, regressive and/or bizarre behavior, poor social and daily living skills, and restricted, inappropriate or labile affect. Psychotic diagnosis may include schizophrenia, schizophreniform disorder, bipolar disorder, affective disorders, etc. Treatment comparison research with these special patients is being conducted.

School-Related Psychological Assessments and Clinical Interventions. This program offers comprehensive psychoeducational evaluations for school related academic, developmental, behavioral, and learning problems. These evaluations include: parent and child interviews; behavioral observations; formal test administration; psychoeducational reports; personal feedback to parents; and school consultation as appropriate.

Trauma Resolution Integration Program. This specialized clinical research program serves men and women ages 18 and above who: 1) are experiencing adjustment problems resulting from childhood sexual or physical abuse; 2) have posttraumatic stress disorder in response to a single event trauma (e.g., crime, natural disaster, serious injury) in adulthood; or 3) manifest serious dissociative symptoms.

ACADEMIC REGULATIONS AND INFORMATION

CALENDAR AND CLASSES

Academic Year

The academic year for students is divided into three 15-week semesters. Students are expected to register for classes at the designated time in accordance with procedures outlined in this text and in program literature unless they have an approved leave of absence (see section below on Student Enrollment).

Students are responsible for accessing and reviewing the academic calendar. Please refer to the College of Psychology website at www.psychology.nova.edu for the most updated information.

Attendance

Students are expected to attend all scheduled learning activities including classes, lectures, and seminars. Anticipated absences should be approved in advance with the instructor. Excessive absences may result in a lower grade at the instructor's discretion or may necessitate a withdrawal from the course.

Religious Holidays

It is the policy of the university to excuse, without penalty, absences due to religious observances and to allow the make-up of work missed. Special required out-of-class activities are ordinarily not scheduled on days of religious observances.

STUDENT ENROLLMENT

All degree-seeking students are considered full-time students when they register for two or more courses per semester. This requirement is independent of the number of transfer credits the student may receive.

In order to maintain an active student status, all students are to be in continuous registration until they receive their degree unless prior approval is received from the master's program office. **Failure to remain in continuous registration will be considered formal withdrawal from the program. Students who do not complete courses for two consecutive semesters will be considered not in continuous enrollment and will be reviewed by the program office.**

Full-time Status

Students are considered to be full-time if they complete six credit hours each semester. A student on financial aid considering completing less than the scheduled credit hours in any given semester should discuss this with the master's program office and the Office of Student Financial Services and Registration prior to the time of registration. It is the responsibility of the student to seek advisement of options available for completing the Master's Program.

Leave of Absence

A Leave of Absence (LOA) is a university-approved temporary period of time during which the student is not enrolled, but is not considered withdrawn from the university. A student may request a leave when a good cause can be demonstrated. A request for leave due to poor academic performance is not considered good cause.

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 for a leave of absence to the master's program office. If granted, the leave shall be for a stated period of time, not to exceed one year. Under normal circumstances students should apply for a leave of absence prior to registration for each

semester. Time spent on an approved leave of absence is not charged against the five-year time limit requirement for completion of the program.

Students who interrupt their studies without a leave of absence or register in absentia will be assumed to have terminated their studies. Such students must make a formal application for readmission if they wish to continue the program at a later date.

ABA and Advanced ABA non-degree seeking students who must interrupt their studies for an adequate reason, such as illness, must inform the Master's Program Office.

Time Limit Requirements

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's degree within this time period. In the event that a matriculated student who has not completed all requirements within the five-year time limit, he or she must re-enroll in the master's program and:

1. Maintain full-time status (minimum six credits per semester).
2. Complete remaining degree requirements, which will include any course work that is more than five years old.

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

Failure to Register

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

ADVISING

The center offers academic advisement to students. Advisers are accessible to students to assist with course planning and selections, appraisal of their academic standing, review of university policies and procedures, respond to individual circumstances, etc. A formal orientation program will be available to all students to familiarize them with the academic program and requirements, registration procedures, library information, student rights and responsibilities, etc. Students may meet with an adviser regularly during registration or at any time upon request.

All matters pertaining to a student's record, schedule of classes, leaves of absences, etc. should be directed to the master's program administration on the main campus in Fort Lauderdale.

REGISTRATION

All students are expected to be in continuous enrollment every semester until they receive their degree (see section on Student Enrollment). Arrangement with the Bursar's Office regarding payment of tuition and fees is part of the registration process and registration is a prerequisite to class attendance.

ABA and Advanced ABA non-degree seeking students are expected to be in continuous registration until they complete track courses for BCBA/BCaBA certification. Non-degree seeking students who are not registered for two consecutive semesters will be withdrawn from graduate study.

Registration Policies and Procedures

Students register directly on the university system: http://webstar.nova.edu.

All students must complete the Student Enrollment Agreement (SEA) form in order to register for classes. The SEA requires students to agree with NSU standards and policies regarding course registration and withdrawal, financial responsibility, a release of liability, and more. Students registering for courses will be prompted to complete the form as part of the registration process on Sharklink and Webstar.

Payment of Tuition and Fees

Payment of tuition and fees is due within 30 days of the beginning of a particular semester. Students awarded financial aid will have fees/tuition deducted before receiving a refund.

Arrangement with the Bursar's Office regarding payment of tuition and fees is part of the registration process and **registration is a prerequisite to class attendance**. Students who register late will be assessed a $50 late registration fee. The academic calendar stipulates the last day for completing late registration.

Tuition and Fees

Master's tuition for 2015–2016 will be charged at the rate of $670 per credit hour. **(Students should anticipate an annual review of fees by the university and possible increases).** Students are expected to pay tuition in full at the time of registration. Students receiving financial aid must familiarize themselves with the requirements of that office with regard to payments and may defer payment only if they have been officially notified of an award. Once a loan check is disbursed, students will be responsible for making all appropriate payments.

Tuition	$670 per credit hour
Student Services Fee	$350 per semester (for enrollment of 4 or more credits) $175 per semester (for enrollment of under 4 credits)
Application Fee	$ 50 (non-refundable)
Registration Fee	$ 25 per semester
Late Registration Penalty	$ 50 per semester
Late Payment Penalty	$100 per semester
Textbooks	$ 80-200 per course (approximate cost)
Practicum Fee	$750 **(Online Counseling Students-ONE TIME FEE)**
Professional Liability Insurance	$ 10 per semester
Fingerprinting/Background Checks	Fee determined by agency
Counselor Preparation Comprehensive Exam	$ 50 **per attempt for MHC students/Counseling–MHC concentration students beginning Fall 2014** **Extra exam fees may apply depending on where students take the CPCE**
Application for Degree Fee	$100
Transcript Fee	$ 10 per transcript

The expenses outlined above are to be considered as very general estimates and may vary considerably depending on individual circumstances. Some courses may require additional fees for laboratory and/or equipment (e.g. calculator, testing materials) and supplemental course materials. Students are provided NSU Email accounts at no charge. Students will need to make arrangements for Internet access and pay the corresponding fee.

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

Professional Liability Insurance

All master's students are required to carry professional liability insurance through the university. Students are assessed a fee at the time of each registration. All students are required to abide by the ethical standards of the profession. Students will abide by the ethical standards of the profession as delineated in the American Counseling Association Publication, *Ethical Standards*, *http://www.counseling.org/docs/ethics/2014-aca-code-of-ethics.pdf*. In addition to complying with the policies and procedures of the College of Psychology, students must also follow all rules and regulations of the agency/school/district where his or her practicum and or internship will be completed.
The center/student professional liability insurance policy provides coverage while the student is attending Nova Southeastern University and while he or she is functioning in approved center activities. This policy does not provide coverage for non-approved or non-center related activities.

Refund Policy

Any student in good standing enrolled in the **Mental Health Counseling or School Counseling Programs** wishing to withdraw from classes because of illness or some other satisfactory reason must contact the Master's Program Office immediately at 954-262-5740 or email: qnancy@nova.edu, brenda.levine@nova.edu or ns183@nova.edu .

Any student in good standing enrolled in the **Counseling (online) Program** wishing to withdraw from classes because of illness or some other satisfactory reason must contact the Master's Program Office immediately at 954-262-5720 or email: zawoyski@nova.edu, brenda.levine@nova.edu or jp1443@nova.edu .

Adjustment of tuition fees will be computed from the date on which the notice is received by the Program Office.

(a) No part of the application fee or the registration fee will be refundable upon withdrawal.

(b) The refundable percentage of total tuition (paid or due) will be computed in accordance with the refund timeframes and rates provided on the College of Psychology Academic Calendar in this handbook (pgs. 63-68).

Class Cancellation Policy

The university reserves the right to cancel any class. If a class is cancelled and a replacement is not offered, then students will receive a full refund of tuition paid for the cancelled class. If the student registered for only one class, then the registration fee would be refunded as well.

Drop/Add

The academic calendar outlines the dates and refund schedule for courses dropped or added. A course that is dropped within the time frame indicated on the academic calendar will not appear on the student's official transcript. Once a semester begins, master's students must contact the program office to drop a course.

Withdrawal from a Course

When the student withdraws from a course prior to the first class, the course is deleted from the student's record. A "W" grade is assigned when a student withdraws from a course after the last date indicated on the academic calendar to drop courses with a refund and prior to last published date to withdraw for the term. If the student fails to withdraw by the final published date to withdraw for the term, the student will be assigned a grade of "F." Withdrawal from a course may affect the student's financial aid status.

Transfer of Credit

All transfer credit must be awarded during the student's **first academic year in the master's program**. Students requesting transfer of credit must submit a written request for transfer along with supporting documentation to the master's program office. Sufficient documentation is required to allow for evaluation by the Office of Academic Affairs, including an official transcript from the institution where the course was taken and a course description as listed in the institution's catalog. Other documentation may be required, such as syllabi, course notes, or other material.

The number of transfer credits that will be credited towards graduation is six. Transfer of credits will be awarded when the course being evaluated meets all of the following criteria:

1. It is a graduate level course taken at an institution accredited as degree-granting by a recognized regional accrediting body for higher education at the time the course was completed. A graduate level course is defined as one that would be credited toward a master's degree at the institution where the course was taken. At minimum, this must be verified in the school's catalog or a letter from the chair of the department.
2. It is equivalent in content to a required course in the curriculum.
3. It was completed no longer than five years prior to the student's first enrollment in the program.
4. A grade of B or higher was received. A grade of P (Pass) or CR (Credit) or other such grades cannot be accepted as equivalent unless it can be officially verified as such.

It will be the responsibility of the student to satisfactorily demonstrate the equivalence of the course(s) proposed in order for credits to be awarded. Course work submitted from a foreign institution will be evaluated for equivalency in accordance with accreditation standards.

Courses completed at other institutions after the student has enrolled in the master's Program will be considered only if there has been prior approval by the Office of Academic Affairs. Typically, such transfer credit is granted only under special circumstances. Transfer credits are not taken into account when computing the student's grade point average.

No transfer credit may be applied to practicum, internship or for portfolio-based experiential learning.

Federal Regulations require that veteran students MUST report all prior credit and training, and that the school MUST evaluate such and grant credit as appropriate, with training time and tuition reduced proportionately and with the VA and student so notified.

Credits earned at Nova Southeastern University are transferable only at the discretion of the receiving school.

IT IS THE STUDENT'S RESPONSIBILITY TO VERIFY WITH THE STATE OF FLORIDA DEPARTMENT OF EDUCATION, THAT COURSES TRANSFERRED ARE APPLICABLE TOWARD THE EDUCATIONAL REQUIREMENTS FOR FLORIDA CERTIFICATION IN SCHOOL COUNSELING (Pre-K-12).

PROVISIONAL ADMISSIONS

Students may be provisionally admitted to a degree-seeking program based on a review of unofficial transcripts or other specific program admission requirements. However, this admission includes a condition that final and official documents and requirements must be received within 90 calendar days from the start of the term. If these final and official documents and/or requirements are not received by that time, the student will not be allowed to continue class attendance. Financial aid will not be disbursed to a provisional/conditional student until he or she has been fully admitted as a regular student (all admission requirements have been approved by the college/program admissions office).

GRADING POLICY

The following policies apply to all academic programs in the College of Psychology. All degree programs in the College of Psychology assign grades to course work according to the following system:

Grade	Achievement Rating	Quality Points
A	Excellent	4
B	Satisfactory	3
C	Marginal Pass	2
F	Failure	0
P	Pass	_
I	Incomplete	_
PR	In Progress	_
W	Withdraw	

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

Before the first class session, dropped courses will be deleted from a student's record. A grade of W is assigned when a student withdraws from a course after the "last day to drop courses," indicated in the section on Withdrawal from Classes. A grade of W will appear on the student's official transcript and will be included in attempted credit hours.

A "PR" (In Progress) grade indicates that clinical or research activities are ongoing. It is used for practicum and internship.

An "I" (Incomplete) indicates that the student has not completed the course requirements during the scheduled time and the instructor has given additional time to do so. An "I" grade is not routinely assigned in courses. An "I" grade is not assigned by faculty members when students fail to complete the course requirements. Students cannot be assigned an "I" to finish extra credit work.

A student must request an Incomplete from the instructor. If the instructor approves an Incomplete, a contract form is signed by the instructor and the student and submitted to the master's program office. The contract must specify the following:

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

Should the instructor choose not to assign an incomplete, the grade assigned will then be based upon the instructor's assessment of the quality and quantity of work completed.

A student will not be permitted to register for a sequential course when a grade of I (Incomplete), C or F (Failure) has been received in a prerequisite course.

Policy for Grading Disputes

Grade disputes shall be limited to concerns about the method(s) (i.e. error in calculation of grades) by which grades are determined. A student seeking to dispute a decision regarding a course grade and/or other evaluation should seek solutions through the following administrative channels by entering at the appropriate level and proceeding in the order stated:

a. Course Instructor/Supervisor

b. Program Coordinator

c. Department Chair

A student seeking to resolve a grade problem or dispute through the administrative channels cited above must initiate such action in writing within five business days (excluding official school holidays and weekends) from the date that the grade was recorded in WEBSTAR. The grade appeal should include a concise statement of the basis of the appeal and shall not exceed one (1) page. The student will then have five days from the time of notification of the decision at each level in order to proceed to the next level in the administrative channels cited above (i.e., if the student receives notification of an unfavorable decision by the course instructor/supervisor, the student must proceed with his/her appeal to the program administrator within five days of said notification). Where a student fails to either initiate this process or proceed through this process within the specified time frame, the student will be deemed to have waived his/her right to dispute the grade in question.

In the case of a grade dispute or other appeals relating directly to a student's academic performance, an administrator may not substitute his/her judgment for the performance appraisal of the faculty member rendering the grade or assessing the students' work.

EVALUATION OF MASTER'S STUDENTS

Core Performance Standards for Admission and Progress

The standards required for admission keep in mind the safety and well-being of clients whom its graduates will eventually serve in clinical situations. Candidates for the degree must possess with or without reasonable accommodation, multiple abilities and skills including intellectual, conceptual, integrative, and quantitative abilities; and intrapersonal, communication, behavioral, and personal attributes including empathy, emotional self-awareness, and emotional maturity.

Each student is evaluated on an ongoing basis while enrolled in the program, including during the practicum/internship experience. In addition to course evaluations, matriculation and evaluation of readiness for practicum is coordinated by the master's program office. The purpose of evaluation is to provide students with relevant feedback concerning their performance and to serve as a screening process in order to ensure high standards for the profession. Relevant information including practicum evaluations is coordinated through the program administration.

In addition to academic abilities and skills, students will be evaluated on an ongoing basis, including on the practicum/internship experience, on intrapersonal, communication, behavioral, and personal attributes

that are considered integral and necessary parts of professional functioning. Faculty will monitor these areas of functioning and may, identify problems in their students' functioning, provide constructive feedback to them, and require a remediation plan to address those difficulties.

While it is difficult to operationally define all characteristics associated with quality professionalism, students and faculty have targeted several observable behavioral categories that they consider to be an integral and necessary part of professional functioning. These broad areas include the following:

1. Academic Achievement
   a. Academic standing as discussed in this handbook.
   b. Ability to communicate orally and in writing.
   c. Management of practicum/internship experiences.

2. Responsible Behavior
   a. Dependability in commitment (e.g., punctuality in attending classes, submitting papers and assignments, meeting with clients, etc.).
   b. Accepts responsibility for own work.
   c. Carries through and completes tasks.
   d. Seeks needed guidance from appropriate sources.

3. Ethical Behavior
   a. Abides by the ethical standards of the profession as delineated in the American Counseling Association Publication, *Ethical Standards, (http://www.counseling.org/docs/ethics/2014-aca-code-of-ethics.pdf* and/or the American School Counselor Association *Ethical Standards (http://schoolcounselor.org/asca/media/asca/Resource%20Center/Legal%20and%20Ethical%20Issues/Sample%20Documents/EthicalStandards2010.pdf).*
   b. Abides by university requirements as outlined in this handbook and in other published university and center documents.

4. Intrapersonal Behavior
   a. Displays mature and appropriate behavior.
   b. Demonstrates ability to function independently.
   c. Exhibits usual and customary judgment and discretion in both student and professional activities.
   d. Presents a generally respectful and non-hostile attitude.
   e. Participates in activities that are pursuant to professional development.
   f. Develops intrinsic criteria to evaluate own performance.

5. Interpersonal Behavior
   a. Cooperative with and respectful of others.
   b. Ability to give, accept, and utilize constructive criticism.
   c. Develops and maintains positive relationships with peers and faculty.
   d. Develops satisfactory working relationships with supervisors and advisers.

STUDENT CONDUCT

All students are expected to comply with the legal and ethical standards of this institution. Moreover, all counselors-in-training are expected to comply with the ethical codes and standards of practice of the profession/field of study. Academic dishonesty and/or non-academic misconduct will result in disciplinary action. Specific instances of misconduct include, but are not limited to, cheating, plagiarism, knowingly furnishing false information to the institution, and forging or altering institution documents and/or academic credentials.

The institution reserves the right to require a student to withdraw at any time for misconduct as described above. It also reserves the right to impose probation or suspension on a student whose conduct is determined to be unsatisfactory.

Students who feel their rights have been denied are entitled to due process.

PROFESSIONAL STANDING COMMITTEE

The Professional Standing Committee of the College of Psychology is appointed by the Dean and serves in a variety of capacities related to the review of student professional standing matters. The committee consists of faculty, concentration adviser, and other members as appointed by the Dean.

The committee may be asked to review alleged violations of the university Student Code of Conduct, including academic standards and ethical standards of the field. In addition, the committee may conduct reviews concerning emotional and behavioral problems serious enough to suggest interference with professional functioning (e.g., in relation to staff and faculty, other students in the program, and/or those in practicum and internship sites), academic performance, or performance in a clinical practicum or internship setting.

The purpose of the committee's review and recommendations are not limited to disciplinary actions, but may encompass efforts to remediate a deficiency or problems so that students can continue their education and function competently as professionals. Committee activities are designed to insure a process by which all relevant facts can be determined, including providing the student with full opportunity to present important information. Actions the committee may recommend to the Dean could include, but are not limited to, remediation, referral, warning or sanctions up to suspension or termination.

In instances of complaints regarding violations of Student Conduct and Academic Responsibility, the Dean may charge the committee with conducting a formal investigation into the facts pertaining to allegations of misconduct. In such cases the committee will adhere to professional standing committee guidelines that ensure a timely and complete review of the facts. The process will insure that the student and involved parties have the opportunity to present relevant information.

VETERAN'S ADMINISTRATION REQUIREMENTS

Standards 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 grade) 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 by the academic Dean for that program.

Grade/Progress Reports

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

Credit for Prior Training

Nova Southeastern University complies with federal regulations for veterans' training that it is mandatory for all veterans benefit recipients to report either prior education and/or training. A student receiving veterans' benefits that has 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 veterans' benefits for the upcoming term. The student can be certified for veterans' 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.

DEGREE CONFERRAL

Students who have completed all requirements for the master's degree must submit an online application for degree. **Forms are available via the Office of the University Registrar's website**: **http://www.nova.edu/cwis/registrar/instructions.html**. A fee is required upon submission of the degree application form.

Degree applications require approval by the Office of the Dean, University Comptroller, Registrar, and Library. These offices verify that requirements are met and that the student's accounts, records, etc. are in good standing.

Upon approval, the application is presented to the NSU Board of Trustees for conferral. Following the official conferral of the degree, which is noted on the transcript, a diploma is mailed to the student. Students are encouraged to submit their degree applications at least one month prior to the completion of their program.

GRADUATION

Graduation exercises for Nova Southeastern University take place each summer. Eligibility to graduate is determined by having completed all requirements prior to the graduation date or by the end of the **summer** term. Students eligible to participate in graduation may contact the Office of the University Registrar for information about graduation ceremonies.

STUDENT RIGHTS AND RESPONSIBILITIES

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act of 1974 (FERPA), also known as the Buckley Amendment, affords students certain rights with respect to their education records. These rights include:

- The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. Students should submit to the Registrar's Office written requests that identify the record(s) they wish to inspect. The Registrar's Office will arrange for access and notify the student of the time and place where the records may be inspected.

- The right to request the amendment of the student's education records that the student believes is inaccurate or misleading. Students who believe that their education records contain information that is inaccurate or misleading, or is otherwise in violation of their privacy or other rights, may discuss their problems informally with the University Registrar. If the decision is in agreement with the students' requests, the appropriate records will be amended. If not, the student will be notified within a reasonable period of time that the records will not be amended, and will be informed by the Office of the University Registrar of their right to a formal hearing.

- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, collection agent, loan servicing agent, or the National Student Clearinghouse); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

- The right to file a complaint with the Family Policy Compliance Office, US Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-4605 concerning alleged failures by Nova Southeastern University to comply with the requirements of FERPA.

Nova Southeastern University hereby designates the following student information as public or "Directory Information." Such information may be disclosed by the institution for any purpose, at its discretion.

Student name	Dates of attendance
Local and home address	Degrees, Honors and awards received
Telephone numbers	Enrollment Status
Major field of study	Year in School
Participation in Sports	Anticipated Graduation Date
Place of birth	E-mail address

Release of Student Information

Students can give consent to permit Nova Southeastern University to discuss and/or release personal identifiable information to a third party such as a spouse, a parent, a guardian, etc. This consent must be provided in writing with the student's signature. To provide a written consent, complete the Authorization for Release of Information form.

Students may also withhold directory information (as defined above) by completing the Request to Prevent Disclosure of Directory Information form. Students are warned; however, prior to making a decision to withhold personally-identifiable data, that undesirable consequences frequently occur, such as, names of students on the Dean's List are not published, names are not listed in commencement bulletins, and requests from prospective employers are denied. After completing the form, submit it to the University Registrar's Office, 3301 College Avenue, Fort Lauderdale, FL 33314.

Deceased Student Records

Records of deceased students will be made available to the parent(s), spouse, or executor/executrix of the deceased student and other authorized parties upon written request. The request must include the need for the records; must identify the requestor's relationship to the deceased student; and must be accompanied with an official record certifying authorization to receive the student records, i.e., assignment as executor/executrix. An official copy of the death certificate must accompany the request, if the university does not have prior notice of the student's death. The university reserves the right to deny the request.

For further assistance on this matter, students should contact the University Registrar's Office.

*Acrobat Reader is needed to view any form that is designated with PDF.

ETHICAL ISSUES IN THE MASTER'S PROGRAMS

All students and graduates are expected to be knowledgeable about and conform to both the letter and spirit of the American School Counselor Association's *Ethical Standards for School Counselors* and the 2010 *Ethical Standards* as approved and adopted by the Executive Committee and Board of Directors of the American Counseling Association. In addition, students should review the ACA *Code of Ethics for Mental Health Counselors*. A copy of the full text of materials to which students and graduates are expected to conform will be made available in the course Ethical, Legal, and Professional Issues for Counselors. From time to time these materials are amended. Students and graduates are expected to review these materials periodically to ensure that they have an understanding of current guidelines.

In particular, attention is drawn to the following points, which are illustrative rather than exhaustive or comprehensive:

1. Students have an obligation to disclose if they have been convicted of a criminal offense, been found not guilty, or entered a plea of guilty or nolo contendere (no contest), regardless of adjudication. The disclosure obligation is a continuing one. All students must report to the College of Psychology any such arrest or conviction after the filing of the application for admissions or during the time that the student is enrolled at the university. The College of Psychology will consider new information submitted and, in appropriate circumstances, may change the status of an applicant or student. Students at application give permission to make any necessary inquiries and voluntarily and knowingly authorize any former school, government agency, employer, person, firm, corporation, its officers, employees and agents or any other person or entity making a written or oral request for such information.

2. No student should represent him/herself as being in possession of the master's degree, either orally or in writing, directly or by implication, until all formal requirements for the degree have been satisfactorily completed, and the NSU Board of Trustees has met and conferred the degree.
3. It is misleading and inappropriate to append "master's student", or some similar designation, after your name.
4. A student should guard against being in a position of having final clinical responsibility for clinical work. This is most important both ethically and legally.
5. When a student is in practicum/internship, the student will verbally identify him/herself to his/her supervisor, the agency or school staff and each client and client's family as a graduate student "trainee" in mental health counseling or school counseling.
6. In Florida, new graduates are legally ineligible to represent themselves as "mental health counselor" or to offer or advertise independent services until the Florida license is awarded. Students should comply with the rules of their particular state.
7. Any academic, professional, or personal difficulty which results in action being taken by the master's program regarding a student will be brought to the attention of a program administrator. Depending upon the particular type of difficulty identified, a number of processes are available to the program administrator.
8. Florida students in the mental health counseling program should familiarize themselves with Chapter 491, *Florida Statutes*, the Florida State Law for licensure as a Mental Health Counselor. Florida students in the school counseling program should familiarize themselves with the Florida Department of Education guidelines for certifying school counselors. Students from other states should familiarize themselves with the laws of their state.

Dual Relationships between Faculty Members and Students

While in principle the ACA and ASCA policy of discouraging dual relationships is endorsed, recognition is given to the fact that, given the complexity and diversity of our functions, certain dual relationships between faculty members and students are bound to arise. Faculty members and students are therefore urged to be sensitive to and aware of the existence of dual relationships and to enter into these with full awareness of their implications.

Sexual relationships between a university faculty member or administrator and a student who are not married to each other or who do not have a preexisting analogous relationship are inappropriate whenever the university faculty member or administrator has a professional responsibility for the student in such matters as teaching a course or otherwise evaluating, supervising, or advising a student as part of a school program. Even when a university faculty member or administrator has no professional responsibility for a student, the university faculty member or administrator should be sensitive to the perceptions of other students that a student who has a sexual relationship with a professor may receive preferential treatment. A university faculty member or administrator who is closely related to a student by blood or marriage or who has a preexisting analogous relationship with a student should eschew roles involving a professional responsibility for the student whenever possible. Romantic or sexual relationships between a faculty member and a student then enrolled in the faculty member's class (including supervised student activities for which academic credit is given) may be or appear to be coercive and are discouraged. Even when no coercion is present, such relationships create an appearance of impropriety and favoritism, which can impair the academic experience of all students in that class. It is, therefore, improper conduct for a faculty member to engage in a romantic or sexual relationship with a student enrolled in the faculty member's class.

At Nova Southeastern University, romantic and sexual relationships between a faculty member and a student are subject to the prohibition against sexual harassment.

It is specifically required that when either a faculty member or any agency, corporation, or program under the auspices of a faculty member employs a student, or whenever a student or any agency, corporation, or program under the auspices of a student employs a faculty member, both parties shall document the existence of this dual relationship in a letter to the Dean of the College of Psychology. This documentation shall be retained in both the student's and the faculty member's permanent files. As necessary, an ad hoc committee shall be appointed to review any complaints that might arise as the result of dual employment relationships.

Further, no services provided by a faculty member or any agency, corporation, or program under the auspices of a faculty member shall result in academic credit being granted to a student unless the services are officially rendered as part of the recognized curriculum (e.g., practicum work, supervised university research, internship, or course work). Approval of such rendering of service must be in writing and approved by the Dean.

The provision of psychological services by faculty to students is discouraged. Extenuating circumstances may exist, such as when some unusual expertise is possessed by a faculty member or when a student was in treatment with a faculty member prior to becoming a student. In such cases, the Dean must approve the provision of psychological services to a student. Adjunct faculty members who expect no further instructional or supervisory relationship with a student may provide services without this reporting requirement.

No Direct Payment to Faculty

Direct student payment to faculty for educational or professional services is not permissible. That is, no student is to make private arrangements to reimburse any faculty member for psychotherapy, tutoring, supervision, or other educational assistance. Students are encouraged to seek whatever educational help they need from faculty members and to seek professional services (such as psychotherapy) outside of the program.

STUDENT GRIEVANCES AND APPEALS

The College of Psychology faculty and staff value professionalism, honesty, and ethical conduct in the handling of student concerns. At all times, matters are handled in the spirit of education and development. The purpose of the student grievance and appeals process is to allow for the orderly resolution of student grievances concerning a policy, procedure, or administrative action. At all times, the respect and protection of students is of utmost concern.

Evaluation of course work and assessment of competency resides within the expertise of faculty who are uniquely qualified by their training experience. Such evaluations and grades are not subject to student grievances and appeals under this section, unless there is an allegation of federally/state protected discrimination, but rather are subject only to appeal under the Policy for Grading Disputes where applicable.

Informal Procedure

Before initiating a formal appeal, the student must first meet with the party against whom the complaint is being made and present supporting information in an attempt to resolve the matter informally. If this does not result in an acceptable resolution the student shall bring all academic matters to the attention of the Department Chair/Program Director within 30 working days of its occurrence, where informal resolution will continue. Should the Department Chair/Program Director find insufficient evidence or if this step fails to bring about an acceptable resolution, the student must next request intervention through the Dean of the College of Psychology within another 30 days.

Formal Procedure

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

2. Upon receipt of a written appeal, the Dean shall review the document to determine if the complaint warrants further review.

    a. If the Dean decides that no further action should be taken, the appeal will be terminated and a brief written explanation will be submitted to the student.

    b. If the Dean decides that a further review should occur, the appeal should be referred to the college's standing Appeals Committee. The committee will conduct a substantive review of all facts it deems pertinent to the appeal. The committee, at its discretion, may interview the student or any other pertinent person, which it judges has information relevant to the review. No persons may have legal counsel accompany them or appear in their behalf.

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

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

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

REMEDIATION POLICY

A student receiving a grade of F in any course must repeat and successfully complete the course within one year (excluding leaves of absence). Both grades shall remain on the student's record and shall count toward the cumulative total of below B grades; however, only the higher of the two grades will be counted toward the student's grade point average.

A grade lower than B in the following courses reflects inadequate performance and does not satisfy curriculum requirements:

Mental Health Counseling: PYCL 0666 Case Conceptualization and Treatment Strategies, PYCL 0680 Counseling Practicum, PYCL 0681 Counseling Internship, and PYCL 0682 Continuing Counseling Internship

Substance Abuse Counseling: SA 0770 Substance Abuse Counseling Practicum I, Substance Abuse Counseling and Education: SA 0780 Substance Abuse Counseling Practicum II, and SA 7090 Substance Abuse Counseling Practicum III

Applied Behavior Analysis/Advanced Applied Behavior Analysis: ABA 710 Principles of Applied Behavior Analysis, ABA 760 Practicum in ABA I, ABA 770 Practicum in ABA II, ABA 780 Advanced Practicum in ABA I

School Counseling: PYCL 0685 School Counseling Practicum, PYCL 0688 School Counseling Internship and PYCL 0689 Continuing School Counseling Internship

The student must repeat the course and a minimum grade of B must be achieved. Both grades shall remain on the student's record and shall count toward the cumulative total of below B grades; however, only the higher of the two grades will be counted toward the student's grade point average.

As part of the Remediation Policy of the center, any student receiving a grade below B or placed on academic probation is required to meet with the Director of Academic Affairs.

Students with weak evaluations in practicum and/or internship or who are terminated from a practicum and/or internship placement due to problematic performance will receive a grade of "F", may be subject to review by the Professional Standing Committee and required to remediate difficulties before consideration of a new placement is made. Students will be required to repeat the practicum/internship course and clinical training at a different setting.

Progress in the degree program requires that students maintain a cumulative grade point average (GPA) of 3.0 or better, and professional functioning as outlined in academic standing policies, core performance standards for admission and progress, and criteria for evaluation of students as listed in this handbook.

Students may be referred to the Professional Standing Committee for a review of areas needing remediation, for violations of the academic code of conduct, or other concerns about professional functioning in the program. The committee reserves the right to dismiss students from the program.

READMISSION

Students dismissed from the program may petition for readmission after one academic year. Applicants should supply documentation regarding remediation. Readmission petitions should be submitted to the College of Psychology Admissions Office. Students will have their records examined by the master's program admission committee. Upon approval, the student will be readmitted to the program in effect at that time. Only those courses, previously completed in the College of Psychology master's program within the past five years with grades of B or better and that are equivalent will be applied toward the master's degree.

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.

If an applicant self discloses his or her disability to the University, the University will ensure that the applicant is advised of the procedures to seek accommodation. The procedure the student applicant is to follow is the same as that for those existing students who request an accommodation. As such, the procedures set forth herein would apply to a student applicant. In the event it is determined that a student is qualified to apply following the consideration of an accommodation request, that student will then be placed into the applicant pool and treated as any other applicant.

For additional information on the University ADA policy and obtaining reasonable accommodations, please contact Office of Student Disability Services at (954) 262-7185. Refer to *NSU Student Handbook* *http://www.nova.edu/studentaffairs/forms/studenthbk_2015-16.pdf* (p. 44) for complete policy. Student's requests for accommodation will be considered on an individual basis in accordance with the College's procedures.

OTHER POLICIES AND INFORMATION

CELLUAR PHONE POLICY

The university recognizes the growing trend regarding student possession of cellular phones and electronic devices with video, camera, or voice recording capabilities. In support of each individual's reasonable expectation of privacy, the copyright and intellectual property laws, the use of these cellular phone features by NSU students must be in conjunction with express consent. Students are expressly forbidden to video, use camera or voice recordings without the express consent of the subject(s) being photographed or recorded. You may not place any pictures or videos of people on a Web page without the expressed permission of the people in the pictures or videos. Any student whose use of their cellular phone violates another's reasonable expectation of privacy or produces any media as a result of the cellular phone capabilities without express consent may be found in violation of this policy. Violations of this policy may lead to disciplinary action that may result in confiscation of the cellular phone and referral to Student Affairs as a violation of the NSU Code of Student Conduct.

COMPUTER POLICY

The use of a personal computer during classes is at the discretion of the individual instructor.

The computing resources of Nova Southeastern University are intended to be used for its programs of instruction and research and to conduct the legitimate business of the university. All uses must have proper authorization for the use of the university's computing resources. Users are responsible for seeing that these computing resources are used in effective, ethical, and legal manner. Users must apply standards of normal academic and professional ethics and considerate conduct to their use of the university's computing resources. Users must be aware of the legal and moral responsibility for ethical conduct in the use of computing resources. Users have a responsibility not to abuse the network and resources, and to respect the privacy, copyrights, and intellectual property rights of others. For a complete description of Nova Southeastern University's computer policy refer to the NSU Student Handbook (pgs. 38-39).

HEALTH INSURANCE PORTABILTY AND ACCOUNTABILITY ACT (HIPAA)

The American Health Insurance Portability and Accountability Act of 1996 is a set of rules to be followed by doctors, hospitals and other health care providers. HIPAA took effect on April 14, 2006. HIPAA helps ensure that all medical records, medical billing, and patient accounts meet certain consistent standards with regard to documentation, handling and privacy.

College of Psychology master's students are required to complete HIPAA training modules within the semester of their first enrollment in their program.

PROTECTION OF HUMAN SUBJECTS IN RESEARCH/ PROCEDURES FOR BOTH FUNDED AND UNFUNDED RESEARCH

The college adheres to published professional and governmental guidelines and regulations for protecting human subjects in research. **Any research that involves human subjects conducted by NSU faculty members, staff members, or students, whether funded or unfunded, must be submitted to the College of Psychology representative for decision about possible Institutional Review Board (IRB) review. All faculty members, staff members and students involved in research studies must**

complete an on-line course with regard to the protection of human subjects (CITI course). To obtain more information visit the NSU IRB website at www.nova.edu/irb/training.html. All IRB policies and procedures can be accessed at the IRB website: www.nova.edu/cwis/ogc/irb.html.

All research studies involving human subjects are reviewed in one of three ways, College Level Review (previously labeled Exempt Research), Expedited Review, and Full Review. Every research protocol begins with a complete submission to the principal investigator's respective college representative. The college representative, **not the principal investigator**, is charged with reviewing the submission to determine the appropriate level of review for the study as well as assuring that all necessary documents are included. Examples of studies falling into the different types of reviews may be found on the web site here: www.nova.edu/irb/review.html.

The college representative works with the principal investigator to prepare the required IRB documents in accordance with NSU policies/procedures. Contact the Program Office for further information regarding the College of Psychology representative.

The principal investigator will be responsible for completing the IRB Submission Form and Protocol for all unfunded research involving human subjects to the IRB member or alternate in College of Psychology. The designated College of Psychology IRB member is responsible for reviewing this documentation for completeness and determining if the research warrants review by the IRB. Research that is regarded as not having potential risk to subjects will be exempted from review by the IRB following review by the College of Psychology IRB member/alternate.

If the IRB member/alternate determines that the proposed research poses potential risk to subjects, the principal investigator will be directed to submit one copy of the submission form and 22 copies of the protocol, including all consent forms and research instruments to be used in the study, to the Office of Grants and Contracts. The College of Psychology IRB representative informs the Office of Grants and Contracts that an applicant is sending a protocol. Upon receipt of all required paperwork, the Office of Grants and Contracts will assign a protocol number and forward all copies to the IRB members. The IRB chair or the chair's designees, in consultation with the Office of Grants and Contracts, will determine if the research can be reviewed through expedited review. After IRB review the Office of Grants and Contracts will notify the principal investigator of any changes that must be made and about decisions of approval or disapproval.

Remember that all research including that done with clinic clients, students, or volunteers must be submitted to the College of Psychology IRB representative. Policies and procedures can be accessed at the IRB Web site at *www.nova.edu/cwis/ogc/irb.*

LIBRARY TRAINING

The Alvin Sherman Library, Research and Information Technology Center provides all counseling students (regardless of location) with training in an online format at the beginning of their academic experience. *Razor's Research Bytes* is located in the Library's Blackboard course, which is a series of "bite-size" modules that discuss the NSU Libraries, the nature of research, and how to best use library resources.

College of Psychology master's students are also required to complete library training in their program's designated course. This training supplements that which is featured in the *Razor's Research Bytes* course module.

INTERNATIONAL STUDENTS

The Office of International Students along with the University's immigration attorney has completed an extensive review of the United States Citizenship and Immigration Services guidelines regarding international students and the feasibility of their attending any Nova Southeastern center/sites in Florida. After reviewing all relative documentation, we have discerned the following:

International students who want to attend classes at any Florida based campus/site will qualify for the issuance of an I-20 and will be considered to be maintaining status.

Counseling (Online) Students: International students are advised that all practicum and internship training through the College of Psychology must be completed in the United States. It is recommended that candidates contact NSU's International Student and Scholars office to review and/or inquire about student visa, as a student visa may be required for individuals that come to the United States to study. Information regarding NSU's International Student and Scholars office can be found at the following link: http://www.nova.edu/internationalstudents/index.html. Students should be prepared to make whatever arrangements necessary to complete clinical training requirements including a leave of absence, adjustment of the work schedule, etc. Prospective students should determine in advance of their enrollment their ability to access appropriate practicum training (if required).

COLLEGE OF PSYCHOLOGY STUDENT AID PROGRAMS

College Scholarships: The College of Psychology maintains a limited amount of scholarship funds. Information on various scholarships, including College of Psychology, is available at: http://www.nova.edu/cwis/finaid/scholarships/index.html.

COLLEGE OF PSYCHOLOGY STUDENT EMPLOYMENT

Student employment opportunities are available within the College of Psychology or its affiliates. These positions are generally awarded on a competitive basis and usually require a 10 to 20 hour time commitment per week.

Assistantships: Graduate Assistantships are available for College of Psychology students through the college. Contact the coordinator of employee services for information regarding the availability of graduate assistantships.

STUDENT FACILITIES

Notice (Bulletin) Boards

After approval from the Office of the Dean, students may post notices on the bulletin boards located in the first floor lounge, the student carrel area, and designated bulletin boards on the second floor. Other boards are for department or university use only. Students are prohibited from posting, altering, or removing notices or messages from these boards. No announcements or notices may be posted anywhere on doors, walls, or in the elevator.

NSU Libraries

The Alvin Sherman Library, Research, and Information Technology Center, which forges a joint use partnership with the Broward County Board of Commissioners, opened December 8, 2001. This library has five levels, 325,000 square feet, a 3,800-square-foot atrium lobby, 1,200 user seats (1,000 with Internet access), 100 reference computer workstations, space for 1.4 million volumes, 1.2 million microform units, and a centralized circulation area.

The university library system is composed of the joint-use library, Health Professions Division Library, Law Library, North Miami Beach Branch Library, Oceanographic Library, and four school libraries on the main campus. 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 members, wherever they may be located, via computers using the Electronic Library. Overall, the university's libraries house approximately 410,000 volumes and 1,300,000 microform units. Online 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 (NML) provide broad access to a wide range of materials.

To augment the libraries' print materials, the Office of Media Services has an extensive collection of more than 1,200 items of non-print materials (principally audiovisual materials), and a video production studio to support classroom instruction. In addition, the college provides technical assistance for distance learning delivered by teleconferencing. The university's microcomputer laboratory resources include a growing inventory of instructional software for use by students and faculty members.

Online Databases and Resources

NSU provides all students, regardless of location, with convenient and effective access to a wide variety of online electronic bibliographic databases that can be reached via the World Wide Web. Students have online access 24 hours a day, 7 days a week, 365 days a year. A number of these resources specifically support the School Psychology Program. Particularly useful education, psychology, and social science indices are available to all NSU students.

Document Delivery

Students can request up to a maximum of 25 free documents per week. These include books, copies of journal articles, NSU dissertations, and ERIC ED documents. In addition, starting in 2002, students have free access to more than 100,000 full-image digitized dissertations and theses made available through NSU's Digital Dissertations subscription. This provides graduate students with world-class access to primary research materials of 1,000 graduate schools and universities in the United States, Canada, and selected institutions from other countries written since 1997. Students can also obtain microfiche copies of NSU Major Applied Research Projects, practicums, applied dissertations, and microfiche copies of ERIC ED documents. Distance students are not charged for the cost of acquiring materials from document delivery services, for the cost of photocopying of journal articles from the NSU Libraries or for the cost of mailing, faxing, or scanning materials to students.

For further information on the campus libraries, please visit the library's website at http://www.nova.edu/library.

REGIONAL CAMPUS FACILITIES/RESOURCES

Regional Campus Site Facility Regulations

Regional campuses are located in Jacksonville, Miami, Orlando, Palm Beach and Tampa. The campuses are staffed with full-time employees to help with financial aid and student activities. Microcomputer labs and video conferencing equipment are at each center.

MINIMUM COMPUTER REQUIREMENTS

- Pentium (or Celeron) 200mhz
- 32MB
- 56K Modem
- CD ROM
- Sound card and Speakers
- WEBCAM
- Microphone (External)
- Internet Explorer 5.0 or Netscape Navigator 4.5 or higher*
- Windows 95, 98, 2000, NT, Me, XP
- Office 97, 2000, XP including Word, Excel, and PowerPoint
- Current Version of Virus Protection Software (Dr. Solomon, McAfee, Norton Antivirus, etc.)
- Nova e-mail account
- Internet Service Provider** **(monthly charge is the student's responsibility)**

Note: *As new versions of the web browser become available, we ask students to upgrade. These upgrades are often free and the link to the download sites can be found on our Software Downloads page. Students must have their own Internet service provider; one will not be provided by the school.

NSU E-MAIL ACCOUNT

NSU requires that all students maintain one official university-assigned computer account that is used to access major computing resources, including electronic mail. **All official electronic mail communications directed to College of Psychology students will be sent exclusively to NSU-assigned computer accounts to ensure timely and accurate delivery of information.** Students may forward their NSU generated electronic mail to external locations, **but do so at their own risk.**

Should you elect to forward your NSU email account to an external location, please keep in mind that NSU and College of Psychology administration use electronic mail on a regular basis as a means of keeping students informed.

HURRICANE INFORMATION

In the event of a pending hurricane, the president of the university will determine whether the university will close. Information on the closing of the university will be available from the 24 hour "Hurricane Hotline" at 1.800.256.5065. Off-campus students should contact the program office or where applicable the NSU Regional campus for updated information.

STATE LICENSURE DISCLOSURE

All educational formats offered by the college meet the same stringent accreditation requirements as on campus programs. The following states have provided these disclosures

Iowa Disclosure

Note: In accordance with *Iowa code* §261B.9, students in the College of Psychology graduate programs will receive the following attached disclosure statement accompanied by copy of the program's policy and procedures handbook at the beginning of the program before any tuition and fees are received.

Note to Iowa Students: The following information is being provided in accordance with *Iowa code* §261B.9.

1. Title of courses in the Master's Programs in Counseling:
   Please see the college's current program policy and procedures handbook for list of course titles.

2. Description of courses in the Master's Programs in Counseling:
   Please see the college's current program policy and procedures handbook for a listing of course descriptions.

3. Tuition and Fees for the Master's Programs in Counseling:
   Please see the college's current program policy and procedures handbook for all tuition and fees.

4. Refund Policy for the Master's Programs in Counseling:
   Please see the college's current program policy and procedures handbook for refund policy.

5. Applicability:
   The courses offered in this Master's Programs in Counseling leads to a Master of Science degree. Please see the college's current program policy and procedures handbook for graduation requirements.

Accreditation statement: 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. The University is chartered by the State of Florida.

The Ph.D. Program in Clinical Psychology is accredited by the Commission on accreditation of the American Psychological Association. The Psy.D. Program in Clinical Psychology is accredited by the Commission on Accreditation of the American Psychological Association. The College of Psychology has two APA accredited doctoral internship programs, the South Florida Consortium Internship Program and the Psychology Services Center internship program.

Questions related to the programs' accredited status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE, Washington, D.C., 20002-4242
Phone: 202-336-5979/E-mail: apaaccred@apa.org
Web: www.apa.org/ed/accreditation

The College of Psychology offers two programs, (1) the M.S. in School Counseling and (2) the Psy.S. in School Psychology, for practitioners in P-12 schools that were reviewed by the National Council for Accreditation of Teacher Education (NCATE). Nova Southeastern University is accredited by NCATE. NCATE accreditation is awarded to the university through the Fischler School of Education as follows: The Fischler School of Education at Nova Southeastern University is accredited by the National Council for Accreditation of Teacher Education (NCATE) (www.ncate.org). This accreditation covers initial teacher preparation programs and advanced educator preparation programs at all university locations and online. However, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, relicensure, or other purposes.

Washington Disclosure

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

School Counseling

Master's Program

SCHOOL COUNSELING PROGRAM

The master's in school counseling program is a Florida Department of Education, state-approved program, and accredited by the National Council for Accreditation of Teacher Education (NCATE). The School Counseling program is designed for the continued professional development of persons who presently serve or are interested in serving our youth and their families in an educational, Pre-K-12 setting. The professional school counselor, based on the American School Counselor Association National Model, delivers a comprehensive school counseling program that addresses the academic, career, and social/emotional needs of all students. The course work provides broad-based training designed to equip Pre-K-12 students with the skills necessary to confront a wide variety of contemporary issues facing today's youth.

This program will prepare candidates to become competent, professional school counselors in a multicultural and diverse society through:

1. understanding their professional identity as professional school counselors, including roles, functions and relationships with other education and community providers;
2. possessing a strong background in the history, philosophy, ethical standards, and educational policy issues related to school counseling;
3. gaining specialized knowledge and skills needed to provide service delivery in a variety of ways, including individual, small group, and large-group guidance activities;
4. having a strong background in the nature and needs of children and adolescents at all developmental levels;
5. understanding the contextual basis for designing and/or implementing evidenced-based, school-wide programs;
6. gaining skills to develop and implement accountability measures for counseling interventions;
7. acquiring leadership skills to promote systemic change through collaboration and advocacy;
8. understanding and respecting the influences of varied backgrounds and experiences of individuals and families in a pluralistic society;
9. possessing knowledge and skills for preparing Pre-K-12 students for college and careers, as well as for transitions between grade levels.

CURRICULUM AND DEGREE COMPLETION REQUIREMENTS

Master's Degree Curriculum—Forty-eight (48) Semester Hours (does not include additional courses that may need to be completed by candidates who are not certified teachers by the Florida Department of Education)

Required Courses

PYCL 0503	Counseling Theories for School Counseling
PYCL 0511	Introduction to Counseling Techniques
PYCL 0507	Research and Evaluation for Counselors
PYCL 0510	Career Development and College Planning
PYCL 0512	Human Growth and Development
PYCL 0515	Principles of School Counseling
PYCL 0550	Contemporary Clinical Interventions
PYCL 0560	Appraisal & Evaluation in School Counseling
PYCL 0571	Ethical, Legal, & Professional Issues for School Counselors
PYCL 0585	Psychology of Exceptional & At-Risk Children
PYCL 0632	Social and Cultural Foundations of Counseling
PYCL 0635	Group Theory and Practice
PYCL 0665	School Consultation Skills

PYCL 0685 School Counseling Practicum
PYCL 0688 School Counseling Internship
PYCL 0689 Continuing School Counseling Internship

A candidate is expected to complete all requirements for the degree and graduate within five years of the date of first enrollment (see Time Limit Requirements, p. 18).

A candidate must complete all courses for the degree with a grade point average of at least 3.0. In addition, all candidates must satisfactorily complete and pass practicum and internship, the Florida Teacher Certification Exam (the General Knowledge, Professional Educators, and Subject Area Exam in School Guidance and Counseling), and additional courses required of those who do not hold an active and valid Florida teaching certificate (e.g., TESOL, reading). All these requirements must be completed before the M.S. in School Counseling degree is conferred.

MATRICULATION REQUIREMENTS (DEGREE CANDIDACY)

School Counseling Program

Candidates are admitted into graduate study in school counseling at the master's level and are reviewed for degree candidacy (matriculation) after the completion of the first four courses (12 credits) for which the candidate is enrolled.

During the formal review for matriculation, candidates' academic performance and professional functioning in the first four courses will be examined. Candidates need a grade point average of 3.0 or above in the first four courses to be matriculated. If a candidate does not hold an active and valid Florida teaching certificate, the successful passing of all sub-sections (including the essay) of the General Knowledge Test of the Florida Department of Education Teacher Certification Exam also must be completed during the matriculation period (by the completion of the first 4 courses). If applicable, candidates will not be allowed to matriculate and register for a 5th course until this exam is passed.

Candidates who achieve a grade point average of 2.5 or below, who receive two grades below a B, or who receive a grade of F in any of the first four courses will not be matriculated and will be automatically withdrawn from graduate study. Under no circumstances will that candidate be permitted to take additional graduate level courses in a College of Psychology program.

Candidates with a grade point average greater than 2.5 but less than 3.0 for the first four courses will be maintained in a non-matriculated status. No more than four additional courses may be taken without achieving an overall grade point average of 3.0.

ACADEMIC STANDING (FOLLOWING MATRICULATION)

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

Probation

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

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

The candidate, the master's program administration, the Dean of the College of Psychology, and the Office of Student Financial Planning will be notified in writing of the candidate's probationary status. A candidate is allowed one year (two full semesters, excluding summer sessions and leaves of absence) to remove probationary status.

Dismissal

Automatic dismissal from any graduate program in the College of Psychology will occur when any of the following conditions exist:

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

ACADEMIC STANDING (NON-DEGREE SEEKING STUDENTS)

Non-Degree Seeking students will be held to the same standards as degree seeking students and must successfully complete course work. Students will be notified to contact a Program Coordinator should he/she receive a first grade below B. Should a student receive a second grade below B or a grade of F, the student will automatically be withdrawn from graduate studies and must wait one year (three academic terms) to reapply.

SCHOOL COUNSELING PRACTICUM AND INTERNSHIP REQUIREMENTS

Practicum and internship are conceived to be that phase of the master's in school counseling program in which a counselor-in-training is able to crystallize his or her educational experiences by translating theoretical constructs into practice. This type of supervised practice in school counseling is generally viewed as an experience that assists the prospective counselor to function effectively in a future employment situation. It serves as a bridge between the theoretical and the practical application. It is an opportunity for the counselor-in-training to apply what he or she has learned from the more didactic portion of the school counseling program.

Candidates entering practicum/internship training may find it necessary to make special arrangements with their employer, including taking a leave of absence, to fulfill this requirement. Candidates will need to arrange their schedule to complete this degree requirement.

All candidates must apply by their local school district's policies and deadlines regarding placement. Additionally, candidates must ensure that the school district where they choose to do practicum or internship has a placement agreement with Nova Southeastern University. If the school district does not have an agreement with NSU, placement may be delayed. Candidates must communicate with the program office regarding practicum and internship placement options to ensure that placement is obtained according to the candidate's schedule.

Local school boards may charge school counseling candidates a fee for practicum/internship placement in a school with a cooperating school counselor. Should a candidate elect to complete their practicum/internship in a school district that requires such a fee, it will be the candidate's responsibility to submit the fee on the designated day and time stipulated by the school board staff in accordance with their guidelines.

Candidates will choose to do their practicum experience at one of the three Pre-K-12 grade levels and the internship experience at a different Pre-K-12 grade level. The three grade levels from which to choose are elementary (Pre-K-5), middle (6-8) and high school (9-12).

Practicum responsibilities require candidates to spend 100 hours (40 of which are direct student contact hours) at a Pre-K–12 grade school setting. It is a distinct experience where candidates gain basic counseling skills and professional knowledge which may include individual and small-group counseling, classroom guidance presentations, consultation, parent conferencing, individual and large group testing, involvement in the exceptional student education process, and other experiences relevant to the practicum setting. This experience is completed over the course of one semester (3 credit hours) and is to familiarize candidates with the role of the professional school counselor prior to internship. Candidates spend approximately 7 to 8 hours per week at a school.

Internship is an experience which requires candidates to spend 600 hours (240 of which are direct student contact hours) in a Pre-K–12 grade school setting. Candidates integrate knowledge acquired in the classroom to real, on the job supervised training. This experience enhances basic professional school counseling skills in the student academic, social/emotional, and career counseling areas. The six credit hours of internship afford counselors-in-training an opportunity to work with a variety of students, parents or teachers over time. NSU ascribes to the American School Counselor Association National Model for school counseling programs and supports experiences that include leadership, student advocacy, collaboration and teaming, and systemic change.

Candidates may select from the following two scheduling options to fulfill the 600 hours (six credit hours) of internship experience:

1. Completion of one academic semester (fall or winter) where the candidate will be required to complete a minimum of 40 hours per week in a school setting.

2. Completion of two continuous semesters (fall and winter) where the candidate will be required to complete a minimum of 20 hours per week in a school setting.

Candidates employed by the school system will be required to obtain permission from their principal or designated school official for release time to pursue their internship. Candidates may be required to take a leave of absence or make other necessary arrangements to fulfill this requirement. Candidates are not permitted to complete their internship experience at the school where they work, unless they are employed as a school counselor and there is a supervisor within the school who meets the requirements put forth by the Florida Department of Education.

Please be advised that waiver of practicum and internship experience for any reason will not be permitted. The candidate must file an application for practicum and internship and receive approval prior to registering for these courses.

The practicum and internship courses must be completed with a grade of B or higher, otherwise the course will need to be repeated. The practicum and internship class schedule is a departure from the typical intensive weekend format. In addition to the experiential, in-school work required for practicum over one semester and for internship over one or two continuous semester/s, candidates will participate in bi-weekly group supervision meetings with NSU candidates and faculty members at the university. Additionally during practicum, individual or triadic supervision will take place on the alternate week with a faculty supervisor. Individual and group supervision meetings are held on evenings during the week. Specific details on practicum and internship are provided to candidates at the appropriate time in their program or upon request. Please be advised that during practicum and internship, candidates may also be enrolled in regularly scheduled, intensive weekend classes.

School Counseling Internship Prerequisites

To be eligible for practicum, candidates must have been matriculated.

To be eligible for internship, candidates must have been matriculated and must have successfully completed the following course work:

1. PYCL 0503 Counseling Theories for School Counselors
2. PYCL 0511 Introduction to Counseling Techniques
3. PYCL 0512 Human Growth and Development
4. PYCL 0515 Principles of School Counseling
5. PYCL 0550 Contemporary Clinical Interventions
6. PYCL 0571 Ethical, Legal, & Professional Issues for School Counselors
7. PYCL 0635 Group Theory and Practice
8. PYCL 0665 School Consultation Skills
9. PYCL 0685 School Counseling Practicum*****

***must be completed with a grade of "B" or better**

The candidate must file an application for practicum and internship and receive approval prior to registering for these courses.

Candidates are responsible for the cost of their own fingerprinting and background checks for practicum and internships

FLORIDA EDUCATOR ACCOMPLISHED PRACTICES

The Florida Educator Accomplished Practices (FEAPs) were adopted by the State of Florida Department of Education (DOE) to delineate the knowledge base and skills required of educators in the public school system. Successful articulation of the Florida Educator Accomplished Practices delineated by DOE are a requirement for graduation from the school counseling program and reflects the commitment of the College of Psychology to a performance-based assessment of these essential competencies.

Candidates receive the Candidate Guide to the Florida Educator Accomplished Practices upon admission to the school counseling program. This guide describes the Florida Educator Accomplished Practices and outlines where the FEAPs are imbedded into the school counseling coursework. This guide also lists the required assessments and forms that candidates will need to complete to meet the FEAP requirements. One of these forms is the Individual Remediation Plan (IRP) that the candidate and instructor will need to fill out together if the candidate has not met a specific FEAP assessment requirement within a course. The instructor will assign a plan for remediating the FEAP assessment, and the candidate is responsible for completing the tasks outlined in the remediation plan. Candidates cannot receive a grade for a particular course until all FEAPs within that course have been successfully completed.

STATE OF FLORIDA CERTIFICATION IN GUIDANCE AND COUNSELING

The school counseling program is approved by the Florida Department of Education (DOE). All requirements for certification in the Guidance and Counseling subject specialty will be fulfilled prior to degree conferral, including all curriculum and examination requirements.

Candidates who **do not** hold an active and valid teaching certificate will be required to complete additional course work or submit documentation as required by the state. Candidates are responsible for verifying requirements for certification in Guidance and Counseling with their local school board certification office or with the Florida Department of Education. State of Florida approval for

certification does not necessarily apply to certification requirements in other states. Certification requirements are subject to change. All costs related to certification and the FTCE are the responsibility of the candidate.

Applicants who **do not** hold a current State of Florida Teaching Certificate must also complete the following courses at NSU unless the respective course(s) was (were) taken previously in an approved teacher education program:

1. RED 0550 - Reading in the Content Areas (3 credits)
2. TSOL 0510 – Classroom TESOL, Theory and Strategies for Teachers (3 credits)

Scheduling information for RED 0550 and TSOL 0510, offered by NSU's Abraham S. Fischler College of Education in an online format, will be posted each semester via Blackboard within the master's in mental health counseling and school counseling student center.

EXAMINATION REQUIREMENTS

Prior to matriculation (the successful completion of the first 4 courses taken in the program), candidates, who do not hold an active and valid Florida teaching certificate, are required to provide a passing score on all the sub-tests (including the essay) of the General Knowledge Test (GKT) of the Florida Teacher Certification Examination (FTCE). Candidates will not be allowed to take the 5th course until this test has been satisfactorily completed. Prior to graduation, candidates are required to take the two additional sub-tests of the FTCE: (1) Professional Education (PEd) examination, and (2) Subject Area Test (SAE). Degree conferral will be based upon successful completion of the three tests of the FTCE and curriculum requirements. As state requirements are subject to change, candidates should expect changes or modifications to the curriculum and degree requirements. All costs related to certification and the FTCE are the responsibility of the candidate.

Candidates who already hold an active and valid teacher certification from the State of Florida may not be required to take additional courses nor the GKT and PEd sub-tests of the FTCE if these requirements have been already fulfilled. However, they may need to take the SAE sub-test of the FTCE in School Guidance and Counseling if their certification is not in this subject area. It is recommended that all candidates check their eligibility requirements with the FLDOE, whether or not they hold an active and valid teacher certificate.

Information regarding State of Florida certification may be obtained by contacting:

Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399
800-445-6739
http://www.fldoe.org/edcert/

SCHOOL COUNSELING – NON-DEGREE CERTIFICATION OPTION

Teachers, educators, and counselors who hold an eligible master's degree in a related area other than school counseling may apply for admission as a "special (non-degree) student" for the purpose of taking courses in the master's program in school counseling that meet the requirements for Florida certification as a school counselor under Plan 2, Rule 6A-4.0181, *Florida Statutes* (course by course basis).

Special (non-degree) students seeking admission to the school counseling program for the purpose of seeking certification by the Florida Department of Education will be required to complete the following courses at NSU. Per NSU policy, students wishing to transfer courses toward the certification option may

do so (up to 6 graduate credit hours completed within five years) with the permission of the program administrator. All students will be required to complete PYCL 685 and PYCL 688/689 (School Counseling Practicum and Internship) at NSU regardless of previous internship experiences. **Please be advised that students seeking to only complete the practicum and/or internship requirement at NSU will not be admitted, and that waiver of the practicum and internship experience for any reason will not be permitted.**

*PYCL 0503	Counseling Theories for School Counselors
*PYCL 0511	Introduction to Counseling Techniques
PYCL 0510	Career Development and College Planning
*PYCL 0512	Human Growth & Development
*PYCL 0515	Principles of School Counseling
*PYCL 0571	Ethical, Legal, & Professional Issues for School Counselors
PYCL 0560	Appraisal & Evaluation in School Counseling
PYCL 0585	Psychology of Exceptional & At-Risk Children
*PYCL 0635	Group Theory & Practice
*PYCL 0665	School Consultation Skills
*PYCL 0685	School Counseling Practicum
PYCL 0688/0689	School Counseling Internship

***These courses must be completed before applying for internship.**

School Counseling
Regional Campus
Sample Course Sequence—Fall Start-Up**

The schedule below is presented as a **sample course sequence only**. The scheduling of courses during any semester may vary. (Courses are not necessarily offered in this order.)

1st Year

Fall		**Credits**
*PYCL 0503	Counseling Theories for School Counselors	3
*PYCL 0512	Human Growth and Development	3
Winter		
*PYCL 0515	Principles of School Counseling	3
*PYCL 0511	Introduction to Counseling Techniques	3
Summer		
*PYCL 0635	Group Theory & Practice	3
*PYCL 0571	Ethical, Legal, & Professional Issues for School Counselors	3

2nd Year

Fall		
*PYCL 0665	School Consultation Skills	3
PYCL 0507	Research & Evaluation for Counselors	3
Winter		
*PYCL 0550	Contemporary Clinical Interventions	3
PYCL 0585	Psychology of Exceptional & At-Risk Children	3
*PYCL 0685	School Counseling Practicum	3
Summer		
PYCL 0632	Social & Cultural Foundations of Counseling	3
PYCL 0510	Career Development and College Planning	3

3rd Year

Fall		
PYCL 0688	School Counseling Internship	3
PYCL 0560	Appraisal & Evaluation in School Counseling	3
Winter		
PYCL 0689	Continuing School Counseling Internship	3

Total Degree Credits..... 48

***This course work, some of which have prerequisite requirements, must be completed prior to applying for internship. Please refer to course descriptions for prerequisite requirements which are important to course sequencing. The minimum number of semesters required to complete degree requirements is seven.**

****This sample course sequence does not include additional courses that may need to be completed by candidates who are not certified teachers by the Florida Department of Education.**

School Counseling
Regional Campus
Sample Course Sequence—Winter Start-Up**

The schedule below is presented as a **sample course sequence only**. The scheduling of courses during any semester may vary. (Courses are not necessarily offered in this order.)

1st Year

Winter		**Credits**
*PYCL 0503	Counseling Theories for School Counselors	3
*PYCL 0512	Human Growth & Development	3
Summer		
*PYCL 0515	Principles of School Counseling	3
*PYCL 0511	Introduction to Counseling Techniques	3
Fall		
*PYCL 0635	Group Theory & Practice	3
*PYCL 0571	Ethical, Legal, & Professional Issues for School Counselors	3

2nd Year

Winter		
*PYCL 0665	School Consultation Skills	3
PYCL 0507	Research & Evaluation for Counselors	3
*PYCL 0685	School Counseling Practicum	3
Summer		
*PYCL 0550	Contemporary Clinical Interventions	3
PYCL 0585	Psychology of Exceptional & At-Risk Children	3
PYCL 0510	Career Development and College Planning	3
Fall		
PYCL 0688	School Counseling Internship	3
PYCL 0632	Social & Cultural Foundations of Counseling	3
PYCL 0560	Appraisal & Evaluation in School Counseling	3

3rd Year

Winter		
PYCL 0689	Continuing School Counseling Internship	3

Total Degree Credits..... 48

***This course work, some of which have prerequisite requirements, must be completed prior to applying for internship. Please refer to course descriptions for prerequisite requirements which are important to course sequencing. The minimum number of semesters required to complete course degree is seven.**

****This sample course sequence does not include additional courses that may need to be completed by candidates who are not certified teachers by the Florida Department of Education.**

Master's Programs in
Mental Health Counseling and School Counseling
Regional Campus Class Meeting Dates

Fall 2015
Fall A: August 24 – October 18 September 18, 19, 20 October 16, 17, 18
Fall B: October 19 – December 13 November 13, 14, 15 December 11, 12, 13
Winter 2016
Winter A: January 4 – February 28 January 29, 30, 31 February 26, 27, 28
Winter B: March 7 – May 1 April 1, 2, 3 April 29, 30, May 1
Summer 2016
Summer A: May 9 – June 26 June 3, 4, 5 June 24, 25, 26
Summer B: June 27 – August 14 July 22, 23, 24 August 12, 13, 14
Mental Health Counseling and School Counseling **Winter 2015 Start-up Sites <u>ONLY</u>**
Summer B: June 27 – August 14 July 8, 9, 10 August 5, 6, 7

*Regional Campus locations include Fort Lauderdale, Jacksonville, Miami, Orlando, Palm Beach, and Tampa.

Mental Health Counseling

Master's Program

MENTAL HEALTH COUNSELING PROGRAM

The master's in mental health counseling program is designed for the continued professional development of persons who presently serve or will serve their community in a variety of counseling or related capacities. Master's training is based on a developmental model that emphasizes interdisciplinary collaboration, prevention of dysfunction, and direct service. The field of counseling has professionals placed in mental health settings, business and industry, substance abuse clinics, hospices, hospitals, correctional institutions, educational settings, and private practices. The course work provides broad-based training designed to equip individuals with the skills necessary to address a wide variety of contemporary issues. The program curriculum meets the academic requirements for licensure as a Mental Health Counselor in the State of Florida, and allows graduates to pursue National Certification as Counselors through the National Board for Certified Counselors (NBCC).

This program will prepare students to become competent providers of mental health services in a multicultural and diverse society through:

1. Understanding their professional counselor identity, including roles, functions and relationships with other providers
2. Possessing a strong background in the history, philosophy, ethical standards, advocacy, social justice, and policy issues of professional counseling
3. Gaining specialized knowledge and skills needed to provide service delivery-including assessment, diagnosis, and treatment of individuals, families, and groups-in myriad clinical mental health settings
4. Having a strong background in the nature and needs of individuals at all developmental levels
5. Understanding and respecting the influences of varied backgrounds and experiences of individuals in a pluralistic society
6. Understanding the contextual basis for assessment and intervention, and development of research informed practice
7. Applying knowledge and skills to the assessment, diagnosis, and treatment of individuals, families and groups
8. Designing and implementing crisis intervention, prevention, and postvention services

CURRICULUM AND DEGREE COMPLETION REQUIREMENTS

Master's Degree Curriculum—Sixty (60) Semester Hours

Required Courses

PYCL 0502 Counseling Theories and Practice
PYCL 0507 Research and Evaluation for Counselors
PYCL 0511 Introduction to Counseling Techniques
PYCL 0512 Human Growth and Development
PYCL 0570 Ethical, Legal, and Professional Issues for Counselors
PYCL 0582 Human Sexuality
PYCL 0584 Diagnosis and Treatment of Adult Psychopathology
PYCL 0586 Diagnosis and Treatment of Child and Adolescent Psychopathology
PYCL 0608 Psychological Testing for Individual Evaluation
PYCL 0612 Substance Abuse
PYCL 0631 Career and Lifestyle Assessment
PYCL 0632 Social and Cultural Foundations of Counseling
PYCL 0635 Group Theory and Practice
PYCL 0645 Couples and Family Counseling Strategies

PYCL 0660 Community Mental Health
PYCL 0666 Case Conceptualization and Treatment Strategies
PYCL 0669 Advanced Treatment Interventions
PYCL 0680 Counseling Practicum
PYCL 0681 Counseling Internship
PYCL 0682 Continuing Counseling Internship
PYCL 0683 Counseling Internship **Elective**

The master's program in mental health counseling may be taken on a full-time or part-time basis. A student is expected to complete all requirements for the degree and graduate within five years of the date of first enrollment (see Time Limit Requirements, p. 18).

A student must complete all courses for the degree with a grade point average of at least 3.0, including satisfactory completion of practicum and internship.

The curriculum of the mental health counseling program is designed to provide the knowledge and training necessary for the student to pursue licensure as a professional counselor. As state licensure or certification requirements vary and/or are subject to changes, it is imperative that students examine the requirements in the state to which they may make application to determine if the educational requirements of that state are met. Specific information regarding national certification and individual state requirements can be found at www.nbcc.org .

COUNSELOR PREPARATION COMPREHENSIVE EXAMINATION (CPCE)

All students are required to complete the Counselor Preparation Comprehensive Examination. The current cost of the exam is **$50 and may be subject to change**. Students enrolled in **PYCL 0681 Counseling Internship I** are eligible to register for the exam. The exam will need to be repeated upon an unsuccessful attempt. A cost of $50 is assessed for each attempt. A student has the ability to repeat the exam as many times as needed, however, they must complete their program within five years from the date of first enrollment (see Time Limit Requirements p. 18). The CPCE is offered on the Main Campus and the Regional Campuses every semester (Fall, Winter, and Summer); information concerning exam format and content will be provided to students at the time in which they register for the exam.

Counseling (Online) Program Students: Online students have the option of completing this exam at the Main Campus, a NSU Regional Campus in Florida, or at an alternative institution in another state. Refer to the Counseling (Online) Counselor Preparation Comprehensive Examination (CPCE) section of this handbook **(pg. 73).**

MATRICULATION REQUIREMENTS (DEGREE CANDIDACY)

Mental Health Counseling Program

Students are admitted into graduate study at the master's level and are reviewed for degree candidacy (matriculation) after completion of the designated four courses (12 credits) which must be completed within the first six courses (18 credits) or first two semesters for which the student is enrolled.

These four designated courses require demonstration of written, quantitative, and interpersonal skills, as well as overall professional functioning. The designated four courses for matriculation are:

1. PYCL 0502 Counseling Theories and Practice
2. PYCL 0511 Introduction to Counseling Techniques
3. PYCL 0507 Research and Evaluation for Counselors
4. PYCL 0570 Ethical, Legal, and Professional Issues for Counselors

During the formal review for matriculation, the students' academic, behavioral, interpersonal, and professional performance in the four designated courses listed above will be examined. Students need a grade point average of 3.0 or above in the four designated courses to be matriculated. **Students who receive two grades below a B or a grade of F in any of the four designated courses will not be matriculated and will be withdrawn from graduate study.**

Prior to the formal matriculation review, should a student receive a second grade below B or a grade of F, the student will automatically be withdrawn from graduate study. Under no circumstances will students who achieve a grade point average of 2.5 or below in the four designated courses be permitted to take graduate level courses in a College of Psychology program.

Students with a grade point average greater than 2.5 but less than 3.0 for the four designated courses will be maintained in a non-matriculated status. No more than four additional courses may be taken without achieving an overall grade point average of 3.0.

ACADEMIC STANDING (FOLLOWING MATRICULATION)

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

Probation

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

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

The student, the master's program administration, the Dean of the College of Psychology, and the Office of Student Financial Planning will be notified in writing of the student's probationary status. A student is allowed one year (two full semesters, excluding summer sessions and leaves of absence) to remove probationary status.

Academic probation may affect the student's financial aid status.

Dismissal

Automatic dismissal from any graduate program in the College of Psychology will occur when any of the following conditions exist:

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

ACADEMIC STANDING (NON-DEGREE SEEKING STUDENTS)

Non-Degree Seeking students will be held to the same standards as degree seeking students and must successfully complete course work. Students will be notified to contact a Program Coordinator should he/she receive a first grade below B. Should a student receive a second grade below B or a grade of F, the student will automatically be withdrawn from graduate studies and must wait one year (three academic terms) to reapply.

MENTAL HEALTH COUNSELING PRACTICUM AND INTERNSHIP REQUIREMENTS

Practicum and internship is conceived to be that phase of the M.S. in Mental Health Counseling program in which a counselor-trainee is able to crystallize his or her educational experiences by translating theoretical constructs into practice. This type of supervised practice in counseling is generally viewed as an experience that assists the prospective counselor in his or her delivery of clinical mental health counseling services. It serves as a bridge between the theoretical and the real, and is the first opportunity for the counselor-trainee to apply what he or she has learned from the more didactic portion of the Mental Health Counseling program.

Three consecutive semesters of clinical, field experience are required to afford students the opportunity of working with a variety of client populations over time. **Students entering practicum/internship training may find it necessary to make special arrangements with their employer, including taking a leave of absence, to fulfill this requirement. Students will need to arrange their schedules to complete this degree requirement. Once placed at a site, students are expected to remain at the same site for the three consecutive semesters of practicum and internship. If a change of site occurs, students may have to complete additional hours.**

For main campus students, the practicum and internship each span a full 15-week semester. During **Practicum**, the student will spend a minimum of 150 clock hours (10 hrs/week) with a minimum of 40 hours of direct client contact in a community agency setting and participate in a weekly practicum class which will include meeting with an instructor for group and individual supervision. During **Internship** (which will be completed over two continuous semesters) immediately following practicum, students are required to spend a minimum of 600 hours (20 hrs/week) with a minimum of 240 hours of direct client contact in a community agency setting and participate in bi-weekly practicum seminar class. To fulfill the 600 clock hour requirement, a minimum of three hundred (300) total clock hours must be completed for each of the two semesters with at least one hundred-twenty (120) of those total hours per semester to be direct client contact.

If an agency where an individual would like to complete practicum does not appear on the main campus approved list, the Associate Director of Clinical Training must be contacted at least five months prior to any semester, so that the possibility of arranging a new placement can be determined.

For regional campus students, practicum and internship schedules are a departure from the weekend format. The practicum and internship each span a full 15- week semester. During **Practicum,** the student will spend a minimum of 150 hours (10 hrs/week) with a minimum of 40 hours of direct client contact in a community agency setting and participate in a weekly practicum class which will include meeting with an instructor for group and individual supervision. During **Internship** (which will be completed over two continuous semesters) students are required to spend a minimum of 600 hours (20 hrs/week) with a minimum of 240 hours of direct client contact in a community agency setting and participate in a bi-weekly practicum seminar class. **The practicum and internship seminars typically will be held on evenings during the week.** In the field-based format, practicum/internship is scheduled only once during the curriculum for each cluster, and typically after a minimum of 10 courses have been scheduled. Currently, Practicum is scheduled to begin in the fall semester, with Internship following in the winter and summer semesters. Each site has a local practicum coordinator who assists in all arrangements for site placements. **Please be advised that during practicum/internship, students typically are also enrolled in regularly scheduled weekend classes.**

Mental Health Counseling Practicum Prerequisites

To be eligible for PYCL 0680 - Counseling Practicum, students must have been matriculated and must have successfully completed a minimum of 24 semester hours which includes the following course work:

1. PYCL 0502 Counseling Theories and Practice
2. PYCL 0507 Research and Evaluation for Counselors
3. PYCL 0511 Introduction to Counseling Techniques
4. PYCL 0570 Ethical, Legal, and Professional Issues for Counselors
5. PYCL 0584 Diagnosis and Treatment of Adult Psychopathology
6. PYCL 0586 Diagnosis and Treatment of Child and Adolescent Psychopathology
7. PYCL 0635 Group Theory and Practice
8. PYCL 0666 Case Conceptualization and Treatment Strategies*

***PYCL 0666 Must be completed with a grade of B or better.**

The student must file an application for practicum and receive approval prior to registering for a practicum.

Students are responsible for the cost of their own fingerprinting and background checks for practicum and internships.

Further practicum instructions will be provided to students prior to practicum registration.

Those students wishing to fulfill State of Florida requirements for licensure (effective January 1, 2001) may elect the option to fulfill the additional required practicum hours (total 1000 hours) as required by Chapter 491, Florida Statutes. Students should meet with their on-site supervisor to ascertain whether additional hours are available above and beyond the minimum required for practicum/internship.

STATE OF FLORIDA LICENSURE FOR MENTAL HEALTH COUNSELORS

Students interested in licensure should request in writing a copy of licensure requirements from the:

Department of Health
Board of Clinical Social Work, Marriage and Family Therapy,
and Mental Health Counseling
Medical Quality Assurance
4052 Bald Cypress Way
Bin # C08
Tallahassee, Florida 32399-3258
(850) 245-4474
Or visit their Web site at: *www.doh.state.fl.us/mqa*

Individual eligibility should be verified periodically through careful review of the state licensure regulations, which are subject to change.

Students who may be completing licensure requirements in other states should contact the respective state licensing board for specific information.

Mental Health Counseling
Main Campus
Sample Course Sequence

The schedule below is presented as a **sample course sequence only**. Enrollment in specific course/s during any semester may vary based on individual student schedules and needs as well as class availability. (Courses are not necessarily offered in this order.)

1st Year

Fall		**Credits**
*PYCL 0502	Counseling Theories and Practice	3
*PYCL 0507	Research and Evaluation for Counselors	3
PYCL 0512	Human Growth and Development	3
*PYCL 0584	Diagnosis and Treatment of Adult Psychopathology	3
Winter		
*PYCL 0511	Introduction to Counseling Techniques	3
*PYCL 0570	Ethical, Legal, and Professional Issues for Counselors	3
PYCL 0582	Human Sexuality	3
*PYCL 0586	Diagnosis and Treatment of Child and Adolescent Psychopathology	3
Summer		
*PYCL 0666	Case Conceptualization and Treatment Strategies	3
*PYCL 0635	Group Theory and Practice	3

2nd Year

Fall		
PYCL 0680	Counseling Practicum	3
PYCL 0645	Couples and Family Counseling Strategies	3
PYCL 0660	Community Mental Health	3
PYCL 0669	Advanced Treatment Interventions	3
Winter		
PYCL 0681	Counseling Internship	3
PYCL 0612	Substance Abuse	3
PYCL 0608	Psychological Testing for Individual Evaluation	3
PYCL 0632	Social and Cultural Foundations of Counseling	3
Summer		
PYCL 0682	Continuing Counseling Internship	3
PYCL 0631	Career and Lifestyle Assessment	3

Total Degree Credits..... 60

***This course work, some of which have prerequisite requirements, must be completed prior to applying for practicum. Please refer to course descriptions for prerequisite requirements which are important to course sequencing. The minimum number of semesters required to complete degree requirements is six if the above model course sequence is followed.**

Mental Health Counseling
Regional Campus

Sample Course Sequence—Fall Start-Up

The schedule below is presented as a **sample course sequence only**. The scheduling of courses during any semester may vary. (Courses are not necessarily offered in this order.)

1st Year

Fall		**Credits**
*PYCL 0502	Counseling Theories and Practice	3
*PYCL 0507	Research and Evaluation for Counselors	3
Winter		
*PYCL 0511	Introduction to Counseling Techniques	3
*PYCL 0570	Ethical, Legal, and Professional Issues for Counselors	3
Summer		
*PYCL 0586	Diagnosis & Treatment of Child and Adolescent Psychopathology	3
PYCL 0512	Human Growth & Development	3

2nd Year

Fall		
PYCL 0660	Community Mental Health	3
*PYCL 0666	Case Conceptualization and Treatment Strategies	3
Winter		
*PYCL 0635	Group Theory and Practice	3
PYCL 0645	Couples and Family Counseling Strategies	3
Summer		
PYCL 0669	Advanced Treatment Interventions	3
*PYCL 0584	Diagnosis and Treatment of Adult Psychopathology	3

3rd Year

Fall		
PYCL 0680	Counseling Practicum	3
PYCL 0631	Career and Lifestyle Assessment	3
PYCL 0612	Substance Abuse	3
Winter		
PYCL 0681	Counseling Internship	3
PYCL 0632	Social and Cultural Foundations of Counseling	3
PYCL 0608	Psychological Testing for Individual Evaluation	3
Summer		
PYCL 0682	Continuing Counseling Internship	3
PYCL 0582	Human Sexuality	3

Total Degree Credits..... 60

***This course work, some of which have prerequisite requirements, must be completed prior to applying for practicum. Please refer to course descriptions for prerequisite requirements which are important to course sequencing. The minimum number of semesters required to complete degree requirements is nine.**

Mental Health Counseling
Regional Campus
Sample Course Sequence—Winter Start-Up

The schedule below is presented as a **sample course sequence only**. The scheduling of courses during any semester may vary. (Courses are not necessarily offered in this order.)

1st Year

Winter		**Credits**
*PYCL 0502	Counseling Theories and Practice	3
*PYCL 0507	Research and Evaluation for Counselors	3
Summer		
*PYCL 0511	Introduction to Counseling Techniques	3
*PYCL 0570	Ethical, Legal and Professional Issues for Counselors	3
Fall		
*PYCL 0586	Diagnosis and Treatment of Child and Adolescent Psychopathology	3
*PYCL 0584	Diagnosis and Treatment of Adult Psychopathology	3

2nd Year

Winter		
PYCL 0660	Community Mental Health	3
*PYCL 0666	Case Conceptualization and Treatment Strategies	3
Summer		
*PYCL 0635	Group Theory and Practice	3
PYCL 0645	Couples and Family Counseling Strategies	3
PYCL 0669	Advanced Treatment Interventions	3
Fall		
PYCL 0680	Counseling Practicum	3
PYCL 0512	Human Growth and Development	3
PYCL 0631	Career and Lifestyle Assessment	3

3rd Year

Winter		
PYCL 0681	Counseling Internship	3
PYCL 0612	Substance Abuse	3
PYCL 0632	Social and Cultural Foundations of Counseling	3
Summer		
PYCL 0682	Continuing Counseling Internship	3
PYCL 0608	Psychological Testing for Individual Evaluation	3
PYCL 0582	Human Sexuality	3

Total Degree Credits..... 60

***This course work, some of which have prerequisite requirements, must be completed prior to applying for practicum. Please refer to course descriptions for prerequisite requirements which are important to course sequencing. The minimum number of semesters required to complete course requirements is eight.**

COLLEGE OF PSYCHOLOGY
ACADEMIC CALENDAR 2015-2016
Doctoral, Specialist, & Master's Programs

Fall 2015 – Full Semester	
Thursday, August 20	Orientation for new on-campus students
Monday, August 24	Fall semester classes begin Last day for completing regular registration Late registration fee of $50 will be charged after this date
Sunday, August 30	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, September 6	End of 75% refund
Monday, September 7	**Labor Day – university offices closed**
Sunday, September 13	End of 50% refund
Sunday, September 20	End of 25% refund Last day for dropping classes with refund
October 2, 3, 4	Master's on-campus intensive weekend format course
November 6, 7, 8	Master's on-campus intensive weekend format course
Sunday, November 22	Last day to withdraw from classes (no refund)
Thursday, November 26 Friday, November 27	**Thanksgiving – university offices closed**
Sunday, December 13	Fall semester classes end
Thursday, December 24 – Sunday, January 3	**Winter Holiday – University offices closed**

Fall I 2015 (Regional Campus Intensive Weekend Format)	
Monday, August 24	Fall I classes begin Last day for completing regular registration Late registration fee of $50 will be charged after this date
Sunday, August 30	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, September 6	End of 75% refund
Monday, September 7	**Labor Day – university offices closed**
Sunday, September 13	End of 50% refund
September 18, 19, 20	Intensive weekend-format class meeting
Sunday, September 20	End of 25% refund Last day for dropping classes with refund
Sunday, September 27	Last day to withdraw from classes (no refund)
October 16, 17, 18	Intensive weekend-format class meeting
Sunday, October 18	Fall I classes end

Fall II 2015 (Regional Campus Intensive Weekend Format)	
Monday, October 19	Fall II classes begin Last day for completing regular registration Late registration fee of $50 will be charged after this date
Sunday, October 25	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, November 1	End of 75% refund
Sunday, November 8	End of 50% refund
November 13, 14, 15	Intensive weekend-format class meeting
Sunday, November 15	End of 25% refund Last day for dropping classes with refund
Sunday, November 22	Last day to withdraw from classes (no refund)
Thursday, November 26 **Friday, November 27**	**Thanksgiving – university offices closed**
December 11, 12, 13	Intensive weekend-format class meeting
Sunday, December 13	Fall II semester classes end

Winter 2016 – Full Semester	
Thursday, December 24 – Sunday, January 3	**Winter Holiday – university offices closed**
Monday, January 4	Winter semester classes begin Last day for completing regular registration Late registration fee of $50 will be charged after this date
Sunday, January 10	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, January 17	End of 75% refund
Monday, January 18	**Martin L. King, Jr. Day – university offices closed**
Sunday, January 24	End of 50% refund
Sunday, January 31	End of 25% refund Last day for dropping classes with refund
February 5, 6, 7	Master's on-campus intensive weekend format course
February 29 – March 4	**Spring Break**
March 18, 19, 20	Master's on-campus intensive weekend format course
Sunday, April 10	Last day to withdraw from classes (no refund)
Sunday, May 1	Winter semester classes end

Winter I 2016 (Regional Campus Intensive Weekend Format)	
Monday, January 4	Winter I classes begin Last day for completing regular registration Late registration fee of $50 will be charged after this date
Sunday, January 10	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, January 17	End of 75% refund
Monday, January 18	**Martin Luther King, Jr. – university offices closed**
Sunday, January 24	End of 50% refund
January 29, 30, 31	Intensive weekend-format class meeting
Sunday, January 31	End of 25% refund Last day for dropping classes with refund
Sunday, February 7	Last day to withdraw from classes (no refund)
February 26, 27, 28	Intensive weekend-format class meeting
Sunday, February 28	Winter I classes end

Winter II 2016 (Regional Campus Intensive Weekend Format)	
Monday, March 7	Winter II classes begin Last day for completing regular registration Late registration fee of $50 will be charged after this date
Sunday, March 13	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, March 20	End of 75% refund
Sunday, March 27	End of 50% refund
April 1, 2, 3	Intensive weekend-format class meeting
Sunday, April 3	End of 25% refund Last day for dropping classes with refund
Sunday, April 10	Last day to withdraw from classes (no refund)
April 29, 30, May 1	Intensive weekend-format class meeting
Sunday, May 1	Winter II semester classes end

Summer 2016 – Full Semester	
Monday, May 9	Summer semester classes begin Last day for completing regular registration Late registration fee of $50 will be charged after this date
Sunday, May 15	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, May 22	End of 75% refund
Sunday, May 29	End of 50% refund
Monday, May 30	**Memorial Day – University offices closed**
Sunday, June 5	End of 25% refund Last day for dropping classes with refund
Monday, July 4	**Independence Day – University offices closed**
July 8, 9, 10	Master's on-campus intensive weekend format course
Sunday, July 31	Last day to withdraw from classes (no refund)
August 5, 6, 7	Master's on-campus intensive weekend format course
Sunday, August 14	Summer semester classes end

Summer I 2016 (Regional Campus Intensive Weekend Format)	
Monday, May 9	Summer I classes begin Last day for completing regular registration Late registration fee of $50 will be charged after this date
Sunday, May 15	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, May 22	End of 75% refund
Sunday, May 29	End of 50% refund
Monday, May 30	**Memorial Day – university offices closed**
June 3, 4, 5	Intensive weekend-format class meeting
Sunday, June 5	End of 25% refund Last day for dropping classes with refund
Sunday, June 12	Last day to withdraw from classes (no refund)
June 24, 25, 26	Intensive weekend-format class meeting
Sunday, June 26	Summer I classes end

Summer II 2016 (Regional Campus Intensive Weekend Format)	
Monday, June 27	Summer II semester classes begin Last day for completing regular registration Late registration fee of $50 will be charged after this date
Sunday, July 3	End of 100% refund Last day for completing late registration Last day for adding classes
Monday, July 4	**Independence Day – university offices closed**
Sunday, July 10	End of 75% refund
Sunday, July 17	End of 50% refund
July 22, 23, 24	Intensive weekend-format class meeting
Sunday, July 24	End of 25% refund Last day for dropping classes with refund
Sunday, July 31	Last day to withdraw from classes (no refund)
August 12, 13, 14	Intensive weekend-format class meeting
Sunday, August 14	Summer II semester classes end

Master's Programs in
Mental Health Counseling and School Counseling
Regional Campus Class Meeting Dates

Fall 2015
Fall A: August 24 – October 18 September 18, 19, 20 October 16, 17, 18
Fall B: October 19 – December 13 November 13, 14, 15 December 11, 12, 13
Winter 2016
Winter A: January 4 – February 28 January 29, 30, 31 February 26, 27, 28
Winter B: March 7 – May 1 April 1, 2, 3 April 29, 30, May 1
Summer 2016
Summer A: May 9 – June 26 June 3, 4, 5 June 24, 25, 26
Summer B: June 27 – August 14 July 22, 23, 24 August 12, 13, 14
Mental Health Counseling and School Counseling **Winter 2015 Start-up Sites <u>ONLY</u>**
Summer B: June 27 – August 14 July 8, 9, 10 August 5, 6, 7

*Regional Campus locations include Fort Lauderdale, Jacksonville, Miami, Orlando, Palm Beach, and Tampa.

Counseling

Master's Program

COUNSELING PROGRAM

The master's in counseling program, housed under the College of Psychology at Nova Southeastern University, offers an innovative academic program designed for the working professional actively involved in or entering the field of counseling or related fields. The program offers individuals the opportunity to earn a degree in counseling with concentrations in mental health counseling, substance abuse counseling, substance abuse counseling and education, applied behavioral analysis or advanced applied behavioral analysis. The online program is particularly designed to serve the training needs of administrators and practitioners who seek advanced training, but who cannot access quality training without the interruption of ongoing work responsibilities.

The master's in counseling program will develop the skills and leadership abilities of counselors who have a desire to provide, create and maintain high quality service delivery. The online instruction offers accessibility and flexibility along with a quality educational opportunity for the mature independent student.

The master's in counseling program is designed for the continued professional development of persons who presently serve or will serve their community in a variety of counseling or related capacities. Master's training is based on a developmental model that emphasizes interdisciplinary collaboration, prevention of dysfunction, and direct service. The field of counseling, which has experienced a great deal of growth over the past decade, now has professionals placed in mental health settings, business and industry, substance abuse clinics, hospices, hospitals, educational settings, and private practices. The course work provides broad-based training designed to equip individuals with the skills necessary to confront a wide variety of contemporary issues. The mental health counseling concentration curriculum meets the academic requirements for licensure as a Mental Health Counselor in the State of Florida, and allows graduates to pursue National Certification as Counselors through the National Board for Certified Counselors (NBCC).

This program will prepare students to become competent providers of mental health, substance abuse or applied behavioral analysis services in a multicultural and diverse society through:

1. understanding their professional identity in their area of concentration, including roles, functions and relationships with other providers
2. possessing a strong background in the history, philosophy, ethical standards and policy issues related to their area
3. gaining specialized knowledge and skills needed to provide service delivery in mental health, substance abuse, or applied behavior analysis.
4. having a strong background in the nature and needs of individuals at all developmental levels
5. understanding and respecting the influences of varied backgrounds and experiences of individuals in a pluralistic society
6. understanding the contextual basis for assessment and intervention and becoming effective consumers of research
7. applying knowledge and skills to the treatment of individuals, families and groups
8. designing and implementing prevention services

CURRICULUM AND DEGREE COMPLETION REQUIREMENTS
Master's in Counseling Program Curriculum

Core Course Requirements (33 credits)

- PYCL 0502 Counseling Theories and Practice
- PYCL 0507 Research and Evaluation for Counselors
- PYCL 0512 Human Growth and Development
- PYCL 0570 Ethical, Legal and Professional Issues for Counselors
- PYCL 0584 Diagnosis and Treatment of Adult Psychopathology
- PYCL 0608 Psychological Testing for Individual Evaluation
- PYCL 0612 Substance Abuse
- PYCL 0631 Career and Lifestyle Assessment
- PYCL 0632 Social and Cultural Foundations of Counseling
- PYCL 0635 Group Theory and Practice
- PYCL 0645 Couples and Family Counseling Strategies

Concentrations

Mental Health Counseling (60 total credits)

- Core Courses (33 Credits)
- PYCL 0511 Introduction to Counseling Techniques
- PYCL 0582 Human Sexuality
- PYCL 0586 Diagnosis and Treatment of Child and Adolescent Psychopathology
- PYCL 0660 Community Mental Health
- PYCL 0666 Case Conceptualization and Treatment Strategies
- PYCL 0669 Advanced Treatment Interventions
- PYCL 0680 Counseling Practicum
- PYCL 0681 Counseling Internship
- PYCL 0682 Continuing Counseling Internship
- PYCL 0683 Counseling Internship **(Elective)**

***Only students in the mental health counseling concentration are required to successfully complete the Counselor Preparation Comprehensive Examination (CPCE).**

Substance Abuse Counseling (48 total credits)

- Core Courses (33 Credits)
- SA 0710 Foundations of SA and MHC in Community Settings
- SA 0720 Issues in Clinical Supervision
- SA 0730 Treatment of Co-occurring Disorders
- SA 0740 Psychopharmacology of Illicit and Licit Drugs
- SA 0770 Substance Abuse Counseling Practicum I
- SA 0780 Substance Abuse Counseling Practicum II **(Elective)**

Substance Abuse Counseling and Education (60 total credits)

- Core Courses (33 credits)
- Substance Abuse Counseling Courses (12 credits)
- SA 0750 Prevention Programming and Education
- SA 0770 Substance Abuse Counseling Practicum I
- SA 0780 Substance Abuse Counseling Practicum II
- SA 0790 Substance Abuse Counseling Practicum III
- Elective

Applied Behavior Analysis/Advanced Applied Behavior Analysis

Applied Behavior Analysis (BCaBA) (45 Credits; 54 credits if all electives taken)
Electives – Optional – (9 Credits)

- **Core Courses (33 Credits)**
- ABA 710 Principles of Applied Behavior Analysis
- ABA 720 Applications of Applied Behavior Analysis
- ABA 730 Behavior Assessment Models in Applied Behavior
- ABA 750 Professional Issues in Applied Behavior Analysis
- ABA 760 Practicum in Applied Behavior Analysis I **(Elective)**
- ABA 770 Practicum in Applied Behavior Analysis II **(Elective)**
- EABA 0800 Seminar on Advanced Topics in ABA **(Elective)***

Advanced Applied Behavior Analysis (BCBA) (51 credits; 63 credits if all electives taken)
Electives – Optional – (12 Credits)

- **Core Courses (33 Credits)**
- ABA 710 Principles of Applied Behavior Analysis
- ABA 720 Applications of Applied Behavior Analysis
- ABA 730 Behavior Assessment Models in Applied Behavior
- ABA 740 Evaluating Interventions in Applied Behavior Analysis
- ABA 750 Professional Issues in Applied Behavior Analysis
- ABA 0755 Ethical Conduct for Applied Behavior Analysts
- ABA 760 Practicum in Applied Behavior Analysis I **(Elective)**
- ABA 770 Practicum in Applied Behavior Analysis II **(Elective)**
- ABA 780 Advanced Practicum in Applied Behavior Analysis I **(Elective)**
- EABA 0800 Seminar on Advanced Topics in ABA **(Elective)***

Applied Behavior Analysis Non-Degree Program

- ABA 710 Principles of Applied Behavior Analysis
- ABA 720 Applications of Applied Behavior Analysis
- ABA 730 Behavior Assessment Models in Applied Behavior
- ABA 750 Professional Issues in Applied Behavior Analysis
- ABA 760 Practicum in Applied Behavior Analysis I **(Elective)**
- ABA 770 Practicum in Applied Behavior Analysis II **(Elective)**
- EABA 0800 Seminar on Advanced Topics in Applied Behavior Analysis **(Elective)***

Advanced Applied Behavior Analysis Non-Degree Program

- ABA 710 Principles of Applied Behavior Analysis
- ABA 720 Applications of Applied Behavior Analysis
- ABA 730 Behavioral Assessment Models in Applied Behavior Analysis
- ABA 740 Evaluating Interventions in Applied Behavior Analysis
- ABA 750 Professional Issues in Applied Behavior Analysis
- ABA 0755 Ethical Conduct of Applied Behavior Analysts
- ABA 760 Practicum in Applied Behavior Analysis I **(Elective)**
- ABA 770 Practicum in Applied Behavior Analysis II **(Elective)**
- ABA 780 Advanced Practicum in Applied Behavior Analysis I **(Elective)**
- EABA 0800 Seminar on Advanced Topics in Applied Behavior Analysis **(Elective)***

***EABA 0800 is an elective course that students may take to prepare for the examination. This course is not required for the examination.**

****Students can opt to combine tracks. All required course work must be completed.****
Students who have achieved matriculation status (completed the four designated courses for their concentration) and would like to add or change concentrations must complete a specialty track request and submit to the Director of the Master's in Counseling program for approval. In each concentration, students must satisfactorily complete all curriculum requirements.

A student must complete all courses for the degree with a grade point average of at least 3.0. Degree completion requirements are as follows:

- master of science degree program in counseling with a concentration in mental health counseling requires 60 hours of graduate credit (core courses 33 credit hours + 27 credit hours mental health counseling) and successful completion of the comprehensive exam
- master of science degree program in counseling with a concentration in substance abuse counseling requires 48 semester hours of graduate credit (core courses 33 credit hours + 15 credit hours substance track)
- master of science degree program in counseling with a concentration in substance abuse counseling and education requires 60 semester hours of graduate credit (core courses 33 credit hours + 15 credit hours substance track + 12 credit hours substance abuse advanced track which includes a 3 credit elective from the mental health track)
- master of science degree program in counseling with a concentration in applied behavior analysis requires 45 hours of graduate credit; 6 hours elective practicums and 3 hours elective seminar course are optional (core courses 33 credit hours + 12 credit hours applied behavior analysis track; 6 elective practicum hours; 3 elective seminar hours are optional)
- master of science degree program in counseling with a concentration in advanced applied behavior analysis requires 51 hours of graduate credit; 9 hours elective practicums (core courses 33 credit hours + 18 credit hours advanced applied behavior analysis track; 9 elective practicum hours; 3 elective seminar hours are optional)

The master's program in counseling may be taken on a full-time or part-time basis. A student is expected to complete all requirements for the degree and graduate within five years of the date of first enrollment (see Time Limit Requirements, p. 18).

A student must complete all courses for the degree with a grade point average of at least 3.0, including satisfactory completion of practicum and internship.

The curriculum of each master's program is designed to provide the knowledge and training necessary for the student to pursue licensure as a professional counselor. As state licensure or certification requirements vary and/or are subject to change, it is imperative that students examine these requirements in the state to which they may make application to determine if educational requirements of that state are met. For mental health counseling concentration students, specific information regarding national certification and individual state requirements can be found at www.nbcc.org .

Course work in the counseling program can be taken in any sequence. The student should exercise care to ensure that matriculation requirements and other course prerequisites are met and should seek advisement from the appropriate administrator or faculty member as needed.

Counselor Preparation Comprehensive Examination (CPCE)

All **Mental Health Counseling concentration** students are required to complete the Counselor Preparation Comprehensive Examination. The current cost of the exam is **$50 and may be subject to change**. Students enrolled in **PYCL 0681 Counseling Internship I** are eligible to register for the exam. The exam will need to be repeated upon an unsuccessful attempt. A cost of $50 is assessed for each attempt. A student has the ability to repeat the exam as many times as needed, however, they must complete their program within five years from the date of first enrollment (see Time Limit Requirements p. 18). The CPCE is offered on the Main Campus and the Regional Campuses every semester (Fall, Winter, and Summer); information concerning exam format and content will be provided to students at the time in which they register for the exam. Online students have the option of completing this exam at the Main Campus, a NSU Regional Campus in Florida, or at an alternative institution in another state.

Exam options (outside of the State of Florida) for Counseling (Online) Students: If, as an online Counseling/MHC concentration student, you desire to take the exam at an alternative institution (outside of the State of Florida) that is closer to your residence, then you will need to register for the designated PYCL 0008 course specified on the published CPCE schedule. Students electing this option will be assessed an additional processing fee of $20 by CCE. Furthermore the host institution charges a proctoring fee that ranges from $25 - $50. It is at the discretion of the host institution to determine whether this fee will be a standard rate or assessed as an hourly fee. The date on which you will take the exam is determined by the host institution and therefore may delay degree conferral until the results have been received. The CCE will communicate with students on the nearest host institution. Students may have to travel long distances to the designated host institution.

MATRICULATION REQUIREMENTS (DEGREE CANDIDACY)

Counseling Program

Students are admitted into graduate study at the master's level and are reviewed for degree candidacy (matriculation) after completion of the designated four courses (12 credits) which must be completed within the first six courses (18 credits) or first two semesters for which the student is enrolled.

These four designated courses require demonstration of written, quantitative, and interpersonal skills, as well as overall professional functioning. The designated four courses for matriculation are:

1. PYCL 0502 Counseling Theories and Practice
2. PYCL 0511 Introduction to Counseling Techniques
3. PYCL 0507 Research and Evaluation for Counselors
4. PYCL 0570 Ethical, Legal, and Professional Issues for Counselors

During the formal review for matriculation, the students' academic, behavioral, interpersonal, and professional performance in the four designated courses listed above will be examined. Students need a grade point average of 3.0 or above in the four designated courses to be matriculated. **Students who receive two grades below a B or a grade of F in any of the four designated courses will not be matriculated and will be withdrawn from graduate study.**

Prior to the formal matriculation review, should a student receive a second grade below B or a grade of F, the student will automatically be withdrawn from graduate study. Under no circumstances will students who achieve a grade point average of 2.5 or below in the four designated courses be permitted to take graduate level courses in a College of Psychology program.

Students with a grade point average greater than 2.5 but less than 3.0 for the four designated courses will be maintained in a non-matriculated status. No more than four additional courses may be taken without achieving an overall grade point average of 3.0.

ACADEMIC STANDING (FOLLOWING MATRICULATION)

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

Probation

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

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

The student, the master's program administration, the Dean of the College of Psychology, and the Office of Student Financial Planning will be notified in writing of the student's probationary status. A student is allowed one year (two full semesters, excluding summer sessions and leaves of absence) to remove probationary status.

Academic probation may affect the student's financial aid status.

Dismissal

Automatic dismissal from any graduate program in the College of Psychology will occur when any of the following conditions exist:

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

ACADEMIC STANDING (ONLINE NON-DEGREE SEEKING STUDENTS)

Non-Degree Seeking students will be held to the same standards as degree seeking students and must successfully complete course work. Students will be notified to contact a Program Coordinator should he/she receive a first grade below B. Should a student receive a second grade below B or a grade of F, the student will automatically be withdrawn from graduate studies and must wait one year (three academic terms) to reapply.

COUNSELING PRACTICUM AND INTERNSHIP REQUIREMENTS

Practicum and internship are conceived to be that phase of the master's in counseling program in which a counselor-trainee is able to crystallize his or her educational experiences by translating theoretical constructs into practice. This type of supervised practice in counseling is generally viewed as an experience that assists the prospective counselor to function within a clinical setting. It serves as a bridge between the theoretical and the real. It is the first opportunity for the counselor-trainee to apply what he or she has learned from the more didactic portion of the counseling program.

Practicum and internship experiences are designed to provide students with a sequential, supervised field experience in an appropriate clinical setting. Students will be required to complete the designated clinical training (field) experiences in their concentration. If more than one clinical training experience is required in a concentration, students are required to complete the practicum and internships in continuous semesters. Students should be aware that some clinical training sites require evenings and weekends as well as daytime hours. Students are also expected to meet all clinical obligations during holidays and academic session breaks. If the student elects to work more than the required hours per week, it should be discussed during the initial interview. In addition, the student is required to attend the regularly scheduled

class meetings. Students may elect to complete additional hours as required for licensure or certification in their state.

The applied behavior analysis track practicums are designed to meet the supervision requirements for the Board Certification in Behavior Analysis. The two practicums in the Applied Behavior Analysis track are designed to meet the hours for the BCaBA certification requirements. The three practicums in the Advanced Applied Behavior Analysis are designed to meet the supervision hours for the BCBA certification requirements. The practicums are electives in this track as students may be able to pursue supervised Independent Field Work at their current work site to fulfill the BACB experience requirements. Students should note, however, that if they wish to pursue licensing in counseling in their state they should assure that their supervised experience of their practicums in ABA will meet their state's requirements for experience.

Students eligible to begin practicum will complete and submit a practicum application form to the master's in counseling program office (form is available on the College of Psychology website www.psychology.nova.edu under online programs). Students will be notified by the program office of their approval or rejection to begin practicum. Those students approved to begin practicum will be provided with instructions regarding application for site approval. The student is responsible for providing information on appropriate agencies in their local or surrounding areas. The student cannot complete his or her practicum experience in a private practice. If the student would like to do his or her practicum at the same site where he or she is employed, it must be completed in a different department/unit, must involve completely different duties, and must be supervised by a qualified professional unrelated to his or her present position. The student must receive permission from the director before requesting a placement in the place of his or her employment. An NSU representative will contact the agency on behalf of the student. While many students can complete the requirement while working, they should be prepared to make whatever arrangements are necessary to complete this requirement including a leave of absence, adjustment of the work schedule, etc.

Mental Health Counseling Practicum and Internship: The practicum and internship each span a full 15-week semester. During **practicum**, the student will spend a minimum of 150 clock hours (10 hrs/week) with a minimum of 40 hours of direct client contact in a community agency setting and participate in a weekly practicum class which will include meeting with an instructor for group and individual supervision. During **internship** (which will be completed over two continuous semesters) immediately following practicum, students are required to spend a minimum of 600 hours (20 hrs/week) with a minimum of 240 hours of direct client contact in a community agency setting and participate in bi-weekly practicum seminar class. To fulfill the 600 clock hour requirement, a minimum of three hundred (300) total clock hours must be completed for each of the two semesters with at least one hundred-twenty (120) of those total hours per semester to be direct client contact.

Three consecutive semesters of clinical, field experience are required to afford students the opportunity of working with a variety of client populations over time. Students entering practicum/internship training may find it necessary to make special arrangements with their employer, including taking a leave of absence, to fulfill this requirement. **Students will need to arrange their schedules to complete this degree requirement. Once placed at a site, students are expected to remain at the same site for the three consecutive semesters of practicum and internship. If a change of site occurs, students may have to complete additional hours.**

Substance Abuse Counseling Practicum: One semester of practicum is required. The practicum spans a 15-week semester. The student will spend a minimum of 160 hours (approx. 11 hrs/week) with a minimum of 75 hours of direct client contact in a community agency setting and participate in a practicum seminar class. Students may elect to take an additional practicum to gain more experience and to satisfy certification requirements.

Substance Abuse Counseling and Education Practicum: Three consecutive semesters of practicum are required to afford students the opportunity of working with a variety of client populations over time. Each practicum spans a 15-week semester. The student will spend a minimum of 160 hours (approx. 11 hrs/week) with a minimum of 75 hours of direct client in a community agency setting and participate in a practicum seminar class each semester.

Applied Behavior Analysis Practicum: Two practicums are offered as electives to meet the BCaBA certification requirements. Students will be provided with a list of practicum sites in the local area of the university. For distance education students, practicum sites can be arranged through the student's community with supervision provided by BCBAs located at their site. Distance education students will be responsible for identifying possible practicum sites, and submitting that information to College of Psychology program office personnel and the ABA Practicum Coordinator. The university faculty will contact the site and determine what types of support and supervision will be needed. Students will be required to complete 20 hours per week in the first semester and 25 hours per week in the second course to meet the requirements. When applying for the certification exam, students will need to submit their transcripts to the BACB as proof of supervised experience along with the Experience Verification Form signed by their supervisor. Students may choose to pursue supervision privately through their place of employment or through contracting with a local BCBA. If choosing this option, the student will need to complete the Supervised Independent Fieldwork option of the BACB (for information see www.bacb.com) outside the university. Please be advised that university practicums cannot be completed as part of employment. Students must complete their practicum outside their workplace or in a place and time of their workplace apart from their daily activities. Their practicum time must not be compensated.

Advanced Applied Behavior Analysis Practicum: Three semesters of practicum are offered as electives to meet the BCBA certification requirements. Students will be provided with a list of practicum sites in the local area of the university. For distance education students, practicum sites can be arranged through the student's community with supervision provided by BCBAs located at that site. Distance education students will be responsible for identifying possible practicum sites, and submitting that information to College of Psychology program office personnel and the ABA practicum coordinator. The university faculty will contact the site and determine what types of support and supervision will be needed. Students will be required to complete 20 hours per week in the first semester and 25 hours per week in the second and third courses to meet the requirements. When applying for the certification exam, students will need to submit their transcripts to the BACB as proof of supervised experience along with the Experience Verification Form signed by their supervisor. Students may choose to pursue supervision privately through their place of employment or through contracting with a local BCBA. If choosing this option, the student will need to complete the Supervised Independent Fieldwork option of the BACB (for information see www.bacb.com) outside the university. Please be advised that university practicums cannot be completed as part of employment. Students must complete their practicum outside their workplace or in a place and time of their workplace apart from their daily activities. Their practicum time must not be compensated.

Some states may require more practicum hours than required by Nova Southeastern University for licensure/certification. Students wishing to meet their respective state requirements for practicum may increase hours during the regular scheduled practicum or add additional practicum courses to meet state requirements.

It is the student's responsibility to check your respective state or local statutes requirements for supervised practicum experiences in your selected discipline.

Students are responsible for the cost of their own fingerprinting and background checks for practicum and internships.

Counseling Practicum Prerequisites

*****Immediate placement at a practicum site may not be guaranteed*****

Mental Health Counseling Practicum Prerequisites
To be eligible for PYCL 0680 Counseling Practicum, students must have completed the following prerequisite courses:
PYCL 0502 Counseling Theories and Practice
PYCL 0507 Research and Program Evaluation
PYCL 0570 Ethical, Legal and Professional Issues for Counselors
PYCL 0584 Diagnosis and Treatment of Adult Psychopathology
PYCL 0635 Group Theory and Practice
PYCL 0511 Introduction to Counseling Techniques
PYCL 0586 Diagnosis and Treatment of Child and Adolescent Psychopathology
PYCL 0666 Case Conceptualization and Treatment Strategies*****
*** PYCL 0666 must be completed with a grade of B or better**

Substance Abuse Counseling Practicum Prerequisites
To be eligible for SA 0770 Substance Abuse Counseling, students must have completed the following prerequisite courses:
PYCL 0502 Counseling Theories and Practice
PYCL 0507 Research and Program Evaluation
PYCL 0570 Legal, Ethical and Professional Issues for Counselors
PYCL 0584 Diagnosis and Treatment of Adult Psychopathology
PYCL 0612 Substance Abuse
SA 0740 Psychopharmacology of Illicit and Licit Drugs*****
***SA 0740 must be completed with a grade of B or better**

Substance Abuse Counseling and Education Practicum Prerequisites
SA 0770 Practicum I

Applied Behavior Analysis/Advanced Applied Behavior Analysis Practicum Prerequisites

ABA 710 Principles of Applied Behavior Analysis*
***ABA 710 must be completed with a grade of B or better**

LICENSURE AND CERTIFICATION INFORMATION

There are international and national certifications that can be obtained. Interested students should study the regulations in their particular state and learn about national and international certifications by visiting www.nbcc.org, www.naadac.org and/or www.internationalcredentialing.org .

Individual eligibility should be verified periodically through careful review of the state licensure regulations, which are subject to change. Students from states outside of Florida or countries outside the U.S. must verify applicability of curriculum and field experience to relevant regulations.

Those students wishing to fulfill State of Florida requirements for licensure (effective January 1, 2001) may elect the option to fulfill the additional required practicum hours (total 1000 hours) as required by Chapter 491, Florida Statutes. Students should meet with their on-site supervisor to ascertain whether additional hours are available above and beyond the minimum required for practicum/internship.

Students who may be completing licensure requirements in other states should contact the respective state licensing board for specific information.

State of Florida Licensure for Mental Health Counselors

Students interested in licensure should request in writing a copy of licensure requirements from the:

Department of Health
Board of Clinical Social Work, Marriage and Family Therapy,
and Mental Health Counseling
Medical Quality Assurance
4052 Bald Cypress Way
Bin # C08
Tallahassee, Florida 32399-3258
(850) 245-4474
Or visit their Web site at: *www.doh.state.fl.us/mqa*

Individual eligibility should be verified periodically through careful review of the state licensure regulations, which are subject to change.

Florida Certified Addiction Professional (CAP)

For information regarding the CAP requirements, students should review the requirements for certification at http://www.flcertificationboard.org/certs/cap.html

Behavior Analyst Certification Board (BACB)

For information regarding the requirements for certification in applied behavior analysis and/or advanced applied behavior analysis, students should review the requirements for certification at http://www.bacb.com

Master's in Counseling Program
(Online)

Fall 2015
August 24 – December 13, 2015
Winter 2016
January 4 – May 1, 2016
Summer 2016
May 9 – August 14, 2016

Master's Programs
Course Descriptions Index

ABA 710 Principles of Applied Behavior Analysis (3 credits)
This course will focus on the basic tenets of the science of applied behavior analysis that are the underpinnings of effective teaching strategies. Students will study the philosophy and science of applied behavior analysis, an overview of the areas of 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.

ABA 720 Applications of Applied Behavior 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: ABA 710**

ABA 730 Behavior Assessment Models in Applied Behavior (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 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: ABA 710**

ABA 740 Evaluating Interventions in Applied Behavior 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.

ABA 750 Professional Issues in Applied Behavior 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 to enhance work as a consultant will be the underlying basis for the course. **Prerequisite: ABA 710**

ABA 0755 Ethical Conduct of Applied Behavior Analysts (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: ABA 710 – REQUIRED for Advanced ABA (BCBA) students who begin the program Fall 2014 and thereafter**

ABA 760 Practicum in Applied Behavior Analysis I (3 credits) (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: ABA 710**

ABA 770 Practicum in Applied Behavior Analysis II (3 credits) (ELECTIVE)
This course is designed to continue the supervision begun in ABA 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.

ABA 780 Advanced Practicum in Applied Behavior Analysis I (3 credits) (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.

EABA 0800 Seminar on Advanced Topics in Applied Behavior Analysis (3 credits) (ELECTIVE)
This course will provide a comprehensive guided review of the necessary content required to fulfill Behavior Analyst Certification Board (BACB) requirements. As such, it is designed to prepare students for this type of professional certification. Students will enhance their knowledge and skills of the following areas of applied behavior analysis (ABA): principles of behavior analysis, evaluating interventions, professional issues, behavioral assessment models, and applications of ABA.

PYCL 0502 – Counseling Theories and Practice (3 credits)
This course provides a foundation and overview of the fields of psychotherapy and counseling. It reviews the various theories and techniques of counseling that are consistent with current professional research and practice in the field of clinical mental health counseling. Additional topics include professional roles and functions, credentialing, and general ethics in clinical mental health.

PYCL 0503 – Counseling Theories for School Counseling (3 credits)
This course provides a foundation and overview of theories relevant to the fields of counseling and psychotherapy. The course focuses on the theories and techniques that are consistent with current professional research and practice in school counseling.

PYCL 0507 – Research and Evaluation for Counselors (3 credits)
This course seeks to prepare mental health and school counselors to be informed consumers of research and evaluation. It covers basic statistics, research designs, and program evaluation within the counseling and educational fields. It provides experience in developing accountability measures and in reading research and evaluating reports applicable to multicultural populations.

PYCL 0510 Career Development and College Planning (3 credits)
This course surveys the major theories of career choice, planning, and development as well as standardized methods of assessing vocational interests and aptitudes in school settings. Social, psychological, and economic factors influencing career choice are examined. Emphasis will be placed on individual and group career counseling skills across diverse populations.

PYCL 0511 – Introduction to Counseling Techniques (3 credits)
This course is an overview of basic counseling skills. The major focus will be on the development of fundamental counseling skills, including listening, empathy training, and basic interviewing. Issues regarding the development of the therapeutic relationship, cultural diversity, and the impact of the counselor on the counseling process will be covered. **Prerequisite: PYCL 0502 or PYCL 0503 for School Counseling students.**

PYCL 0512 – Human Growth and Development (3 credits)
This course covers how developmental maturation and social learning impacts individuals across the lifespan. Theory and research in social development and learning are covered in topics for mental health and school counselors.

PYCL 0515 Principles of School Counseling (3 credits)
This course covers the history, philosophy, functions, management, and operation of comprehensive school counseling programs in elementary and secondary schools with emphasis on the role of the professional school counselor.

PYCL 0550 Contemporary Clinical Interventions (3 credits)
This course focuses on an understanding of critical psychological, academic, and socioeconomic issues when working with children, adolescents, and adults in school settings. Topics covered include substance abuse, suicide, violence, teen pregnancy, and other issues affecting the well-being and academic success of students. Primary and secondary prevention strategies will be examined for suitable school-based interventions. **Prerequisite: PYCL 0503**

PYCL 0560 Appraisal and Evaluation in School Counseling (3 credits)
This course covers basic measurement concepts, test content and purpose, psychometric properties, administration, and scoring procedures. Frequently used tests of aptitude, interest, achievement, and personality are reviewed. Issues involved with standardized and non-standardized assessment of achievement, educational diagnostic tests, and vocational interest tests are examined from the school counseling perspective. Issues of ethical test use and use with culturally diverse students are also addressed. **Prerequisite: PYCL 0507**

PYCL 0570 – Ethical, Legal, and Professional Issues for Counselors (3 credits)
This course covers standards for ethical, legal, and professional conduct in counseling. It considers ethical and legal decisions that mental health counselors must make. Case examples, current federal and state laws/statutes, ethical codes, and standards on assessment, diagnosis, practice, and placement data are discussed in relation to counseling a variety of populations in multiple settings. **Prerequisite: PYCL 0502**

PYCL 0571 – Ethical, Legal, and Professional Issues for School Counselors (3 credits)
This course covers standards for ethical, legal, and professional conduct in counseling. It considers ethical and legal decisions that school counselors must make. Case examples, current federal and state laws/statutes, ethical codes, and standards on assessment, diagnosis, practice, and placement data are discussed in relation to counseling a variety of populations in multiple settings. **Prerequisite: PYCL 0503**

PYCL 0582 – Human Sexuality (3 credits)
This course is an overview of the basics of sexual anatomy, physiology, and development. The student will acquire an understanding of human sexual response, concepts of sex therapies, and human sexual dysfunction. Also included are methods of contraception, sex and family planning, variations of sexual behavior, and the importance of the counselor in the role of the educator.

PYCL 0584 – Diagnosis and Treatment of Adult Psychopathology (3 credits)
This course provides an introduction to the definition and study of abnormal or maladaptive behavior, including a broad range of psychopathology relevant to the adult and aged populations. Emphasis will be placed on a descriptive review of the major *DSM-5* disorders, supplemented with theoretical considerations of etiology and treatment approaches including the use of psychopharmacological interventions.

PYCL 0585 Psychology of Exceptional and At-Risk Children (3 credits)
This course covers the etiology and characteristics of exceptionalities and children at risk for underachievement and dropping out. Also covered is the role of the school counselor in identifying such problems, drawing on available resources, and making appropriate referrals.

PYCL 0586 – Diagnosis and Treatment of Child and Adolescent Psychopathology (3 credits)
This course provides an introduction to the specific *DSM-5* disorders and problematic psychological states manifested during childhood and adolescence. It will also provide an overview of currently used behavioral and psychopharmacological interventions with psychologically troubled youth.

PYCL 0608 – Psychological Testing for Individual Evaluation (3 credits)
This course surveys frequently used tests of aptitude, interest, and personality. Test content, purpose, psychometric properties, administration, and scoring procedures are compared and evaluated. Issues of test use with culturally diverse populations are addressed. **Prerequisite: PYCL 0507**

PYCL 0612 – Substance Abuse (3 credits)
This course investigates the etiology of substance-related and addictive disorders. Attention is given to assessment and treatment in both individual and family therapy approaches. The course examines the role of co-occurring disorders in diagnosis and treatment planning and the role of the professional counselor in working with this population. **Prerequisites: PYCL 0502; PYCL 0511**

PYCL 0631 – Career and Lifestyle Assessment (3 credits)
This course surveys the major theories of career choice, planning, and development as well as standardized methods of assessing vocational interests and aptitudes. Social, psychological, and economic factors influencing career choice are examined. Emphasis will be placed on individual and group career counseling skills across diverse populations.

PYCL 0632 – Social and Cultural Foundations of Counseling (3 credits)
This course addresses cultural diversity and its implications for counseling. It considers the psychological impact of factors such as gender, race, ethnicity and culture, religious preference, socioeconomic status, sexual orientation, and physical disability in a variety of counseling and educational settings. Finally, it reviews counseling issues and strategies for counseling diverse clients.

PYCL 0635 – Group Theory and Practice (3 credits)
This course addresses group theory and practice in multiple settings with a variety of diverse populations and age groups. Major themes include group dynamics, group process, and group states for mental health and school counselors. **Prerequisites for clinical mental health counselors: PYCL 0502; PYCL 0511 - For school counselors: PYCL 0503; PYCL 0511**

PYCL 0645 – Couples and Family Counseling Strategies (3 credits)
This skills course surveys current approaches to couples and family counseling with an emphasis on a systemic conceptual model of family functioning and culturally sensitive therapeutic interventions. It is designed to develop specific intervention competencies. **Prerequisites: PYCL 0502; PYCL 0511; PYCL 0584 or consent of adviser.**

PYCL 0660 – Community Mental Health (3 credits)
Principles, theories, and practices of community needs assessment and community interventions are reviewed with a focus on the history, events, and attitudes that led to the development of community mental health delivery systems. This course surveys the design and utilization of public and private programs, networks and facilities within the mental health continuum of care, as well as the interplay of public and private funding and service utilization. This course acquaints students with the various approaches (prevention, consultation) and techniques (needs assessment, program evaluation) used by counselors in community settings across diverse populations.

PYCL 0665 School Consultation Skills (3 credits)
This course focuses on developing specific techniques in consultation, leadership, and advocacy. It integrates the various aspects of a developmental comprehensive school counseling program with particular reference to problem-solving and the utilization of available data and resources.

PYCL 0666 – Case Conceptualization and Treatment Strategies (3 credits)
This course focuses on the processes of conceptualizing clinical cases from a variety of theoretical orientations and translating them into effective treatment strategies. Clinical interviews, case studies, and role-plays will be utilized to assist students in formulating hypotheses about client difficulties and developing appropriate clinical interventions, which address those difficulties in a culturally sensitive manner. **Prerequisites: PYCL 0502; PYCL 0511; PYCL 0584 or consent of adviser.**

PYCL 0669 – Advanced Treatment Interventions (3 credits)
This course will present advanced training in counseling approaches and techniques. Students will learn more about an integrative approach to counseling to further the development of their own personal counseling model. Students will integrate their knowledge of case conceptualization, treatment planning, and diagnosis with the practice of counseling techniques. Presentations, recorded role-plays, and case studies will be utilized. **Prerequisites: PYCL 0502; PYCL 0511; PYCL 0584; PYCL 0666.**

PYCL 0680 – Counseling Practicum (3 credits)
The student is required to spend a specified number of hours per week at a selected agency working under supervision with clients. During that time, the student is expected to increase his or her competence in the areas of basic interviewing, assessment, and counseling skills. Furthermore, the student will be made more aware of the ethical, legal, and professional issues inherent in the counseling process. **Prerequisites: PYCL 0502; PYCL 0507; PYCL 0511; PYCL 0570; PYCL 0584; PYCL 0586; PYCL 0635; PYCL 0666 with a grade of B or better.** The student must file an application for practicum and receive approval prior to registering for a practicum.

PYCL 0681 – Counseling Internship (3 credits)
This course is an extension of Counseling Practicum. The student will be expected to develop more advanced skills in interviewing, assessment, and intervention. Simultaneously, continued emphasis will be placed upon ethical, legal, and professional issues, as well as development of a personal theory of clinical mental health counseling. **Prerequisite: PYCL 0680 with a grade of B or better.**

PYCL 0682 – Continuing Counseling Internship (3 credits)
This course is a continuation of Counseling Internship. **Prerequisite: PYCL 0681 with a grade of B or better.**

PYCL 0683 – Counseling Internship Elective (3 credits)
This course is a continuation of Continuing Counseling Internship. **Prerequisite: PYCL 0682 with a grade of B or better.**

PYCL 0685 School Counseling Practicum (3 credits)
This course provides students with knowledge and exposure to educational K-12 settings and requires an in-school field experience.

PYCL 0688 School Counseling Internship (3 credits)
Students are required to spend a specified number of hours per week at a selected K-12 public school setting working under the supervision of a professional school counselor. During that time, student are expected to become advocates for and increase competence in providing services to youth and their families in the personal/social, academic, and career domains. Furthermore, students will be made aware of the ethical, legal, and professional issues inherent in the counseling process. **Prerequisites: PYCL 0503; PYCL 0511; PYCL 0512; PYCL 0515; PYCL 0550; PYCL 0571; PYCL 0635; PYCL 0665; PYCL 0685 with a grade of B or better and consent of adviser.**

PYCL 0689 Continuing School Counseling Internship (3 credits)
This course is a continuation of School Counseling Internship I. Student will be expected to develop more advanced skills in working with students and families in school settings. Simultaneously, continued emphasis will be placed upon ethical, legal, and professional issues. **Prerequisite: PYCL 0688 with a grade of B or better.**

SA 0710 Foundations of Substance Abuse and Mental Health Counseling in Community Settings (3 credits)
This course will examine the public policy prevention strategies, treatment philosophies, and legislative history of rehabilitation. Emphasis will be placed on federal legislation, state laws and social action and their impact on the historical, current and future trends in the development of organizational models and the delivery services in rehabilitative settings.

SA 0720 Issues in Clinical Supervision (3 credits)
This course is designed to familiarize the student with the many issues facing those who undertake the professional practice of mental health and substance abuse counseling. This course will cover ethical, legal and professional issues in clinical supervision as well as theoretical models, supervision interventions and approaches. Other factors inherent in the development of a professional identity will be addressed.

SA 0730 Treatment of Co-occurring Disorders (3 credits)
This course will describe the philosophies, theory and practices in the diagnosis, treatment, and recovery and relapse prevention for individuals diagnosed with co-occurring disorders.

SA 0740 Psychopharmacology of Illicit and Licit Drugs (3 credits)
This course will review the physical and psychodynamic effects of legal and illegal drugs. Mental disorders, symptomology, assessment measure for addicts and dual diagnosis, along with a thorough examination of the DSM-IV.

SA 0750 Prevention Programming and Education (3 credits)
This course will describe the philosophies, practices, policies, and outcomes of the most generally accepted and scientifically supported models of prevention programming.

SA 0770 Substance Abuse Counseling Practicum I (3 credits)
This course reviews the many facets of counseling the addicted client. Several topics will be included while focusing on the individual such as, developmental models and dual diagnosis. Discussions regarding other forms of compulsive behaviors will also be introduced. Methods and techniques for intervention, evaluation and treatment will also be covered. Students are encouraged to present topics of interest that arise at their field experience sites and discuss cases for group discussion. **Prerequisites: PYCL 0502; PYCL 0507; PYCL 0584; PYCL 0570; PYCL 0612; SA 0740 with a grade of B or better.**

SA 0780 Substance Abuse Counseling Practicum II (3 credits)
This course reviews the many facets of counseling the addicted client. Several topics will be included while focusing on the individual such as, developmental models and dual diagnosis. Discussions regarding other forms of compulsive behaviors will also be introduced. Methods and techniques for intervention, evaluation and treatment will also be covered. Students are encouraged to present topics of interest that arise at their field experience sites and discuss cases for group discussion. **Prerequisites: SA 0770 with a grade of B or better.**

SA 0790 Substance Abuse Counseling Practicum III (3 credits)
This course reviews the many facets of counseling the addicted client. Several topics will be included while focusing on the individual such as, developmental models and dual diagnosis. Discussions regarding other forms of compulsive behaviors will also be introduced. Methods and techniques for intervention, evaluation and treatment will also be covered. Students are encouraged to present topics of interest that arise at their field experience sites and discuss cases for group discussion. **SA 0780 with a grade of B or better.**

COUNSELING PROGRAMS ADMINISTRATION

MASTER'S PROGRAM ADMINISTRATION

Mental Health Counseling/School Counseling Program Administration

Karen S. Grosby, Ed.D., Dean

Alan D. Katell, Ph.D., Director of Clinical Training

William I. Dorfman, Ph.D., ABPP, Associate Director of Clinical Training

Carolyn Berger, Ph.D., Department Chair

Shannon Karl, Ph.D., Clinical Training Coordinator, Field-Based Programs

Brenda Levine, M.S., LMHC, NCC, Program Coordinator

Natasha C. Stubbs, M.S., Program Coordinator

TBA, Program Manager

Nancy Quesada, Administrative Assistant II

Counseling (Online) Program Administration

Karen S. Grosby, Ed.D., Dean

Carolyn Berger, Ph.D., Department Chair

Brenda Levine, M.S., LMHC, NCC, Program Coordinator

Patricia Zawoyski, Program Manager

Junine Pompilus, Administrative Assistant I

COLLEGE OF PSYCHOLOGY PROFESSIONAL INTERESTS

Faculty Professional Interests
Full-Time Faculty
2015-2016

Amarilis Acevedo, Ph.D., ABPP, University of California, associate professor. Geriatric psychology; neuropsychological assessment.

Jonathan Banks, Ph.D., University of North Texas, assistant professor. Impact of stress on cognitive processes; working memory and executive functioning; mind wandering; change and inattentional blindness; self-control and ego depletion.

Carolyn Berger, Ph.D., University of Florida, associate professor. Student underachievement; school counselor accountability practices; children and adolescents with chronic illness; PK-12 college and career readiness.

Ryan Black, Ph.D., Nova Southeastern University, assistant professor. Psychometrics, including Classical Test Theory and Modern Test Theories (e.g., Item Response Theory); linear and nonlinear mixed effects regression models; research design and methodology; assessment and treatment of serious and persistent mental illness; post-marketing surveillance of prescription opioid abuse.

Leanne Boucher, Ph.D., Dartmouth College, associate professor. Behavioral measures of cognitive flexibility; understanding the neural correlates of response inhibition; psychophysics.

Paula Brochu, Ph.D., University of Western Ontario, Canada, assistant professor. Prejudice, stereotyping, discrimination, and stigma from the perspectives of both the perceiver and the target, including the processes underlying the expression of prejudice, as well as the consequences of stigma on human functioning.

Gordon Broderick, Ph.D., University of Montreal, professor. Physiological, behavioral and cognitive ramifications of immune dysfunction and autoimmunity from an integrated systems perspective.

Myron Burns, Ph.D., Tennessee State University, associate professor. HIV/AIDS; minority health; stress-process of health outcomes; drug prevention; family therapy.

Stephen N. Campbell, Ph.D., Howard University, associate professor. General clinical/community psychology of social change; dual diagnosed; program design and consultation; conduct disorder.

Peter Caproni, Ph.D., Adelphi University, assistant professor. Therapeutic/collaborative assessment; school-based consultation; psychological services within schools; emotional/behavioral issues with children and adolescents.

Ralph E. (Gene) Cash, Ph.D., ABPP, NCSP, New York University, professor. School psychology; psychoeducational assessment, diagnosis, and treatment; depression; anxiety disorders; suicide prevention; forensics, including child custody, wrongful death effects, and disabilities; stress management; and psychology and public policy.

William (Matt) Collins, Ph.D., McMaster University, associate professor. Cognitive psychology; cognitive neuroscience; memory development

Travis Craddock, Ph.D., University of Alberta, assistant professor. Cellular information processes: Molecular Neuroscience; biophysics of neurological/neurodegenerative diseases: Alzheimer's, Parkinson's Traumatic Brain Injury; network theory in systems biology.

Alexandru F. Cuc, Ph.D., New School University, associate professor. Cognitive psychology; conversational remembering; group dynamics; collective amnesia of traumatic events; autobiographical memories.

Jennifer Davidtz, Ph.D., University of Massachusetts Amherst, assistant professor. Community mental health; the treatment of long-term mental illness, borderline personality disorder, and complex trauma; countertransference and other intersubjective psychotherapy process phenomena; psychotherapy integration.

Christian DeLucia, Ph.D., Arizona State University, associate professor. Emergence of problem behaviors during adolescence, with a particular emphasis on adolescent substance use and abuse; statistical methods for the analysis of longitudinal data; and methodological issues relevant for the design and analysis of psychosocial interventions.

Frank A. De Piano, Ph.D., University of South Carolina, professor. Professional interests include hypnosis (past president of Division 30, Psychological Hypnosis), community psychology, health and medicine, and the development of models for professional training of psychologists.

William Dorfman, Ph.D., ABPP, Ohio State University, professor. Community mental health; short-term approaches to psychotherapy; eclectic approaches to individual and marital psychotherapy; psycho-diagnosis; objective personality measurement with the MMPI-2 and MMPI-A; role of families and primary caretakers in the treatment and rehabilitation of the chronically and severely mentally ill.

Thomas Fagan, Ph.D., Virginia Tech, professor. Correctional mental health issues; crisis negotiation and critical incident management; training of clinical psychologists; forensic psychology.

Jan Faust, Ph.D., University of Georgia, professor. Child-clinical and pediatric psychology: child abuse (sexual and physical) and neglect; child treatment outcome research; PTSD in children and adolescents; child adjustment to acute and chronic medical conditions; lifespan psychosis.

Mercedes Fernandez, Ph.D., University of Arizona, associate professor. Neuropsychology; human electroencephalography; executive control in bilinguals.

Ana Imia Fins, Ph.D., University of Miami, associate professor. Health psychology, sleep medicine; insomnia; chronic fatigue syndrome; posttraumatic stress disorder; periodic limb movement disorder.

Diana Formoso, Ph.D., Arizona State University, assistant professor. Risk and protective factors that shape youth development within low-income, ethnic minority families; family conflict, parenting, and child outcome and how they are impacted by families' ecological and cultural context (e.g., economic hardship, neighborhood risk, immigration and acculturation); intervention development for ethnic minority children and families experiencing adversity; the family lives and school experiences of immigrant youth.

Barbara Garcia-Lavin, Ph.D., Nova Southeastern University, assistant professor. Areas of clinical and research interest include: psychological assessment, training/supervision, autism and developmental disabilities, youth aggression and conduct problems, health psychology, and school psychology.

Steven N. Gold, Ph.D., Michigan State University, professor. Adult survivors of childhood sexual abuse; dissociative disorders; psychological trauma and post-traumatic stress disorder; sexual addiction; doctoral level clinical training; hypnotherapy; interpersonal, family, and systems theory and intervention; psychotherapy case conceptualization and treatment planning.

Charles Golden, Ph.D., ABPP/ABCN, University of Hawaii, professor. Neuropsychology of head injury, stroke, and multiple sclerosis; neuropsychological and personality assessment; rehabilitation and community reintegration following brain injury; neuropsychology in childhood and in school settings; learning disabilities; hyperactivity; general assessment.

Lena Hall, Ph.D., University of Florida, associate professor. Multicultural psychology; psychology teaching methods; culture and mental health; culture and romantic relationships; cultural diversity and prejudice.

Tara Jungersen, Ph.D., University of Tennessee, associate professor. Counseling preparation; vicarious trauma; adults in transition; women's issues.

Shannon Karl, Ph.D., University of Central Florida, associate professor. Community mental health, chronic pain, eating disorders, domestic violence, child and adolescent treatment and post-traumatic stress disorder.

Alan D. Katell, Ph.D., West Virginia University, professor. Assessment and treatment of eating disorders; psychological factors in cardiac rehabilitation; exercise promotion and maintenance; health psychology; coping with chronic illnesses and other physical challenges.

Jeffrey L. Kibler, Ph.D., University of Miami, professor. Cognitive-behavioral regulation of emotion/mood disorders. Behavioral medicine: biobehavioral aspects of posttraumatic stress, psychosocial stress, and pain; psychosocial risks for illness (e.g., heart disease); health risk reduction; psychophysiology; minority health: predictors of biobehavioral research participation for individuals of racial minority.

John E. Lewis, Ph.D., Syracuse University, professor. Interculturalpsychotherapy and assessment; counseling and psychotherapy with prison populations; educational and vocational assessment and counseling; school psychology; international perspectives.

Mindy Ma, Ph.D., University of Miami, associate professor. Cardiovascular behavioral medicine; HIV prevention; minority health; health risk behaviors; stress and coping.

Madhavi Menon, Ph.D., Florida Atlantic University, associate professor. Developmental costs of high self-esteem; gender identity development; narcissism and psychosocial adjustment; social development in middle childhood and emerging adulthood; peer and parental relationships in middle childhood and emerging adulthood.

Stephen C. Messer, MA, Ph.D., University of Mississippi, Oxford, associate professor. Research methods; multivariable statistics, latent variable models, longitudinal design and analysis; diagnostic validity and measurement; developmental epidemiology and psychopathology; military psychology and combat-related PTSD.

Wiley Mittenberg, Ph.D., ABPP-CN, Chicago Medical School, professor. Neuropsychology of head injury in adults and children, the neuropsychology of age related dementias, neuropsychological and psychological test construction, interpretation, and validation, and professional issues in clinical neuropsychology.

Timothy R. Moragne, Psy.D., Wright State University, professor. Minority issues; health psychology; community psychology; human sexuality; psychological aspects of AIDS; AIDS and minorities.

Barry Nierenberg, Ph.D., ABPP, University of Tennessee, associate professor. Rehabilitation and Health Psychology: psychological factors in chronic illness, biopsychosocial aspects of wellness and disease, healthcare disparities, pediatric psychology, child and family adaptations to acute and chronic medical conditions. The business of psychology and professional credentialing.

Jason Piccone, Ph.D., Virginia Commonwealth University, assistant professor. Dehumanization; motivations to accept paranormal beliefs; modern propaganda; philosophy of social psychological science; identity.

Scott Poland, Ed.D., Ball State University, professor. Professional experience has included leading national crisis teams and primary interests are suicide intervention, crisis intervention, youth violence, self-injury, school safety and delivery of psychological and counseling services in schools.

Bady Quintar, Ph.D., ABPP, University of Kentucky, professor. Projective techniques; psychoanalytic psychotherapy; ego psychology; postdoctoral training.

Tim Razza, Psy.D., Nova Southeastern University, assistant professor. Clinical psychology; child and adolescent psychopathology; psychological assessment; treatment of anxiety and disruptive behavior disorders; assessment of suicide in children and adolescents.

Michael Reiter, Ph.D., Nova Southeastern University, professor. Family therapy; solution-focused therapy; intercultural couples; therapeutic interviewing; case conceptualization.

David Reitman, Ph.D., University of Mississippi, professor. Cross-setting (home and school) problems involving children and adolescents. Emphasis on disruptive behavior (i.e., attention deficit/hyperactivity disorder, oppositional defiant disorder, conduct disorder). Interventions are behaviorally-based, empirical, and focus on parent disciplinary practices, problem-solving, and skills building.

Stephen A. Russo, Ph.D., Nova Southeastern University, associate professor. Sport psychology; sports medicine, physical rehabilitation, and recovery from injury; performance enhancement and coaching consultation; anxiety, anger, and emotional regulation; counseling college student-athletes, performance artists, and athletes of all ability levels.

Glenn Scheyd, Ph.D., University of New Mexico, associate professor. Evolutionary psychology; human mate selection; individual differences in attractiveness perception; intrasexual competition.

Barry A. Schneider, Ph.D., Columbia University, professor. Psychodiagnosis and personality evaluation; integrated psychotherapy; medical psychotherapy; rare neurological disorders.

David Shapiro, Ph.D., ABPP, University of Michigan, professor. Forensic psychology; mental health law; forensic and clinical assessment; expert witness testimony; malingering; legal and ethical issues.

Aya Shigeto, Ph.D., University of Illnois, assistant professor. Social and emotional development in infancy and early childhood; family systems theory; child temperament; parenting behavior; parent-child relationships.

Jedidiah Siev, Ph.D., University of Pennsylvania, assistant professor. OCD and related disorders; scrupulosity; judgment and decision making, cognitions, and information processing in OCS and related disorders; anxiety disorders; psychotherapy outcome research; empirically-supported research.

Edward R. Simco, Ph.D., Nova University, professor. Applied and computational statistics; research design and evaluation; cluster and analysis; psychometrics.

Linda C. Sobell, Ph.D., ABPP, University of California, Irvine, professor. Alcohol, tobacco, and other drug use disorders; cognitive-behavior therapy; research dissemination; assessment and treatment evaluation; natural recovery; motivational interventions; professional issues.

Mark B. Sobell, Ph.D., ABPP, University of California at Riverside, professor. Substance use disorders, especially alcohol use disorders; behavior therapy; motivational interventions; treatment outcome evaluation; public health approach; processes of persuasion and behavior change; philosophy of science.

Valerie Starratt, Ph.D., Florida Atlantic University, associate professor. Evolutionary psychology; verbal and physical domestic abuse; mate value and mate retention behaviors; resource management strategies; neurophysiology of evolved psychological mechanisms.

Weylin Sternglanz, Ph.D., University of Virginia, associate professor. Interpersonal perception; nonverbal decoding accuracy; deception detection; empathic accuracy; romantic attraction.

Ashley Stripling, Ph.D., University of Florida, Gainesville, assistant professor. Geropsychology, clinical training, research and advocacy, promotion of successful, healthy aging through advocacy and clinical interventions; understanding ageism, subjective aging, and the intersection of aging language and perceptions; combating ageist stereotypes.

Lourdes Suarez-Morales, Ph.D., University of Missouri-Columbia, assistant professor. Cultural factors in clinical research. Cognitive, environment, and cultural factors and their relationship to anxiety in youth.

Jaime Tartar, Ph.D., University of Florida, associate professor. Physiological consequences of stress; influence of emotion on attention; influence of sleep loss on cognition and emotion.

Mercedes B. ter Maat, Ph.D., LPC, ATR-BC, Virginia Polytechnic Institute and State University, associate professor. School counseling, mental health counseling, supervision; multicultural counseling; art therapy.

Eric S. Thompson, Ph.D., University of Florida, assistant Professor. Family-school-community collaboration, social justice advocacy, the use of data and evaluation to facilitate comprehensive change in school guidance programs, interdisciplinary research collaboration with health sciences, advanced statistics, contemplative methods for attention development and well-being in adults and children.

Isabel A. Thompson, Ph.D., University of Florida. assistant professor. Counselor well-being and burnout prevention, wellness and stress management, integrating creativity and mindfulness in group counseling, the application of contemplative approaches in counseling, and school-based interventions for students at risk.

Jessica Valenzuela, Ph.D., University of Miami, assistant professor. Pediatric psychology; Disparities in child health outcomes and health care quality; Chronic illness prevention and disease management; Psychologists in medical settings; Community-based participatory research approaches and academic-community partnerships for health.

Sarah Valley-Gray, Psy.D., ABPP, Nova University, professor. Neuropsychological, psychological, and psychoeducational assessment; pediatric neuropsychological disorders; psychological services within the schools; infancy and child development (interaction with caregiver); issues of professional development including training and supervision.

Vincent B. Van Hasselt, Ph.D., University of Pittsburgh, professor. Family and interpersonal violence; police psychology; criminal investigative analysis (psychological profiling) and apprehension; interviewing and interrogation techniques; cognitive behavioral interventions with juvenile offenders; behavioral criminology.

Michael Voltaire, Ph.D., Florida International University, assistant professor. Applied Behavior Analysis; Developmental Disabilities; Life-Span Human Development; Autism

Angela Waguespack, Ph.D., Louisiana State University, associate professor. Psychological, psychoeducational and functional behavior assessment; school-based consultation; psychological services within schools; behavioral interventions with children and adolescents.

Lenore Walker, Ed.D., ABPP, Rutgers, State University of New Jersey, professor. Forensic psychology; expert witness testimony; battered women syndrome; violence against women; family and interpersonal violence; sexual harassment; impact of trauma; post-traumatic stress disorder; feminist theory.

Professors Emeriti

W. Joseph Burns, Ph.D., ABPP, University of North Dakota. Lifespan developmental neuropsychology; developmental neuropsychology; neuropsychological effects of toxins, infections, and head injury in children; neuropsychiatric disorders in the elderly; pediatric neurorehabilitation.

Bernard Eingold, Ph.D., University of Florida. Individual psychotherapy; marital and couple therapy; psychodiagnosis.

A. Eugene Shapiro, Ph.D., ABPP, New York University. Psychodynamic psychotherapy; health services delivery systems; third-party reimbursement for mental health services; communicative processes in psychotherapy; professional issues.

Contributing Faculty

Maribel Del Rio-Roberts, Psy.D. Nova Southeastern University. Autism and developmental disabilities, infant mental health, pediatric psychology, play therapy, parenting, health psychology, and psycho-educational assessment of children and adolescents.

W. Alex Edmonds, Ph.D. Educational psychology, emotional intelligence, self-efficacy, collective-efficacy, biofeedback, psychophysiology and performance, research designs.

Michelle Gagnon Blodgett, Psy.D. Nova Southeastern University. Geropsychology, interdisciplinary healthcare teamwork, mental capacity, elder abuse, well-being in later-life.

Donna Hillier, Psy.D. Nova Southeastern University. Director of academics at the Mailman Segal Center for Human Development and director of training for the NSU Psychology Post-Doctoral Residency Program. Clinical training, supervision and professional development; psychotherapy case conceptualization; stress management; eating disorders.

Elda-Kanzki-Veloso, Ph.D. Barry University**.** Developmentally and contextually oriented family based treatment, drug counseling, mediation, crisis intervention, clinical supervision, MDFT trainer, family-based brief therapy.

Tom Kennedy, Ph.D. University of Miami. Neuropsychological assessments, behavioral medicine interventions, psychotherapy, group therapy, family therapy

Jose A. Rey, Pharm.D., BCPP, University of Florida. Psychopharmacology, pharmacoeconomics, pain management.

Part-Time Core Faculty

William L. Day, Ph.D., LMHC, Florida State University. Counselor education and supervision; counseling with adolescents and adults; development and management of private practice; ethical and multicultural issues in counseling; psychopharmacology; nature-nurture considerations; life-span development; political advocacy for the counseling profession.

Lori Eickleberry, Ph.D., **ABPP,** Nova Southeastern University. Behavioral medicine (addictions, eating disorders) and dual diagnosis; motivational interviewing; psychological assessment, case conceptualization and intervention strategies with complex cases; development of an work within a private practice setting; psychotherapy with GLBTQ.

Scott Simon Fehr, Psy.D., Nova University. Group and individual psychotherapy; marriage counseling, corporate consultation and expert witness testimony.

Mitchell Gordon, Ph.D., ABPP, University of Mississippi. Family marital therapy; group psychotherapy; child and adolescent therapy, dually diagnosed (emotionally disturbed/mentally handicapped); relaxation training; assertiveness training; treatment program design and implementation; staff development; psychological assessment.

Denise Hildebrand, Ph.D., University of Saskatchewan. School psychology; cognitive and psychoeducational assessment; test development; intervention strategies.

James J. Kaikobad, Psy.D., Nova University. Individual, group and family therapy; neuropsychology; rehabilitation psychology; behavioral medicine; biofeedback; forensic neuropsychology.

Traci Schatzburg, Ed.D., NCSP, University of Sarasota. School psychology. Response to Intervention/Multi-Tiered System of Supports; intervention strategies; bullying prevention; behavior analysis

Adam Schulman, Ph.D., Nova Southeastern University. Individual and group therapy with adults; marital and family therapy; parenting issues.

Alicia Scott, Ph.D., University of Florida. School psychology; cognitive and psychoeducational assessment; private practice; intervention strategies; reading; early childhood and lifespan development; professional development.

Jean Thaw, Ph.D., Louisiana State University. Eating and weight disorders; weight loss and weight gain prevention in children and adults; physical activity and health promotion; cognitive behavioral therapy; anxiety disorders

Victor O. Wallen, Ph.D., Florida International University. Social welfare; cross-cultural understanding; substance abuse; individual and group therapy; family and marital therapy.

Clinical Faculty

Kristen Jones, Psy.D., Nova Southeastern University, assistant clinical professor; assistant Director, School Psychology Assessment and Consultation Center. School psychology; psychoeducational assessment and intervention planning, implementation, and monitoring; preschool and school mental health; assessment of autism spectrum disorders; parent-mediated interventions; and developmental-behavioral pediatrics.

Lisa Lashley, Psy.D., Nova Southeastern University, assistant clinical professor, Assistant director of the Neuropsychological Assessment Center.

Ana Martinez, Psy.D., Nova Southeastern University, associate clinical professor; Director of Clinical Services. Cognitive-behavioral therapy; child, adolescent, adult, and family therapy; specialty anxiety disorders, cross-cultural issues.

Leonard Schnur, Psy.D., ABPP, Nova Southeastern University, associate clinical professor. Clinical supervision and training; interests include treatment of mood disorders for adult and adolescent populations, time-limited dynamic psychotherapy, and psychotherapy integration approaches for treatment of personality disorders.

Yukari Tomozawa, Psy.D., Nova Southeastern University, assistant clinical professor. Provides treatment for children, adolescents, and families as well as psychological testing. Interests include ADHD, Bipolar disorder, anxiety disorders and other chronic mental illnesses.

Adjunct Faculty
2015 – 2016

Beatriz Amador, Psy.D.
Carlos Albizu University

Leslie Barnes-Young, Ph.D.
University of Akron

Aurelia Bickler, Ph.D.
Nova Southeastern University

Joseph Blitch, Ph.D.
University of South Carolina

Alicia Bosley, Ph.D.
Nova Southeastern University

Myron Burns, Ph.D.
Tennessee State University

Rhett Brandt, Ph.D.
University of Alabama

Jan Burte, Ph.D.
Hofstra University

Stephanie Camejo, Psy.D.
Nova Southeastern University

Courtney Cantrell, Psy.D.
Nova Southeastern University

Michael Carifio, Ph.D.
Auburn University

Noreen Commella, Psy.D.
Nova Southeastern University

James Conti, Ph.D.
University of Massachusetts Amherst

Arthur Cox, DSW
Columbia University

John Crocitto, Ed.D.
George Washington University

Joy Davis, Ed.D.
Nova Southeastern University

Bob Decker, Ph.D.
Barry University

Nathalie de Fabrique, Psy.D.
Nova Southeastern University

Melissa DeVincentis, Ph.D., LMFT,
Nova Southeastern University

Raymonde Dormezil-Neal, Psy.D.
Nova Southeastern University

Sarajo Falk, Psy.D.
Nova University

Aubrey McLaine Franklin, Ph.D.
Long Island University

Silvia Garcia-Molinet, Psy.D.
Carlos Albizu University

Kevin Glavin, Ph.D.
Kent State University

Manuel Gonzalez-Abreu, Ph.D.
Nova Southeastern University

Charlene M. Grecsek, Ed.D.
University of Sarasota

Martin Greengrass, Ph.D.
University of Connecticut

Rick Gunsallus, Ph.D., LMHC
American Academy of Clinical Sexology

Bruce Hartley, Ph.D., LMHC
University of Florida

Albert Inclan, Ph.D.
University of Florida

Rhiannon Jauer, Psy.D.
Nova Southeastern University

Jodi Katz, Psy.D.
Nova Southeastern University

Neil Kenney, Psy.D.
Nova Southeastern University

Shannon Knight, Ph.D.
University of Florida

Sean Leonard, Ph.D.
Nova Southeastern University

Marvin Lew, Ph.D., ABPP
University of Buffalo

Ryan Liberati, Ph.D.
Old Dominion University

Cristina Magalhaes, Ph.D.
Nova Southeastern University

Lydia Malcolm, Psy.D.
Nova Southeastern University

Jeffrey Mandelkorn, Ph.D.
Nova Southeastern University

Craig Marker, Ph.D.
Chicago Medical School

Kimberly Martin-Donald, Ph.D.
University of Florida

Lidia Martinez, Ph.D., LMHC, CAP
Nova Southeastern University

Mark Middlebrooks, Ph.D.
Nova University

Limor Mishkit-Ast,Ph.D.
Nova Southeastern University

Terri Mortensen, Psy.D.
Argosy University

Gretchen Moy, Ph.D.
Nova Southeastern University

Joanne Oestmann, Ed.D.
University of Sarasota

Gihan Omar, Psy.D.
Florida Institute of Technology

Agatha D. Parks-Savage, Ed.D.
The College of William & Mary

Jennifer Paul, Ph.D.
Florida Atlantic University

Laura Marinn Pierce, Ph.D.
University of Tennessee

Alison Polly, Ed.D.
Nova Southeastern University

Justin Rigsbee, Ph.D., Psy.D.
Nova Southeastern University

Giovanna Rivano-Gomez, Psy.D.
Nova Southeastern University

Scott Rosiere, Psy.D.
Nova Southeastern University

Stephen Rudin, Ed.D.
University of Illinois

Lisa Saponaro, Ph.D.
University of Memphis

Kenneth Shamlian, Ph.D.
University of Southern Maine

Daniel Shapiro, Ed.D.
Nova Southeastern University

Donald C. Sheehan, MA
Catholic University

Tara Sheehan, Ph.D.
Florida International University

George Shepheard, Psy.D.
Nova Southeastern University

Thomas Smith, Ph.D.
Barry University

Kenneth Smylie, Ph.D.
University of Florida

Dominic Sottolano, Ph.D.
Ball State University

Joan M. Vermillion, Ph.D.
University of Florida

George Wallace-Barnhill, Ph.D.
University of Maryland

Camellia Westwell, Psy.D.
Nova Southeastern University

Ellen Whelan, Psy.D.
Nova Southeastern University

Tamara White, Ed.D.
Nova Southeastern University

Ayala Winer, Ph.D.
Nova Southeastern University

David Womack, Ed.D.
Nova Southeastern University

Shannon Worton, Psy.D.
Nova Southeastern University

Marlene Zychowicz, Ed.D.
Northern Illinois University

Important Contact Information

Dean's Office	Karen Grosby, Ed.D.	(954) 262-5701
	Diane Karol	(954) 262-5701 karol@nsu.nova.edu
Academic Affairs	John E. Lewis, Ph.D.	(954) 262-5729
	Gita Neemar	(954) 262-5726 gneemar@nova.edu
Clinical Training	Alan Katell, Ph.D.	(954) 262-5749
	William I. Dorfman, Ph.D., ABPP	(954) 262-5710 dorfman@nova.edu
	Linda Sobell, Ph.D., ABPP	(954) 262-5811
	Erica Zarchin	(954) 262-5749 ezarchin@nova.edu
Clinics	Davie (Main Campus)	(954) 262-5730

Mental Health Counseling and School Counseling Programs:

Department Chair	Carolyn Berger, Ph.D.	(954) 262-5689 cs453@nova.edu
Program Coordinator	Brenda Levine, M.S., LMHC, NCC	(954) 262-5799 brenda.levine@nova.edu
Program Coordinator	Natasha Stubbs , M.S.	(954) 262-5891 ns183@nova.edu
Program Manager	TBA	(954) 262-5740
Administrative Asst. II	Nancy Quesada	(954) 262-5740 qnancy@nova.edu

Counseling (online) Program:

Department Chair	Carolyn Berger, Ph.D.	(954) 262-5689 cs453@nova.edu
Program Coordinator	Brenda Levine, M.S., LMHC, NCC	(954) 262-5799 brenda.levine@nova.edu
Program Manager	Patricia Zawoyski	(954) 262-5720 zawoyski@nova.edu
Administrative Assistant I	Junine Pompilus	(954) 262-5704 jp1443@nova.edu

Other Important Contacts:

College of Psych. Student Emp.	Marie Stokes	(954) 262-5782
College of Psych. SGA		(954) 262-5909
Accounts Receivable		(954) 262-5200
Library, Research and Tech. Ctr.		(954) 262-4601
NSU Bookstore		(954) 262-4750 bksnsubooks@bncollege.com
Public Safety (Main Campus)		(954) 262-8999
Enrollment and Student Services		
Bursar		(954) 262-5200
Registrar's Office		(954) 262-7200
Degree Applications		(954) 262-7226/7
Financial Aid		(954) 262-3380
Grades		(954) 262-7235
International Students		(954) 262-7240/1
Transcripts		(954) 262-7225
Loan Deferrals		(954) 262-7251
Veterans' Affairs		(954) 262-7236

NOTE: Toll free number: 1-800-541-6682, ext. 2xxxx

COLLEGE OF PSYCHOLOGY							2015
FACULTY	Phone	Email	Room	**FACULTY (71 TOTAL)**	Phone	Email	Room
Acevedo, Amarilis 21206	25741	aa1011	2034	Shapiro, David	25705	shapirod	2036
Banks, Jonathan	27965	jonathan.banks	247	Shigeto, Aya	28006	as1959	126
Berger, Carolyn	25689	cs453	2078	Siev, Jedidiah	25804	js3088	1083A
Black, Ryan	25794	blackrya	2054A	Simco, Ed	25744	ed	2072
Boucher, Leanne	28469	leanne.boucher	223	Sobell, Linda	25811	sobelll	1054
Brochu, Paula	25870	pbrochu	1057	Sobell, Mark	25747	sobellm	1061
Brodorick, Gordon 22870	25895	gbroderick	1076	Starratt, Valerie	27674	vs311	249
Burns, Myron	27914	myron.burns	131	Sternglanz, Weylin	28177	sterngla	240
Burns, W. Joe	25708	burns	2028A	Stripling, Ashley	25762	astripling	2030A
Campbell, Stephen	25759	stephcam	2067	Tartar, Jaime	28192	tartar	236
Caproni, Peter	25882	pc491	2077	ter Maat, Mercedes	25728	termaat	N/A
Cash, Gene	25703	cralph	2040	Thompson, Eric	25691	ethompson	2073A
Collins, Matt (William)	28101	wc292	222	Thompson, Isabel	25602	ithompson	2081A
Craddock, Travis	25902	tcraddock	1076	Valenzuela, Jessica	25737	jv637	2031
Cuc, Alexandru	25889	calex	2064	Valley-Gray, Sarah	25783	valleygr	2073
Davidtz, Jennifer	25817	jdavidtz	1027A	Van Hasselt, Vincent	25752	vanhasse	1079
DeLucia, Christian	25810	cdelucia	2039	Voltaire, Michael	28190	mvoltair	245A
De Piano, Frank	23766	depiano		Waguespack, Angela	25719	waguespa	2070
Dorfman, William	25710	dorfman	2068	Walker, Lenore	25724	walkerle	1081
Fagan, Thomas **25727COP**	28176	tfagan	226	**STAFF (27 TOTAL)**	Phone	Email	Room
Faust, Jan	25713	jfaust	1062	Allen, Bill - MSC	25785	whallen	2259
Fernandez, Mercedes	27804	mf934	119	Berner, Kirk	27918	kirk	218
Fins, Ana	25897	anaifins	1056	Consalvo, Toni	27114	ctoni	2259
Formoso, Diana	25772	formoso	1078	Gaines, Doreen	25788	gainesde	1071
Garcia-Lavin, Barbara	27917	garciala	1036	Galvao, Isolda	25712	galvaois	2020
Gold, Steven	25714	gold	1074	Gayle, Gregory Dir.Recruit	25903	ggayle1	2078A
Golden, Charles	25715	goldench	1055	Kalam, Sherene	25721	kalamd	2083
Jungersen, Tara	25764	tj290	2038	Karol, Diane	25701	karol	2022
Hall, Lena	27907	hall	241	Kriss, Marilyn	25763	krissm	2014
Karl, Shannon	25725	shanray	2063	Levine, Brenda	25799	brenda.levine	2081
Katell, Alan	25749	katell	2016	Marshall Susanne (MSC)	23014	msusanne	2226
Kibler, Jeffrey	25879	kibler	1072	Martinez, Ana	25831	anamarti	1037
Lewis, John	25729	lewis	2018	Munoz, Leonisa (Lee)	25757	mleonisa	2014
Ma, Mindy	27934	mmindy	243	Neill, Susan	28063	sneill	
Menon, Madhavi	27988	madhavi	239	Neemar, Gita	25726	gneemar	2015A
Messer Steve	25792	sm1851	1073	O'Sullivan, Suzanne	25826	osulliva	2081
Mittenberg, Wiley	25734	wiley	1028	Palmer, Stacey		stacpalm	2014
Moragne, Timothy	25735	moragne	1075	Perez, Carlos (MSCHD)	25702	perez	2287
Munoz, James R.	28070	jm2701	373	Pompulius, Junine	25704	jp1443	2081
Nierenberg, Barry	25732	nierenbe	2017	Quesada, Nancy	25740	qnancy	2081
Piccone, Jason	27924	piccone	242	Schnur, Leonard	25731	schnur	1102
Poland, Scott	25881	spoland	1063	Stokes, Marie	25782	mdstokes	2041
Quintar, Bady	25751	badyq	2066	Stubbs, Natasha	25891	ns183	2081B
Razza, Timothy	28096	razzatim	257	Thaw, Jean	25761	jthaw	2029
Reiter, Michael	27921	mdreiter	230	Tomozawa, Yukari	25755	tomozawa	1100A
Reitman, David	25717	reitmand	2035	Valdes, Ren (Reniel)	25718	rvaldes	2029
Russo, Steve	25807	stepruss	1080	Winer, Ayala (MSCHD)	25874	ayalawin	1218
Suarez-Morales, Lourdes	25813	lsuarezmorales	2030	Zarchin, Erica	25749	ezarchin	2015A
Schneider, Barry	25742	schneidb	1077	Zawoyski, Pat	25720	zawoyski	2081
Scheyd, Glenn	27991	scheydjr	231			**Revised 9/01/15**	

NSU REGIONAL CAMPUS LOCATION INFORMATION

Jacksonville:

Nova Southeastern University
Jacksonville Regional Campus
6675 Corporate Center Pkwy., Suite 115
Jacksonville, FL 32216
(904) 245-8900
Fax: (904) 245-8932
Email: nsu-jacksonville@nova.edu

Miami:

Nova Southeastern University
Miami Regional Campus
8585 SW 124 Avenue
Miami, FL 33183
(305) 275-2600
Fax: (305) 274-8075
Email: nsu-miami@nova.edu

Palm Beach:

Nova Southeastern University
Palm Beach Regional Campus
11501 North Military Trail
Palm Beach Gardens, FL 33410
(561) 805-2100
Fax: (561) 805-2170
Email: nsu-westpalmbeach@nova.edu

Orlando:

Nova Southeastern University
Orlando Regional Campus
4850 Millenia Blvd.
Orlando, FL 32829
(407) 264-5600
Fax: (407) 264-5656
Email: nsu-orlando@nova.edu

Tampa:

Nova Southeastern University
Tampa Regional Campus
3632 Queen Palm Drive
Tampa, FL 33619
(813) 574-5200
Fax: (813) 574-5280
Email: nsu-tampa@nova.edu

Field-Based Programs Important Telephone Numbers

Main Campus Master's Programs Office		1-800-541-6682 x25740 954-262-5740
Office hours are:	Monday - Thursday Friday	8:00am - 7:30pm 8:00am - 5:00pm

Site Coordinators

Jacksonville	Irene Toto, M.S.	(H) 904-772-9267
Main Campus	Natasha Stubbs, M.S.	(W) 954-262-5891
Miami	Nancy Morales, M.S.	(H) 305-386-9355
Orlando	Jude Porter, M.S.	(H) 407-366-0728
Palm Beach	Nancy Quesada, B.S.	(C) 954-559-9797
Tampa	Barbara Lash, M.S.	(H) 813-230-2925

Practicum Coordinators

Tampa	Barbara Lash, M.S.	(H) 813-230-2925
Jacksonville	June Latney, MSW	(W) 904-945-3248
Miami, Palm Beach & Main Campus/School Counseling	Carol Knight, M.S.	(H) 941-776-1042
Orlando	Jude Porter, M.S.	(H) 407-366-0728