1996


Nova Southeastern University

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Master’s Programs in Mental Health Counseling and School Guidance and Counseling

Policies and Procedures Handbook

1996 - 1997

NOVA SOUTHEASTERN UNIVERSITY
Center for Psychological Studies
3301 College Avenue
Fort Lauderdale, Florida 33314
(954) 475-7570
Master's Programs in Mental Health Counseling and School Guidance and Counseling

Policies and Procedures Handbook

1996-1997
MISSION STATEMENT

Nova Southeastern University provides educational programs of distinction from prekindergarten through the doctoral level at times and in locations convenient to students, prepares students for leadership roles in business and the professions, encourages research and community service, and fosters an atmosphere of creativity and innovation utilizing technology where appropriate.

Approved by the Board of Trustees, June 22, 1992.
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Academic Calendar
Main Campus

The on-campus academic programs are offered during an academic year that is divided into semesters of 15 weeks each. Additionally, there are two summer sessions, each seven and a half weeks long. The following calendar of 1996-1997 applies to all programs offered through the Center except the field-based program.

### Fall 1996

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thurs., Aug. 8 - Fri., Aug. 9</td>
<td>Registration and advisement for continuing on-campus master’s students.</td>
</tr>
<tr>
<td>Mon., Aug. 19 - Thurs., Aug. 22 &amp; Aug. 26</td>
<td>Registration for continuing doctoral students</td>
</tr>
<tr>
<td>Thurs., Aug. 22</td>
<td>Orientation and registration for new on-campus master’s students.</td>
</tr>
<tr>
<td>Friday, Aug. 23</td>
<td>Orientation and registration for new doctoral students.</td>
</tr>
<tr>
<td>Mon., Aug. 26</td>
<td>Classes begin.</td>
</tr>
<tr>
<td></td>
<td>Last day for completing regular registration.</td>
</tr>
<tr>
<td></td>
<td>Late registration fee of $30 will be charged after this date.</td>
</tr>
<tr>
<td></td>
<td>End of 100% refund.</td>
</tr>
<tr>
<td>Mon., Sept. 2</td>
<td>Labor Day, University offices closed.</td>
</tr>
<tr>
<td>Tues., Sept. 3</td>
<td>Last day for completing late registration.</td>
</tr>
<tr>
<td>Fri., Sept. 6</td>
<td>Last day for adding classes.</td>
</tr>
<tr>
<td>Mon., Sept. 9</td>
<td>End of 80% refund.</td>
</tr>
<tr>
<td>Mon., Sept. 16</td>
<td>End of 60% refund.</td>
</tr>
<tr>
<td>Mon., Sept. 23</td>
<td>Yom Kippur, University offices closed.</td>
</tr>
<tr>
<td>Tues., Sept. 24</td>
<td>End of 40% refund.</td>
</tr>
<tr>
<td>Sept. 27, 28, 29 and Oct. 18, 19, 20</td>
<td>Master’s on-campus intensive weekend format course</td>
</tr>
<tr>
<td>Mon., Sept 30</td>
<td>End of 20% refund. Last day for dropping classes with refund.</td>
</tr>
<tr>
<td>Thurs., Nov. 21 - Fri., Nov. 22</td>
<td>Registration and advisement for continuing on-campus master’s students for Winter, 1997.</td>
</tr>
<tr>
<td>Thurs., Nov. 28 - Fri., Nov. 29</td>
<td>Thanksgiving, University offices closed.</td>
</tr>
<tr>
<td>Mon., Dec. 16</td>
<td>Fall semester ends.</td>
</tr>
<tr>
<td>Thurs., Dec. 19</td>
<td>Final grades due in Program Office.</td>
</tr>
<tr>
<td>Wed., Dec. 25</td>
<td>Christmas, University offices closed.</td>
</tr>
<tr>
<td>Wed., Jan. 1</td>
<td>New Year's Day, University offices closed.</td>
</tr>
</tbody>
</table>
## Winter 1997

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fri., Jan. 3</td>
<td>Orientation and registration for new on-campus master’s students.</td>
</tr>
<tr>
<td>Mon., Jan. 6</td>
<td>Classes begin.</td>
</tr>
<tr>
<td></td>
<td>Last day for completing regular registration.</td>
</tr>
<tr>
<td></td>
<td>Late registration fee of $30 will be charged after this date.</td>
</tr>
<tr>
<td></td>
<td>End of 100% refund.</td>
</tr>
<tr>
<td>Mon., Jan. 13</td>
<td>Last day for completing late registration.</td>
</tr>
<tr>
<td>Fri., Jan. 17</td>
<td>Last day for adding classes.</td>
</tr>
<tr>
<td>Mon., Jan. 20</td>
<td>Martin L. King, Jr. Day, University offices closed.</td>
</tr>
<tr>
<td>Tues., Jan. 21</td>
<td>End of 80% refund.</td>
</tr>
<tr>
<td>Tues., Jan. 28</td>
<td>End of 60% refund.</td>
</tr>
<tr>
<td>Tues., Feb. 4</td>
<td>End of 40% refund.</td>
</tr>
<tr>
<td>Tues., Feb. 11</td>
<td>End of 20% refund. Last day for dropping classes with refund.</td>
</tr>
<tr>
<td>Jan. 31, Feb. 1, 2 and Feb. 28, March 1, 2</td>
<td>Master’s on-campus intensive weekend format course</td>
</tr>
<tr>
<td>Mon., Feb. 24 - Fri., Feb. 28</td>
<td><strong>SPRING BREAK</strong></td>
</tr>
<tr>
<td>Fri., Mar. 28</td>
<td>Good Friday, University offices closed.</td>
</tr>
<tr>
<td>Thurs., Apr. 17 - Fri., Apr. 18</td>
<td>Registration and advisement for continuing on-campus master’s students for Summer I &amp; II, 1997.</td>
</tr>
<tr>
<td>Fri., Apr. 25</td>
<td>Winter semester ends.</td>
</tr>
<tr>
<td>Thurs., May 1</td>
<td>Orientation and registration for new on-campus master’s students.</td>
</tr>
<tr>
<td>Thurs., May 1</td>
<td>Final grades due in Program Office.</td>
</tr>
</tbody>
</table>

## Summer 1997 - Term I

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thurs., May 1-2, Mon. May 5</td>
<td>Registration for Doctoral Students</td>
</tr>
<tr>
<td>Mon., May 5</td>
<td>Classes begin.*</td>
</tr>
<tr>
<td></td>
<td>Last day for regular registration.</td>
</tr>
<tr>
<td></td>
<td>Late registration fee of $30 will be charged after this date.</td>
</tr>
<tr>
<td></td>
<td>End of 100% refund.</td>
</tr>
<tr>
<td>Fri., May 9</td>
<td>End of 75% refund.</td>
</tr>
<tr>
<td></td>
<td>Last day for completing late registration.</td>
</tr>
<tr>
<td></td>
<td>Last day for adding classes.</td>
</tr>
<tr>
<td>Fri., May 16</td>
<td>End of 50% refund.</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Fri., May 23</td>
<td>End of 25% refund. Last day for dropping classes with refund.</td>
</tr>
<tr>
<td>Mon., May 26</td>
<td>Memorial Day, University offices closed.</td>
</tr>
<tr>
<td>June 6, 7, 8 and June 27, 28, 29</td>
<td>Master's on-campus intensive weekend format course</td>
</tr>
<tr>
<td>Tues., June 24</td>
<td>Summer I session ends.</td>
</tr>
<tr>
<td>Tues., July 1</td>
<td>Final grades due in Program Office</td>
</tr>
<tr>
<td></td>
<td><em>Master's program practicums will be held in a twelve week format during the Summer I Term.</em></td>
</tr>
</tbody>
</table>

### Summer 1997 - Term II*

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon.-Tue., June 23, 24</td>
<td>Registration for doctoral students.</td>
</tr>
<tr>
<td></td>
<td>Last day for completing regular registration.</td>
</tr>
<tr>
<td></td>
<td>Late registration fee of $30 will be charged after this date.</td>
</tr>
<tr>
<td></td>
<td>End of 100% refund.</td>
</tr>
<tr>
<td>Thurs., July 3</td>
<td>End of 75% refund.</td>
</tr>
<tr>
<td></td>
<td>Last day for completing late registration.</td>
</tr>
<tr>
<td></td>
<td>Last day for adding classes.</td>
</tr>
<tr>
<td>Fri., July 4</td>
<td>Independence Day, University offices closed.</td>
</tr>
<tr>
<td>Thurs., July 10</td>
<td>End of 50% refund.</td>
</tr>
<tr>
<td>Thurs., July 17</td>
<td>End of 25% refund. Last day for dropping classes with refund.</td>
</tr>
<tr>
<td>Fri., Aug. 15</td>
<td>Summer II session ends.</td>
</tr>
<tr>
<td>Thurs., Aug. 21</td>
<td>Final grades due in Program office.</td>
</tr>
</tbody>
</table>

* The availability of a Summer Term II for the Master’s program will be announced during the Winter term, 1997.
Courses in the field-based academic program are scheduled August-June. Class meetings (except practicums) are scheduled on Fridays (6:00 p.m. - 10:00 p.m.), Saturdays (8:30 a.m. - 6:00 p.m.) and on Sundays (8:30 a.m. - 5:30 p.m.). The following calendar of classes applies to all field-based programs for the 1996-97 academic year.

<table>
<thead>
<tr>
<th>FALL 1996</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>August 3</td>
<td>Orientation for new field-based students. Registration for first fall course.</td>
</tr>
<tr>
<td>August 5</td>
<td>First fall course begins. Last day for regular registration. Late registration fee of $30 will be charged after this date.</td>
</tr>
<tr>
<td>September 6</td>
<td>End of 100% refund.</td>
</tr>
<tr>
<td>September 6, 7, 8</td>
<td>First weekend of first fall course.</td>
</tr>
<tr>
<td>October 4</td>
<td>End of 50% refund.</td>
</tr>
<tr>
<td>October 4, 5, 6</td>
<td>Second weekend of first fall course.</td>
</tr>
<tr>
<td>October 5</td>
<td>Registration for second fall course.</td>
</tr>
<tr>
<td>October 7</td>
<td>Second fall course begins. Last day for regular registration. Late registration fee of $30 will be charged after this date.</td>
</tr>
<tr>
<td>November 1</td>
<td>End of 100% refund.</td>
</tr>
<tr>
<td>November 1, 2, 3</td>
<td>First weekend of second fall course.</td>
</tr>
<tr>
<td>December 6</td>
<td>End of 50% refund.</td>
</tr>
<tr>
<td>December 6, 7, 8</td>
<td>Second weekend of second fall course.</td>
</tr>
<tr>
<td>September 3 - December 20</td>
<td>Fall practicum.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WINTER 1997</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>December 7</td>
<td>Orientation for new field-based students. Registration for first winter course.</td>
</tr>
<tr>
<td>December 9</td>
<td>First winter course begins. Last day for regular registration. Late registration fee of $30 will be charged after this date.</td>
</tr>
<tr>
<td>January 3</td>
<td>End of 100% refund.</td>
</tr>
<tr>
<td>January 3, 4, 5</td>
<td>First weekend of first winter course.</td>
</tr>
<tr>
<td>January 24</td>
<td>End of 50% refund.</td>
</tr>
<tr>
<td>Date(s)</td>
<td>Event Description</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>January 24, 25, 26</td>
<td>Second weekend of first winter course.</td>
</tr>
<tr>
<td>January 25</td>
<td>Registration for second winter course.</td>
</tr>
<tr>
<td>January 27</td>
<td>Second winter course begins.</td>
</tr>
<tr>
<td></td>
<td>Last day for regular registration.</td>
</tr>
<tr>
<td></td>
<td>Late registration fee of $30 will be charged after this date.</td>
</tr>
<tr>
<td>February 21</td>
<td>End of 100% refund.</td>
</tr>
<tr>
<td>February 21, 22, 23</td>
<td>First weekend of second winter course.</td>
</tr>
<tr>
<td>March 14</td>
<td>End of 50% refund.</td>
</tr>
<tr>
<td>March 14, 15, 16</td>
<td>Second weekend of second winter course.</td>
</tr>
<tr>
<td>January 2 - April 18</td>
<td>Winter practicum.</td>
</tr>
<tr>
<td>SUMMER 1997</td>
<td></td>
</tr>
<tr>
<td>March 15</td>
<td>Registration for first summer course.</td>
</tr>
<tr>
<td>March 17</td>
<td>First course begins.</td>
</tr>
<tr>
<td></td>
<td>Last day for regular registration.</td>
</tr>
<tr>
<td></td>
<td>Late registration fee of $30 will be charged after this date.</td>
</tr>
<tr>
<td>April 11</td>
<td>End of 100% refund.</td>
</tr>
<tr>
<td>April 11, 12, 13</td>
<td>First weekend of first summer course.</td>
</tr>
<tr>
<td>May 2</td>
<td>End of 50% refund.</td>
</tr>
<tr>
<td>May 2, 3, 4</td>
<td>Second weekend of first summer course.</td>
</tr>
<tr>
<td>May 3</td>
<td>Registration for second summer course.</td>
</tr>
<tr>
<td>May 5</td>
<td>Second summer course begins.</td>
</tr>
<tr>
<td></td>
<td>Last day for regular registration.</td>
</tr>
<tr>
<td></td>
<td>Late registration fee of $30 will be charged after this date.</td>
</tr>
<tr>
<td>May 30</td>
<td>End of 100% refund.</td>
</tr>
<tr>
<td>May 30, 31, June 1</td>
<td>First weekend of second summer course.</td>
</tr>
<tr>
<td>June 20</td>
<td>End of 50% refund.</td>
</tr>
<tr>
<td>June 20, 21, 22</td>
<td>Second weekend of second summer course.</td>
</tr>
</tbody>
</table>

*All classes officially begin one month prior to the first weekend of class. Field-based locations include Coral Springs, Clearwater, Ft. Myers, Gainesville, Jacksonville, Melbourne, Miami, Ocala, Orlando, Palm Beach and Tampa.
# Field-Based Class Meeting Dates

## Fall 1996
- September 6, 7, 8
- October 4, 5, 6
- November 1, 2, 3
- December 6, 7, 8
- September 3 - December 20

## Winter 1997
- January 3, 4, 5
- January 24, 25, 26
- February 21, 22, 23
- March 14, 15, 16
- January 2 - April 18

## Summer 1997
- April 11, 12, 13
- May 2, 3, 4
- May 30, 31, June 1
- June 20, 21, 22
<table>
<thead>
<tr>
<th>HOLIDAYS</th>
<th>1996 - 1997</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labor Day</td>
<td>Mon., Sept. 2</td>
</tr>
<tr>
<td>Rosh Hashanah</td>
<td>Sat. Sept. 14</td>
</tr>
<tr>
<td>Yom Kippur</td>
<td>Mon., Sept. 23</td>
</tr>
<tr>
<td>Thanksgiving</td>
<td>Thurs., Nov. 28 - Fri., Nov. 29</td>
</tr>
<tr>
<td>Christmas</td>
<td>Wed., Dec. 25</td>
</tr>
<tr>
<td>New Year's Day</td>
<td>Wed., Jan. 1</td>
</tr>
<tr>
<td>Martin L. King, Jr. Day</td>
<td>Mon., Jan. 20</td>
</tr>
<tr>
<td>Good Friday</td>
<td>Fri., Mar. 28</td>
</tr>
<tr>
<td>Memorial Day</td>
<td>Mon., May 30</td>
</tr>
<tr>
<td>Independence Day</td>
<td>Fri., July 4</td>
</tr>
</tbody>
</table>
I. Introduction to the Center for Psychological Studies

The Center for Psychological Studies welcomes you to graduate study at Nova Southeastern University. You have been accepted into study in the Master's Program in Mental Health Counseling or School Guidance and Counseling which is designed to provide education and continued professional development to persons who currently serve or who will serve in a variety of mental health counseling capacities or in a school guidance counseling capacity.

The master's programs provide education and training for persons who will seek employment in settings such as mental health clinics and agencies, social agencies, hospitals, schools, and personnel offices.

The Center for Psychological Studies offers graduate degree programs at the master's and doctoral levels, post-doctoral training programs, and continuing education. The Center's Ph.D. and Psy.D. programs in clinical psychology are accredited by the American Psychological Association and are full-time, on campus degree programs.

This Policies and Procedures Handbook was designed to familiarize you with specific policies and procedures governing the master's programs. Knowledge of the contents of the Handbook and all printed program literature is essential to ensure the smooth functioning of your graduate training. You are urged to carefully review this handbook before beginning graduate study and to make frequent reference to it. Ignorance of policies and procedures is not an acceptable defense for failing to abide by them. As a graduate student you are also expected to read and abide by all program literature.

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 counselors, any such changes will be announced and 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. See also, Reservation of Power, pg. 67.
Accreditation

Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor’s, master’s, educational specialist, and doctoral degrees. The Center for Psychological Studies’ doctoral and predoctoral internship programs are accredited by the American Psychological Association.

Center
Philosophy

CPS has a tripartite mission. It provides quality educational experience and training in psychology. It encourages the advancement of knowledge through research. Finally, it provides high-level psychological services to a variety of individuals with varying needs.

The Center further provides for a variety of professional needs simultaneously. There is a strong commitment to the advancement of psychological knowledge. Faculty 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 master’s programs in mental health counseling and school guidance and counseling provide quality training for individuals engaging in service delivery (under supervision) within agencies and schools.

The Center also provides educational experience for the professional community. Respecialization training for nonclinical psychologists and postdoctoral training is available. Advanced training is provided to licensed mental health professionals, faculty and students through the Continuing Education Program Series.

The Center believes in the principle that each individual best serves both the profession of psychology and society as a whole through education if his or her training encourages critical thinking, creative analysis, and an openness to new ideas and opinions. It also believes it can best provide for the educational needs of society by supporting a wide range of points of view within psychology.
The Master's Program in Mental Health Counseling was designed for the continued professional development of persons who presently serve or will serve their community in a variety of counseling capacities. Master's training is based on a developmental model that emphasizes interdisciplinary collaboration, prevention of dysfunction, and direct service. The field of mental health 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 Center for Psychological Studies is firmly committed to the mission of training competent professionals who will design and implement prevention and treatment programs and provide direct counseling services. The course work provides broad-based training designed to equip individuals with the skills necessary to confront a wide variety of contemporary issues.

The Master's Program in School Guidance and Counseling, also based on a developmental model, prepares students to function as guidance counselors in school systems. While the role of the school counselor varies within and across schools, districts, and states, counselors increasingly serve in multiple roles, interacting and consulting with parents, teachers, school psychologists, agencies, etc. to provide effective services to students (pre-K through 12). Counselors will be called upon to respond to students of varying backgrounds and ethnic diversity and to interact with students in both a remedial and developmental way. In addition to the traditional responsibilities of the school counselor, a variety of contemporary issues will face the counselor, including dropout prevention, teenage pregnancy, reduction of truancy, personal issues and crises, drug and alcohol abuse, etc.

Course work was designed for the competent training professionals who will ultimately have an impact on both the individual student and the school climate. Varying techniques and strategies will need to be employed by the school counselor including individual and group counseling, assessment, vocational and career guidance, consultation, and program development. Based in psychological and developmental theory, counselor training, therefore, will need to encompass a broad base of techniques, strategies and interventions.
Other Academic Programs of the Center

In addition to the master’s programs, the Center offers Ph.D. and Psy.D. programs in clinical psychology; a postdoctoral residency program (APPIC member); postdoctoral training in psychoanalysis and psychotherapy; psychopharmacology; continuing education workshops for mental health professionals; and respecialization programs for doctoral-level psychologists desiring to become clinicians. The Center also has an APA-approved clinical internship program. The Center for Psychological Studies’ Catalog describes these programs in more detail.
II. Curriculum and Degree Completion Requirements

A master's program may be taken on a full-time or part-time basis program. A student is expected to complete all requirements for the degree and graduate within five years of the date of first registration (see Time Limit requirements p. 25).

In both the Master's Programs in Mental Health Counseling and School Guidance and Counseling, students must satisfactorily complete all curriculum requirements, including practicums and the comprehensive exam. The components of each program are the following:

- General required curriculum
- Electives (Mental Health Counseling curriculum only)
- Practicums
- Comprehensive Examination

The general curriculum of each Master's program is designed to provide the knowledge and training necessary for the student to develop as a mental health or school guidance counselor. As state licensure or certification requirements vary and/or are subject to change, it is recommended that students examine these requirements in the state to which they may make application to determine if educational requirements of that state are met.

The curriculum of each program is presented in the next pages. Course work is not necessarily offered in this sequence. The student should exercise care to ensure that all prerequisites are met and should seek advisement from the appropriate administrator or faculty member as needed.

The Master of Science degree in Mental Health Counseling requires a minimum of 57 semester hours of graduate credit. The Master of Science degree in School Guidance and Counseling requires a minimum of 36 semester hours of graduate credit. Students must successfully complete the comprehensive final examination as part of their degree requirements. A candidate is expected to complete the master's program and graduate within 5 years.
# Master’s Program in Mental Health Counseling

**Master's Degree Curriculum**
**Fifty-Seven (57) Semester Hours**

## Required Courses

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>PSY 502</td>
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<tr>
<td>PSY 507</td>
<td>Research &amp; Evaluation for Counselors</td>
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<tr>
<td>PSY 509</td>
<td>Personality Theories</td>
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<tr>
<td>PSY 512</td>
<td>Human Development &amp; Learning</td>
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<tr>
<td>PSY 570</td>
<td>Ethical, Legal, &amp; Professional Issues for Counselors</td>
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<tr>
<td>PSY 582</td>
<td>Human Sexuality</td>
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<tr>
<td>PSY 584</td>
<td>Adult Psychopathology</td>
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<td>PSY 586</td>
<td>Child &amp; Adolescent Psychopathology &amp; Treatment</td>
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<td>PSY 608</td>
<td>Psychological Testing for Individual Evaluation</td>
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<tr>
<td>PSY 625</td>
<td>Individual Counseling Strategies</td>
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<tr>
<td>PSY 635</td>
<td>Group Theory &amp; Practice</td>
</tr>
<tr>
<td>PSY 645</td>
<td>Couples and Family Counseling Strategies</td>
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<tr>
<td>PSY 675</td>
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<tr>
<td>PSY 680</td>
<td>Counseling Practicum I</td>
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<tr>
<td>PSY 681</td>
<td>Counseling Practicum II</td>
</tr>
<tr>
<td>PSY 682</td>
<td>Counseling Practicum III</td>
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</table>

## Elective Courses:

**Partial Listing**

(Two will be selected from these and/or other available offerings)

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>CGPY 510</td>
<td>Career Development</td>
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<tr>
<td>PSY 535</td>
<td>Clinical Biofeedback</td>
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<tr>
<td>PSY 540</td>
<td>Aging I</td>
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<tr>
<td>PSY 544</td>
<td>Aging II</td>
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<td>PSY 602</td>
<td>Behavioral Counseling</td>
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<td>PSY 603</td>
<td>Cognitive/Behavioral Counseling</td>
</tr>
<tr>
<td>PSY 606</td>
<td>Advanced Behavioral Intervention</td>
</tr>
<tr>
<td>PSY 612</td>
<td>Substance Abuse</td>
</tr>
<tr>
<td>PSY 615</td>
<td>Addictive Behavior Disorders</td>
</tr>
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<td>PSY 622</td>
<td>Psychology of Women</td>
</tr>
<tr>
<td>PSY 628</td>
<td>Psychotherapy with Gay Men and Lesbians</td>
</tr>
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<td>PSY 630</td>
<td>Cross Cultural Counseling</td>
</tr>
<tr>
<td>PSY 632</td>
<td>Social and Cultural Foundations of Counseling</td>
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<tr>
<td>PSY 640</td>
<td>Advanced Marriage and Family Counseling</td>
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<td>Brief Psychodynamic Counseling</td>
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<td>PSY 650</td>
<td>Crisis Intervention and Management</td>
</tr>
<tr>
<td>PSY 660</td>
<td>Community Mental Health</td>
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</table>
Master's Program In Mental Health Counseling

Main Campus Model Course Sequence

The schedule below is presented as a model 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.

<table>
<thead>
<tr>
<th>1st Year</th>
<th>Fall</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>*PSY 502 - Counseling Theories &amp; Practice</td>
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<tr>
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<td>*PSY 507 - Research &amp; Evaluation for Counselors</td>
<td>3</td>
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<td></td>
<td>*PSY 509 - Personality Theories or PSY 512 - Human Development &amp; Learning</td>
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<tr>
<td></td>
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<td>Winter</td>
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<tr>
<td></td>
<td>PSY 586 - Child &amp; Adolescent Psychopathology &amp; Treatment</td>
<td>3</td>
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</table>

| Summer I | *PSY 625 - Individual Counseling Strategies | 3       |
|          | *PSY 635 - Group Theory & Practice         | 3       |

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<th>2nd Year</th>
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<td>PSY 512 - Human Development &amp; Learning or PSY 509 - Personality Theories</td>
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<td>*PSY 675 - Case Conceptualization &amp; Treatment Planning</td>
<td>3</td>
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<tr>
<td>Winter</td>
<td>PSY 608 - Psychological Testing for Individual Evaluation</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PSY 680 - Counseling Practicum I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>3</td>
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</table>

| Summer I | PSY 681 - Counseling Practicum II | 3       |
|          | Elective                        | 3       |

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<th>3rd Year</th>
<th>Fall</th>
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<tr>
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<td>Total Degree Credits</td>
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*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 seven (7) if above model course sequence is followed.
Master's Program In Mental Health Counseling
Field-Based Model Course Sequence
Fall Start-Up

The schedule below is presented as a model course sequence *only*. The scheduling of courses during any semester may vary.

<table>
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<tr>
<th>Year</th>
<th>Fall</th>
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<tr>
<td>1st Year</td>
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<tr>
<td></td>
<td>*PSY 512 - Human Development &amp; Learning or</td>
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<tr>
<td></td>
<td>PSY 509 - Personality Theories</td>
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<tr>
<td>Winter</td>
<td>*PSY 507 - Research &amp; Evaluation for Counselors</td>
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<tr>
<td></td>
<td>*PSY 506 - Counseling Skills</td>
<td>3</td>
</tr>
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<td>PSY 509 - Personality Theories or</td>
<td>3</td>
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<td></td>
<td>PSY 512 - Human Development &amp; Learning</td>
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<td>*PSY 584 - Adult Psychopathology</td>
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<td>2nd Year</td>
<td>PSY 586 - Child &amp; Adolescent Psychopathology &amp; Treatment</td>
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<td>PSY 570 - Ethical, Legal &amp; Professional Issues for Counselors</td>
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<tr>
<td>3rd Year</td>
<td>PSY 680 - Counseling Practicum I</td>
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<td>PSY 582 - Human Sexuality</td>
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<td>PSY 608 - Psychological Testing for Individual Evaluation</td>
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<tr>
<td>Winter</td>
<td>PSY 681 - Counseling Practicum II</td>
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</table>

Total Degree Credits 57

*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 nine (9).
Master's Program In Mental Health Counseling

Field-Based Model Course Sequence

Winter Start-Up

The schedule below is presented as a model course sequence only. The scheduling of courses during any semester may vary.

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<tr>
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<td>*PSY 512 - Human Development &amp; Learning or PSY 509 - Personality Theories</td>
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<tr>
<td>Summer</td>
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<tr>
<td></td>
<td>*PSY 506 - Counseling Skills</td>
<td>3</td>
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<tr>
<td>Fall</td>
<td>PSY 509 - Personality Theories or PSY 512 - Human Development &amp; Learning</td>
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<td></td>
<td>*PSY 584 - Adult Psychopathology</td>
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</table>

*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 (8).
Master's Degree in Mental Health Counseling

Course Descriptions

Required Courses

**PSY 502 Counseling Theories and Practice (3 cr.)**
This course surveys the field of counseling. It considers the various theories of counseling and issues in the practice of mental health counseling.

**PSY 506 Counseling Skills (3 cr.)**
This lab course focuses on the development of fundamental counseling skills through the utilization of skills demonstration and in-class practice. Course content includes therapeutic listening and communication skills, basic interviewing techniques, empathy training, rapport building, and such intervention skills as structuring, confrontation, interpretation and reframing. Also covered is the therapeutic relationship, communication in the context of cultural diversity, goal setting and sentence structuring and outcome evaluation. *Prerequisite: PSY 502.*

**PSY 507 Research and Evaluation for Counselors (3 cr.)**
This course seeks to prepare counselors to be informed consumers of research and evaluation. It covers basic statistics, basic research designs, and program evaluation. It provides experience in reading research and evaluation reports.

**PSY 509 Personality Theories (3 cr.)**
This course covers theories of personality in the psychodynamic, trait, behavioral, social-cognitive and humanistic traditions. A major focus is how normal and abnormal personalities develop and change. Theories are critiqued and compared. Also covered is related contemporary research.

**PSY 512 Human Development & Learning (3 cr.)**
This course covers how developmental maturation and social learning shape personality, both in childhood and adulthood. Theory and research in social development and learning are covered in topics such as attachment, aggression, sexuality, morality and self-regulation, and self concept.

**PSY 570 Ethical, Legal, and Professional Issues for Counselors (3 cr.)**
This course covers standards for professional conduct in counseling. It considers ethical and legal decisions that counselors must make, such as scope of professional competence, confidentiality, duty to warn and protect, and value differences with clients. Case examples, current statutes, and counseling culturally diverse clients are discussed.
PSY 582 Human Sexuality (3 cr.)
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.

PSY 584 Adult Psychopathology (3 cr.)
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-IV disorders, supplemented with theoretical considerations of etiology and treatment approaches.

PSY 586 Child/Adolescent Psychopathology & Treatment (3 cr.)
This course provides an introduction to the specific disorders and problematic psychological states manifested during childhood and adolescence. It will also provide an overview of currently used interventions with psychologically troubled youths.

PSY 608 Psychological Testing for Individual Evaluation (3 cr.)
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: PSY 507.

PSY 625 Individual Counseling Strategies (3 cr.)
This skills course provides in-depth training of one or two major approaches to individual psychotherapy. The student will acquire sufficient theoretical knowledge to conceptualize treatment cases and practical skills to implement treatment strategies. Training methods utilized will include role-play, audio and/or video taping and other practical techniques. Prerequisites: PSY 502; PSY 506; PSY 584 or consent of advisor.

PSY 635 Group Theory and Practice (3 cr.)
This course overviews various group theories and basic aspects of group therapy. Topics covered include group therapy as a laboratory for interpersonal learning, therapist facilitative techniques, group dynamics, the development and role of group cohesiveness, selection and composition of groups, and stages of group therapy. Prerequisites: PSY 502; PSY 506.

PSY 645 Couples & Family Counseling Strategies (3 cr.)
This skills course surveys current approaches to couples and family counseling with an emphasis on a systemic conceptual model of family functioning and therapeutic intervention. It is designed to develop specific intervention competencies. Prerequisites: PSY 502; PSY 506; PSY 584 or consent of advisor.
PSY 675 Case Conceptualization & Treatment Planning (3 cr.)
This course focuses on the processes of conceptualizing clinical cases from a variety of theoretical orientations and translating these conceptualizations into effective treatment plans. Video and audiotaped clinical interviews, case studies and role-plays will be utilized to assist the student in formulating hypotheses about client difficulties and developing appropriate clinical interventions which address these difficulties. Prerequisites: PSY 502; PSY 506; PSY 584; PSY 625.

PSY 680 Counseling Practicum I (3 cr.)
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: PSY 502; PSY 506; PSY 507; PSY 509 or PSY 512; PSY 584; PSY 625; PSY 635; PSY 675 with a grade of B or better.

PSY 681 Counseling Practicum II (3 cr.)
This practicum is a continuation of Practicum I. 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. Prerequisite: PSY 680 with a grade of B or better.

PSY 682 Counseling Practicum III (3 cr.)
This practicum is a continuation of Practicum II. Prerequisite: PSY 681 with a grade of B or better.

Elective Courses

CGPY 510 Career Development (3 cr.)
Theories of occupational choice, career development, and social mobility are reviewed within the context of national, state, or regional economic development. Occupational information is considered from the point of view of the individual as well as from the standpoint of manpower needs for industrial and economic development.

PSY 535 Clinical Biofeedback (3 cr.)
This course provides a review of the areas of clinical application of biofeedback techniques. Emphasis will be placed on integrating biofeedback with general psychotherapeutic processes for children and adults. Biofeedback as a technique for preventive medicine and health will also be discussed. The course includes laboratory experiences.

PSY 540 Aging I (3 cr.)
This course acquaints the student with the processes of normal aging. Genetic, physical, physiological, social, and environmental components of aging are examined.
PSY 544 Aging II (3 cr.)
Emotional disturbances common to the aging population are researched: the neuroses, especially depressive reaction, and the psychoses, especially organic brain syndrome. Treatment models are presented.

PSY 602 Behavioral Counseling (3 cr.)
This course will cover behavioral counseling procedures for a diversity of problems and will be organized around problem areas such as retardation, employment, children, depression, marital disorder, and parent-child problems. Prerequisite: PSY 506.

PSY 603 Cognitive/Behavioral Counseling Strategies (3 cr.)
This course overviews the conceptual and empirical bases for cognitive/behavioral therapies. Specific emphasis will be on the development of intervention strategies. Prerequisite: PSY 506.

PSY 606 Advanced Behavioral Intervention (3 cr.)
This course develops advanced techniques in cognitive and behavioral therapies. Applications to a variety of client issues and populations will be discussed. Prerequisites: PSY 506; PSY 603.

PSY 612 Substance Abuse (3 cr.)
This course investigates the etiology of alcoholism and drug dependency. Attention is given to assessment and treatment in both individual and family therapy approaches. Prerequisite: PSY 506.

PSY 615 Addictive Behavior Disorders (3 cr.)
This course surveys a multiplicity of addictive disorders. Disorders are studies in relation to assessment and treatment approaches and dual diagnosis. Specific skill development related to specific strategies will be a major part of the course. Prerequisite: PSY 506.

PSY 618 Psychopharmacology for Counselors (3 cr.)
This course provides the counselor with an understanding of the basic science, theory, research, and counseling applications of psychopharmacology. It promotes the understanding of psychobiological processes in medicated clients and emphasizes the special requirements that relate to the currently prevalent combined therapeutic approach. The counseling issues are illustrated by case examples. Also covered is review of the relevant literature.

PSY 622 Psychology of Women (3 cr.)
This course focuses on studies related to women and how women relate to the world as a result of their socialization. Research on sex differences related to physical and emotional factors is discussed. The course provides students with the opportunity to understand the current issues within the community and within the women's movement.
PSY 628 Treatment with Gay Men & Lesbians (3 cr.)
Gay men and lesbians in psychotherapy present to the clinician issues that are unique to this population. The goal of this course is to make the student aware, sensitive and knowledgeable of these salient issues in order to work more effectively in counseling gay men, lesbians, and their family members. These issues will be viewed through developmental perspective, i.e., counseling gay adolescents, adults, couples, and the aging. The course is designed in an interactive approach using panel presentations, current research, case studies and role playing in a small class atmosphere. Prerequisite: PSY 506.

PSY 629 Therapy with HIV/AIDS Patients (3 cr.)
The objective of this course is to have students become thoroughly familiar with psychosocial, medical and legal aspects of HIV, as well as, to examine their own feelings as therapists dealing with people infected with HIV.

PSY 630 Cross Cultural Counseling (3 cr.)
This course covers issues involved in the assessment of culturally different clients and overviews issues in the selection of techniques for counseling. As essential goal is to affect the awareness, knowledge base, and application of techniques. Methods used include group interaction, self-disclosure, in-depth examination of attitudes and prejudices, case studies, and role playing.

PSY 632 Social and Cultural Foundations of Counseling (3 cr.)
This course addresses cultural diversity and its implications for counseling. It considers the psychological impact of factors such as sex, race, ethnicity and culture, religious preference, socioeconomic status, sexual orientation, and physical disability. It explores common stereotypes and out-group prejudices and how to overcome them in counseling. Finally, it reviews counseling issues and strategies for diverse clients.

PSY 637 Advanced Group Practice (3 cr.)
This course develops advanced skills in group practice with emphasis on intervention strategies and techniques. Prerequisite: PSY 635.

PSY 640 Advanced Marriage and Family Counseling (3 cr.)
This course develops advanced techniques in marital and family counseling with emphasis on various systemic models of family functioning and therapeutic intervention. Prerequisite: PSY 645.

PSY 646 Brief Psychodynamic Counseling (3 cr.)
This introductory course will familiarize students with the basic concepts, range, scope and limitations of this treatment modality. This course focuses on the communicative process and the subtle and intricate clinical interaction between clients and counselors. The student is helped to understand the importance of unconscious motivation, the dream work, the sequence of symptom formation, and the subtle nuances of the clinical interactions including both transference-countertransference reactions and the variety of therapeutic resistance. Prerequisite: PSY 506.
PSY 650 Crisis Intervention and Management (3 cr.)
This course will examine the history, development and theoretical underpinnings of crisis intervention. Major emphasis will be placed on learning skills and concepts relevant to the clinical management of major crisis situations, including suicide, rape, acute psychotic reactions and death. Lecture, case studies and role-playing will be utilized. Prerequisite: PSY 506.

PSY 660 Community Mental Health (3 cr.)
The brief history of community psychology is reviewed with a focus on those events that led to the development of a "community point of view." The course also acquaints students with the various approaches (preventative model, consultative role, etc.) and techniques (needs assessment, program evaluation) used by community psychologists. Distinctions between traditional clinical interventions and community interventions are highlighted.
Mental Health Counseling Practicum

Practicum is conceived to be that phase of the Master's in Mental Health Counseling program in which a counselor-trainee is able to crystallize his or her educational experiences by actually translating theoretical constructs into practice. This type of supervised practice in counseling is generally viewed as an experience which assists the prospective counselor to function effectively in a future employment situation. 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 mental health counseling program.

Three continuous semesters of practicums are required to afford students the opportunity of working with a variety of client populations over time. **Students will be required to complete three consecutive semesters of experience at a practicum site.**

**For main campus students,** each practicum in the Fall and Winter terms spans a full 15-week semester. The student will spend a minimum of 150 hours (10 hrs/week) in a community agency setting and participate in a 3-hour weekly practicum seminar class. Main campus practicums scheduled during summer term I will span 12 weeks and require a minimum of 12.5 hrs/week on site. The seminar class schedule will be announced prior to the start of each semester.

**For field-based students,** practicum schedules are a departure from the weekend format. Each practicum spans approximately a 15-week period. The student will spend a minimum of 150 hours (10 hrs/week) in a community agency setting and participate in practicum seminars which may be held on evenings during the week. Specific details on the practicums are provided to students at the appropriate time in their program or upon request. In the field-based format, practicums are scheduled only once during the curriculum for each cluster, and typically after a minimum of 10 courses have been scheduled. Currently, Practicum I is scheduled to begin in the Fall semester, with Practicum II following in the Winter semester and Practicum III following in the Summer semester. Each site has a local Practicum Coordinator who assists in all arrangements for site placements. Please be advised that during practicums, students may also be enrolled in regularly scheduled weekend classes.

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

To be eligible for PSY 680 - Counseling Practicum I, students must have been matriculated and must have successfully completed a minimum of 24 semester hours which includes the following course work:

1. PSY 502 - Counseling Theories and Practice
2. PSY 506 - Counseling Skills
3. PSY 507 - Research & Evaluation for Counselors
4. PSY 512 - Human Development & Learning or PSY 509 - Theories of Personality
5. PSY 584 - Adult Psychopathology
6. PSY 625 - Individual Counseling Strategies
7. PSY 635 - Group Theory & Practice
8. PSY 675 - Case Conceptualization & Treatment Planning*

*Must be completed with grade of B or better

The student must file an application for practicum and receive approval prior to registering for a practicum.
Master’s Program in School Guidance and Counseling

Master’s Degree Curriculum
Thirty-Six (36) Semester Hours

Required Courses

CGPY 502 - Counseling Theories
CGPY 505 - School Counseling Skills
CGPY 510 - Career Development
CGPY 512 - Learning and Human Development
CGPY 515 - Principles of Counseling and Guidance
CGPY 575 - Ethical, Legal, & Professional Issues for School Counselors
CGPY 585 - Psychology of Exceptional and At-Risk Children
CGPY 608 - Appraisal and Evaluation in School Counseling
CGPY 630 - Counseling the Culturally Different Student
CGPY 636 - Group Counseling
CGPY 665 - School Consultation Skills
CGPY 688 - Practicum: School Guidance (2 semesters)
Master’s Program In School Guidance & Counseling

Field-Based Model Course Sequence
Winter Start-Up

The schedule below is presented as a model course sequence only. The scheduling of courses during any semester may vary.

<table>
<thead>
<tr>
<th>1st Year</th>
<th>Winter</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>*CGPY 502 - Counseling Theories</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>*CGPY 512 - Learning &amp; Human Development</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Summer
*CGPY 515 - Principles of Counseling & Guidance | 3 |
*CGPY 505 - School Counseling Skills | 3 |

Fall
*CGPY 636 - Group Counseling | 3 |
*CGPY 575 - Ethical, Legal & Professional Issues for School Counselors | 3 |

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<thead>
<tr>
<th>2nd Year</th>
<th>Winter</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>*CGPY 665 - School Consultation Skills</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CGPY 510 - Career Development</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Summer
CGPY 630 - Counseling the Culturally Different Student | 3 |
CGPY 585 - Psychology of Exceptional and At-Risk Children | 3 |

Fall
CGPY 688 - Practicum: School Guidance (2 semesters) | 3 |
CGPY 608 - Appraisal & Evaluation in School Counseling | 3 |

<table>
<thead>
<tr>
<th>3rd Year</th>
<th>Winter</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuation of Practicum: School Guidance</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Degree Credits 36

*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 seven (7).
Master's Degree in School Guidance and Counseling

Course Descriptions

CGPY 502 Counseling Theories (3 cr.)
This course surveys the field of counseling. It considers the various theories and issues of counseling in school settings.

CGPY 505 School Counseling Skills (3 cr.)
This small-lab course focuses on the development of school counseling skills including basic interviewing and other assessment skills, with an emphasis on therapeutic listening skills. Stress will also be placed upon the acquisition of skills related to empathy, the counselor-counselee relationship, and the establishment of a therapeutic alliance in the context of cultural diversity. Teaching methods will include modeling and role playing, along with didactic presentations and readings. Prerequisite: CGPY 502.

CGPY 510 Career Development (3 cr.)
Theories of occupational choice, career development, and social mobility are reviewed within the context of national, state, or regional economic development. Occupational information is considered from the point of view of the individual, as well as from the standpoint of manpower needs for industrial and economic development.

CGPY 512 Learning and Human Development (3 cr.)
This course covers how developmental maturation and social learning shape personality, both in childhood and adulthood. Theory and research in social development and learning are covered in topics such as attachment, aggression, sexuality, morality and self-regulation, and self-concept. Applications to the school setting are examined.

CGPY 515 Principles of Counseling and Guidance (3 cr.)
This course covers the philosophy, functions, management, and operation of a counseling and guidance program in elementary and secondary schools.

CGPY 575 Ethical, Legal, and Professional Issues for School Counselors (3 cr.)
This course covers standards for professional conduct in school counseling. It considers ethical and legal decisions that school counselors must make, such as scope of professional competence, confidentiality, legal rights of students, duty to warn and protect, and value differences with students. Case examples, current regulations and standards on utilizing assessment data and issues in counseling culturally diverse students are discussed.

CGPY 585 Psychology of Exceptional and At-Risk Children (3 cr.)
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 guidance counselor in identifying such problems, drawing on available resources, and making appropriate referrals.
CGPY 608 Appraisal and Evaluation in School Counseling (3 cr.)
This course covers basic measurement concepts, test content and purpose, psychometric properties, administration and scoring procedures. Frequently used tests of aptitude, interest and personality are reviewed. Issues of test use with culturally diverse populations are addressed.

CGPY 630 Counseling the Culturally Different Student (3 cr.)
This course covers issues involved in the assessment and placement of minority students and overviews issues in the selection of techniques for counseling. An essential goal is to affect the awareness, knowledge base, and application of techniques. Methods used include group interaction, self-disclosure, in-depth examination of attitudes and prejudices, case studies, and role playing.

CGPY 636 Group Counseling (3 cr.)
This course overviews various group theories and basic aspects of group process. Topics covered include group counseling as a laboratory for interpersonal learning, counselors' facilitative techniques, group dynamics, the development and role of group cohesiveness, selection and composition of groups, and stages of group counseling. Prerequisite: CGPY 505.

CGPY 665 School Consultation Skills (3 cr.)
This course focuses on developing specific techniques in consultation. It integrates the various aspects of a school guidance program with particular reference to problem solving and the utilization of available data. Case examples specific to the school setting are discussed, and opportunities for skill development are provided through role playing.

CGPY 688 Practicum: School Guidance (3 cr.)
Supervised guidance practicum in an elementary, middle, or secondary school setting. Prerequisites: CGPY 502, CGPY 505, CGPY 512, CGPY 515, CGPY 575, CGPY 636, CGPY 665 and consent of advisor.
Practicum is conceived to be that phase of the Master’s in School Guidance and Counseling program in which a counselor-trainee is able to crystallize his or her educational experiences by actually translating theoretical constructs into practice. This type of supervised practice in school counseling is generally viewed as an experience which assists the prospective school counselor to function effectively in a school guidance 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 school guidance and counseling program.

Practicum responsibilities may include individual and small-group counseling, classroom guidance presentations, consultation, teacher inservice, parent conferencing, individual and large group testing, involvement in the exceptional student education process, and other experiences relevant to the practicum setting. Students employed by the school system will be required to obtain permission from their principal or designated school official for release time to pursue their practicum. Students may be required to take a leave of absence or make other necessary arrangements to fulfill this requirement.

Two continuous semesters of practicum are required to afford students an opportunity to work with a variety of students, parents and teachers over time.

For field-based students, the practicum schedule is a departure from the weekend format. The two continuous semesters of practicum typically begin in the Fall semester. For each semester, the student will spend a minimum of 90 hours (6 hrs/week) in a public school setting and participate in a regular seminar class. Seminars may be held on evenings during the week. Specific details on the practicums are provided to students at the appropriate time in their program or upon request. In the field-based format, practicum is scheduled only once during the curriculum for a specific cluster, typically after a minimum of 10 courses have been scheduled. The site has a local Practicum Coordinator who assists in all arrangements for site placements. Please be advised that during practicum, students may also be enrolled in regularly scheduled weekend classes.

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

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

1. CGPY 502 - Counseling Theories
2. CGPY 505 - School Counseling Skills
3. CGPY 512 - Learning & Human Development
4. CGPY 515 - Principles of Counseling and Guidance
5. CGPY 575 - Ethical, Legal & Professional Issues for School Counselors
6. CGPY 636 - Group Counseling
7. CGPY 665 - School Consultation Skills

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

Professional Liability Insurance

All Master's students entering practicum will be required to carry professional liability insurance coverage provided through the University. Students are required to enroll in the plan at the time of registration. All students are required to abide by the *Ethical Standards of the American Counseling Association, the Code of Ethics for Mental Health Counselors, the American School Counselor Association, Ethical Standards for School Counselors* and the policies and procedures of the Center for Psychological Studies. Students must also follow all rules and regulations of the agency/school where his or her practicum will be completed.

The term during which practicums are to be scheduled is determined by the Center for Psychological Studies in accordance with the program schedule. The administrators of the Master's programs in Mental Health Counseling and School Guidance and Counseling will approve the student's readiness for practicum and will provide the student a list of approved practicum sites.

Comprehensive Examination

Students will be required to pass a final written comprehensive examination. In order to be eligible to sit for the examination, students, at minimum, must be enrolled in the last semester of their program. Students are responsible for verifying their eligibility. Information concerning exam format and content will be provided to students at the appropriate time in their curriculum.
III. Academic Regulations and Information

Calendar and Classes

**Academic Year**

The academic year for main campus students is divided into two semesters. Additionally, there are one or two summer semesters, equivalent to the regular semester in contact hours, but shortened in length. Registration in summer session is optional. Course work in the field-based Master's program is scheduled August-June.

Students are expected to register for classes at the designated time and place and in accordance with procedures outlined in this text and in program literature unless they have an approved leave of absence (see section on Enrollment Options).

**Attendance**

Students are expected to attend all scheduled learning activities including classes, lectures, and seminars. Anticipated absences should be cleared with the instructor in advance. In the event of an unanticipated absence (e.g. sudden illness), the instructor should be notified at the earliest possible time. Excessive absences may result in a lower grade (at the instructor’s discretion) or may necessitate a withdrawal from the class.

**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 ordinarily are not scheduled on days of religious observances. The University is closed on many commonly observed religious holidays.

**Student Enrollment**

All degree-seeking students are considered full-time students when they register for two or more courses per semester, excluding the main campus summer 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.
### Full-Time Status

Students are considered to be full-time if they complete the 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 program office and the Student Financial Planning Office 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

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 leaves of absence to the program office. If granted, the leave shall be for a stated period of time, not to exceed one year. Under normal circumstances students should apply for a leave of absence prior to registration for each semester. Time spent on an approved leave of absence is not charged against the five year time limit.

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 formal application for readmission if they wish to continue the program at a later date.

### Time Limits

Students must complete their program within five (5) years from the date of first registration. 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 been in continuous enrollment does not complete all requirements within the five (5) year time limit, he or she must enroll in the master’s program and:

1. Maintain full-time status (minimum 6 credits per semester, excluding summer sessions).

2. Complete remaining degree requirements which will include any course work that is more than five (5) 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 as 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.

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 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 include:

1. PSY 502 - Counseling Theories and Practice
2. PSY 506 - Counseling Skills
3. PSY 507 - Research and Evaluation for Counselors
4. PSY 512 - Human Development and Learning or PSY 509 - Personality Theories

During the formal review for matriculation, students’ academic performance in the four designated courses listed above will be examined. Those students with a grade point average of 3.0 or above in the four designated courses will 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 the Center for Psychological Studies program.

Master’s Handbook 26
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.

Students are admitted into graduate study 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 student is enrolled.

During the formal review for matriculation, students’ academic performance in the first four courses will be examined. Those students with a grade point average of 3.0 or above in the first four courses will be matriculated.

Students with a grade of "F" in any one of the first four courses will not be matriculated. No more than four additional courses may be taken without repeating and successfully passing the course and meeting all matriculation requirements.

Under no circumstances will students who achieve a grade point average of 2.5 or below in the first four courses be permitted to take graduate level courses in the Center for Psychological Studies program.

Those students 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.

The grading policy for all graduate programs in the Center for Psychological Studies 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.

A student receiving a grade of "F" in any course must repeat and successfully complete the course within one year (two full semesters, excluding summer sessions and leaves of absences). Both grades shall remain on the student’s record and shall count toward an accumulation of below "B" grades; however, only the higher of the two grades will be counted toward the student’s grade point average.
A grade lower than "B" in the courses, Case Conceptualization and Treatment Planning, Counseling Practicum I, Counseling Practicum II, and Counseling Practicum III, reflects inadequate performance and does not satisfy curriculum requirements. 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 an accumulation of below "B" grades; however, only the higher of the two grades will be counted toward the student's grade point average.

**Probation**

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

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

The student, the Master's Program Administration, the Dean of the Center and the Financial Aid Office will be notified in writing of a student's probationary status. A student is allowed one year (two full semesters, excluding summer session) to remove probationary status.

**Dismissal**

Automatic dismissal from any graduate program in the Center for Psychological Studies will occur when any of the following conditions exist:

1. Academic probation extends beyond one year (two semesters excluding summer session).
2. More than 2 grades below "B" are received.
3. Two grades of "F" are received.

Students dismissed from the program may petition for readmission after one academic year. Such students will have their records examined by the administration of the Master's programs in Mental Health Counseling and School Guidance and Counseling. Upon approval, the student will be readmitted to the program in effect at that time. Only those courses with grades of B or better will be applied toward the master's degree.

**Registration**

All enrolled students are expected to be in continuous registration every semester until they receive their degree (see section on Enrollment Options). Arrangement with the Comptroller regarding payment of tuition and fees is part of the registration process and registration is a prerequisite to class attendance.
Field-Based Policies and Procedures

The registration form and fees are due to the appropriate site coordinator on the designated registration date. Students registering with the site coordinator after that date will be assessed a late charge.

Students may not register for a field-based class any later than one month prior to the first weekend of class meetings.

After students have registered, should any problems arise related to registration information or credit for fees, students should contact the Registrar’s Office (1-800-541-NOVA, Ext. 7400).

Students on financial aid will be required to pay for textbooks at the time of registration and may check off the appropriate method of payment box on each registration form until such time as monies are disbursed. Tuition and registration fees will be handled in accordance with the policies of the Office of Student Financial Planning.

Priority for registration in a specific course at a specific location is given to individuals admitted as degree-seeking students at that site. As space permits, Master’s students from other sites, main campus Master’s students, special students, etc. will be allowed to register for courses. Assignments will be made with permission from the Program Office and on a first come first serve basis.

Students are responsible for obtaining course approval and registration forms during the announced registration dates.

The registration form and fees are due at the Registrar’s Office during the designated registration period. For semester courses, fees are due by the first day of class. For weekend courses, fees are due no later than one month prior to the first weekend of class. Students registering after these dates will be assessed a late charge.

Students may not register for any class without program office approval and not any later than the last day for late registration.

After students have registered, should any problems arise related to registration information or credit for fees, students should contact the Registrar’s Office (1-800-541-NOVA, Ext. 7400).

Students on financial aid will be required to pay tuition and registration fees in accordance with the policies of Nova Southeastern Office of Student Financial Planning.

Main Campus Policies and Procedures

Students are responsible for obtaining course approval and registration forms during the announced registration dates.

The registration form and fees are due at the Registrar’s Office during the designated registration period. For semester courses, fees are due by the first day of class. For weekend courses, fees are due no later than one month prior to the first weekend of class. Students registering after these dates will be assessed a late charge.

Students may not register for any class without program office approval and not any later than the last day for late registration.

After students have registered, should any problems arise related to registration information or credit for fees, students should contact the Registrar’s Office (1-800-541-NOVA, Ext. 7400).

Students on financial aid will be required to pay tuition and registration fees in accordance with the policies of Nova Southeastern Office of Student Financial Planning.
Priority for registration in a specific course at a field-based site is given to individuals admitted as degree-seeking students at that site. As space permits, main campus Master’s students, special students, etc. will be allowed to register for courses. Assignments will be made with permission from the Program Office. Students are advised to have their name placed on the waiting list for courses they wish to take at a field-based site at least 2-3 months prior to the first class date. Schedules of field-based classes are posted and available for review by main campus students.

Master’s tuition for 1996-97 will be charged at the rate of $400 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 on 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.

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (per credit hour)</td>
<td>$400</td>
</tr>
<tr>
<td>Application Fee (nonrefundable)</td>
<td>$40</td>
</tr>
</tbody>
</table>
| Registration Fee (nonrefundable)| $10/field-based, per course
                                        $25/main campus, per semester
| Late Registration Penalty       | $30/field-based, per course
                                        $30/main campus, per semester
| Textbooks                       | $80-$200/course (approx.) |
| Practicum Insurance             | $6 per practicum |
| Student Association Fee (Main  | $10 per term (fall & winter) |
| Campus Students only)           |                 |
| Comprehensive Examination       | no fee          |
| Application for Degree Fee      | $65             |
| Transcript Fee                  | $5              |
Refund Policy

Students have three working days from the date of signing an enrollment contract or financial agreement with the University to cancel the contract and receive a full refund of any tuition and registration fees paid. Further a student shall receive a full refund of tuition and registration fees paid by the student prior to the commencement of instruction if the student submits a written request to the institution within three working days of the payment. Refund schedules for tuition and fees after the commencement of instruction may be found in the appropriate center or program catalogs.

Fees other than tuition are not refundable. Students who wish a tuition refund must notify the program office in writing of their request and their reason for withdrawal. Unless written notification is on file, students are assumed to be active participants and are responsible for tuition payments.

Field-Based Refund Schedule

The following schedule applies to payments for each Field-Based class:

- For 100% refund: withdrawal prior to the first class session
- For 50% refund: withdrawal prior to the second weekend of class

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

Main Campus Refund Schedule

The following schedule applies to payments for each Main Campus semester class:

- For 100% refund: withdrawal prior to the first day of semester
- For 80% refund: withdrawal as posted on academic schedule (Fall & Winter)

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

Some courses may require additional fees for laboratory and/or equipment (e.g., calculator, testing materials) and supplemental course materials. Students are provided NSU UNIX computer accounts. Students may need to make arrangements for Internet access and pay the corresponding fee.
Withdrawal from a Course

Field-Based

Prior to the first weekend, the course is deleted from the student's record. A "W" grade is assigned when a student officially withdraws from a course after the first weekend of class but prior to the second weekend of class. Failure to report your withdrawal from a class prior to the second weekend will result in a grade of "F".

Main Campus

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 day to drop courses" indicated in the academic calendar and prior to the eleventh (11th) scheduled class. After the start of the eleventh (11th) scheduled class, the student will be assigned a failing grade.

Auditing a Course

Under special circumstances and with permission of the instructor and Program Administration, students will be permitted to audit a course. Space in the class must be available. Fees for auditing will be charged at one half the rate of regular tuition. No credit is given, but courses will appear on the transcript as "audit".
Transfer of Credit

Students requesting transfer of credit must submit a written request for transfer along with supporting documentation to the master’s program administrator. Sufficient documentation should be presented 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 include syllabi, course notes or other material as requested.

The number of transfer credits that will be credited towards graduation is six (6).

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 or an APA approved professional school. 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 or related in content to elective courses in the curriculum.

3) It was completed no longer than five (5) years prior to the student’s first registration in the program; and

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 credits may be applied to practicums.

5) 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 GUIDANCE AND COUNSELING (PK-12).

Grading Policy

The following policies apply to all academic programs in the Center for Psychological Studies. Individual programs may have additional requirements. All degree programs in the Center for Psychological Studies assign grades to course work according to the following system:

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

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

Prior to the first class, dropped courses will be deleted from the student’s record. A "W" grade 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. Students failing to officially withdraw prior to the eleventh scheduled class (main campus) or start of the final weekend of class (field-based or main campus), will be assigned a failing grade.
An "I" (incomplete) indicates that the student has not completed the course requirements and that the instructor has given additional time to do so. An "I" grade is not routinely assigned in courses. A grade of "I" (incomplete) is assigned only when serious exigencies prevent completion of the course requirements. A student may not, by choice, take an incomplete in a course merely by failing to complete the course requirements.

Should the instructor choose to assign an incomplete, a contract form is to be completed and signed by both the instructor and the student and the original kept on record in the 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.

3. A grade which 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) or "F" (failure) has been received in a prerequisite course.

Each student is evaluated on an ongoing basis while enrolled in the program. 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 of psychology. Relevant information including practicum evaluations is coordinated through the program administration.

If, for any reason, a faculty member has reason to question the satisfactory progress of any student in the program, he/she will discuss the problem with the student. If the problem persists, the
faculty member may bring the issue to the attention of the program administration and the Center for Psychological Studies faculty. Appropriate faculty will be asked for additional review and comment.

The faculty have targeted several behavioral categories considered to be an integral and necessary part of professional functioning. These broad areas include the following:

1. Academic abilities
   a. Academic standing as discussed in this Handbook.
   b. Ability to communicate orally and in writing.
   c. Timely and responsible performance of assignments.
   d. Competent performance on examinations and in-class assignments.
   e. Management of practicum 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 skills and behavior
   a. Abides by the ethical standards of the profession as delineated in the American Counseling Association Publication, Ethical Standards.
   b. Abides by University requirements as outlined in this student Policies and Procedures Handbook and in other literature distributed by the Center for Psychological Studies.
4. Interpersonal behavior
   a. Presents a generally respectful and non-hostile attitude.
   b. Displays mature and appropriate behavior.
   c. Demonstrates ability to function independently.
   d. Shows usual and customary judgment and discretion in both student and professional activities.
   e. Develops intrinsic criteria to evaluate own performance.

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

Students who have completed all requirements for the masters degree must submit an application for degree. Forms are available from the Registrar’s Office. A fee is required upon submission of the degree application form.

Applications require approval by the Office of the Dean, University Comptroller, Registrar and Librarian. 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 University Board of Trustees for conferral. Following the official conferral of the degree, which is noted on the transcript, a diploma is mailed to the student.
Academic Advisement

The Center offers academic advisement to students. A staff of qualified advisors in the program office are assigned to students from the beginning of their studies. Advisors are accessible to students to assist with course planning and selections, apprise of their academic standing, review University policy, respond to individual circumstance, 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.

Advisement about specific course content, etc. is available from the faculty and individual general advisement is offered through the main campus program office. Students will meet with an advisor regularly during registration or at any time upon request.

All matters pertaining to a student’s record, scheduling of classes, leaves of absence, class absences, etc. should be directed to the program administration on the main campus in Ft. Lauderdale.

Academic Degree Requirements

A student must complete all courses for the degree with a grade point average of at least 3.0. The Master of Science degree program in Mental Health Counseling requires 57 semester hours of graduate credit. The Master of Science degree program in School Guidance and Counseling requires 36 semester hours of graduate credit. All students will be required to pass the comprehensive examination as part of their degree requirements. A candidate is expected to complete and graduate from the Master’s program within five years from the date of first registration.

Graduation

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

Master’s Handbook
IV. Student Rights and Responsibilities

Ethical Issues in the Center for Psychological Studies

All students and graduates are expected to be knowledgeable about and conform to both the letter and spirit of the July 1, 1995 revision of 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 APGA, Code of Ethics for Mental Health Counselors, the American School Counselor’s Association, Ethical Standards for School Counselors and the provisions of the American Psychological Association’s Ethical Principles of Psychologists. A copy of the full text of materials to which students and graduates are expected to conform will be made available in the course on 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. 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 Board of Trustees has met and conferred the degree.

2. It is misleading and inappropriate to append "master's student", or some similar designation, after your name.

3. 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.

4. When a student is in practicum, the student will verbally identify him/herself to his/her supervisor, the agency or school staff and each client as a graduate student "trainee" in mental health counseling or school guidance and counseling.

5. 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.
Dual Relationships Between Faculty and Students

6. Any academic, professional, or personal difficulty which results in action being taken by the Center for Psychological Studies 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.

7. Students should familiarize themselves with Chapter 491, Florida Statutes, the Florida State Law for licensure as a Mental Health Counselor.


The Master’s programs are concerned about the welfare of the public, the educational experience of the student, and the development and maintenance of high standards of ethics and practice in the profession and in the program. All students therefore are advised, that they are expected to abide by the Ethical Standards of the American Counseling Association.

While in principle the APA 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 and students are bound to arise. Faculty 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 faculty and students are explicitly discouraged. Sexual harassment of students by faculty is forbidden.

It is specifically required that whenever 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 Center for Psychological Studies. 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 to 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 provision of psychological services to a student must be approved by the Dean.

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.

Nova Southeastern University works to create an academic environment that is fair, and responsive to all students, an environment that supports, and rewards career and educational goals on the basis of ability and work performance.

The Center fully subscribes to the University’s policy of nondiscrimination because of race, color, sex, age, non disqualifying disability, sexual orientation, religion or creed, or national or ethnic origin. Discrimination in sexual or other harassment by faculty, administration, other students, or University employees is an abuse and, whenever imposed on a student, requires prompt remedial action. Discriminatory behavior or unethical conduct should be reported to the Office of the Dean. (See University Policy on Sexual Harassment, p. 59.)
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.

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

Prior to 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 the matter to the attention of the Director of Academic Affairs within 30 days of its occurrence, where informal resolution will continue. Should the 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 Center for Psychological Studies.

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 shall be referred to the Center’s standing Appeals Committee. The Committee will conduct a substantive review of all facts it deems pertinent to the appeal. The Committee, at its discretion, may interview the student or any other pertinent person which it judges has information relevant to the review. No persons may have legal counsel accompany them or appear in their behalf.
3. The Appeals Committee will file a written recommendation, with justification, to the Dean, 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 appeal process, such irregularities must be presented in writing to the Dean 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 Dean will return the appeal to the Appeals Committee for consideration consistent with the process described in this Handbook.

5. Following 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.
University Code of Student Conduct and Academic Responsibility

The University code seeks to promote high standards of academic integrity by setting forth the responsibilities of students as members of the University community. Abiding by the code ensures a climate in which all members of the University community can exercise their rights of membership.

Nova Southeastern University as a community of men and women is committed to furthering scholarship, academic pursuits, and service to our society. As an institution, our purpose is to assure every student an equal opportunity to fulfill his or her potential as a student at the highest standard of excellence.

Certain rights and obligations flow from membership in the academic community, including:

1. The rights of personal and intellectual freedom that are fundamental to the idea of a university;
2. A scrupulous respect for the equal rights of others;
3. A dedication to the scholarly and educational purposes of the University and participation in promoting and assuring the academic quality and credibility of the institution.

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

In addition, graduate students in psychology are expected to be knowledgeable about and conform to the letter and spirit of the ethical guidelines of their respective professions and to the provisions of Florida licensing laws. Copies of ethical guidelines are available from the Center for Psychological Studies. Academic conduct and supplementary standards are outlined in student handbooks.

Hazing

Nova Southeastern University prohibits any activity that may be construed as hazing. "Hazing" is defined as: any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization operating under the sanction of a university.
Conduct Violations

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

Academic Standards

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

1. Original Work.

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

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

2. Referencing the Works of Another Author.

All academic work submitted for credit or as partial fulfillment of course requirements must adhere to each center's specific accepted reference manuals and rules of documentation. Standards of scholarship require that proper acknowledgement be given by the writer when the thoughts and words of another author are used. Students must acquire a style manual approved by their center and become familiar with accepted scholarly and editorial practice in their program. Students' work must comport with the adopted citation manual for their particular center.
At Nova Southeastern University, it is plagiarism to represent another person's work, words, or ideas as one's own without use of a center-recognized method of citation. Deviating from center standards I(A) (1) or I(A) (2) is considered plagiarism at Nova Southeastern University.

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

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

Violations of academic responsibility include, but are not limited to:
  a. Plagiarism;
  b. Any form of cheating;
  c. Conspiracy to commit academic dishonesty;
  d. Misrepresentation;
  e. Bribery in an attempt to gain an academic advantage;
  f. Forging or altering documents or credentials; and
  g. Knowingly furnishing false information to the institution.

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

   Conduct Standards
1. Students should not interfere with the rights, safety, or health of members of the University community nor interfere with other students' right to learn. Students are expected to abide by all University, center, and program rules and regulations and all local, state, and federal laws. Violations of conduct standards include, but are not limited to:
   a. Theft;
   b. Vandalism;
   c. Disruptive behavior;
d. Possession or use of firearms, fireworks, explosives, or other dangerous substances or items;

e. Possession, transfer, sale, or use of illicit drugs;

f. Appearance in class or on campus under the apparent influence of alcohol or illicit drugs or chemicals;

g. Violations of housing regulations;

h. Any act or conspiracy to commit an act which is harassing or abusive or which invades an individual’s right to privacy, including, but not limited to, sexual harassment and abuse against members of a particular racial, ethnic, religious, or cultural group;

i. Threats of or actual damage to property or physical harm to others; and

j. Nova Southeastern University prohibits any activity that may be construed as hazing. "Hazing" is defined as: any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization operating under the sanction of a university.

k. Failure to pay tuition and fees in a timely manner.

2. Students must have authorization from the University to have access to University documents, data, programs, and other types of information and information systems. Any use of the above without authorization is prohibited.

Supplementary Standards

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

Violations

Any violation(s) of any of the academic standards, conduct standards, or supplemental standards may result in a complaint being filed against a student to enforce the Code of Student Conduct and Academic Responsibility. Deans or directors may, in their discretion, immediately suspend students pending a hearing on charges of academic conduct or supplemental standard violations. Any student found guilty of a violation of the academic, conduct, or supplemental standards will be subject to disciplinary action, including expulsion from the University.
Nova Southeastern University provides computer systems with access to hardware, software, and networks to enhance academic experience. The University's computer systems are vital to the University's programs of instruction, research and administration. Nova Southeastern University’s computer systems refer to all computers owned and operated by the University and include hardware, software, data and communication networks associated with these systems. In particular, computer systems refer to systems ranging from multi-user time-sharing systems to single-user terminals and personal computers, whether free-standing or connected to a network.

Ethical conduct by students in the use of this technology is the same as in all other areas of University life and is of equal importance. All students are expected to abide by the Nova Southeastern University Code of Student Conduct and Academic Responsibility. Students as part of their academic preparation towards specific professional career goals must be aware of and abide by the professional code of ethics associated with that chosen profession. Therefore, student technology users must apply standards of normal academic and professional ethics and considerate conduct to their use of the University’s computing systems and resources, including respect of others’ right to privacy.

The student user must be aware of the legal and moral responsibility for ethical conduct in the use of technology. Student users of Nova Southeastern University's computer systems are subject to all applicable federal, state and international computer laws. A copy of the "Florida Computer Crimes Act" and referenced Florida State Statutes may be examined on-line or in a student's academic program office.

In addition, a student accessing any of Nova Southeastern University computer systems, whether a multi-user time-sharing system or a single-user terminal or personal computer, must:

- have proper authorization for use or attempted use of accounts within the Nova Southeastern University computer systems
- limit the use of Nova Southeastern University computer systems to academic activities as defined by the student's academic program office
- refrain from attempting to tamper with or obstruct the operation of Nova Southeastern University's computer systems

- be aware that accessing or using another person's computer account without that person's permission is illegal and unethical

- refrain from any attempt to use Nova Southeastern University's computer systems as a means for the unauthorized access to computer systems outside the University's systems

- be aware that the use of invasive software, such as worms and viruses destructive to hardware, software or data files is illegal and unethical.

- be aware that using Nova Southeastern University's computer systems to act or behave in a rude, obscene or harassing manner will be dealt with by appropriate University policy, procedures and agents

- use only legally obtained or licensed data or software in accordance with its license or purchase agreement

- be in compliance with Federal copyright laws and the Nova Southeastern University Copyright Code

As with all matters of law and ethics, ignorance of the rules does not excuse violations. Inappropriate conduct and violations will be dealt with under the guidelines of the Nova Southeastern University Code of Student Conduct and Academic Responsibility as defined and determined by the Office of the Academic Vice President and the Office of the Dean of a student's academic program.

Drug-Free Schools and Campuses

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

The unlawful manufacture, distribution, dispensation, possession, or use of illicit drugs* and the abuse of alcohol are prohibited in and on Nova Southeastern University owned or controlled property and as a part of any of its activities. No Nova Southeastern University employee or student is to report to work or school while under the influence of illicit drugs or alcohol. There are serious health risks
associated with the abuse of drugs and alcohol (see attached "Controlled Substances--Uses & Effects"). If you, a fellow student, teacher, or co-worker has a problem with abuse of drugs and/or alcohol, help can be provided at the following locations:

**On Campus:**
Nova Southeastern University Student Counseling Service
Mailman Building
(954) 475-7552

Nova Southeastern University Community Mental Health Clinics
Davie..........................475-7070
Lauderhill......................486-3663
Coral Springs..................753-7020

**Community:**
Florida Department of Education
Educational Prevention Center
Knott Building
Tallahassee, Florida 32399
(904) 488-6304

Department of Health and Rehabilitative Services
Alcohol and Drug Abuse Program
1317 Winewood Boulevard
Tallahassee, Florida 32399
(904) 488-0900

When you use or deal in drugs, you also risk incarceration and/or fines. The attached federal sentencing guidelines indicate federal penalties for trafficking in drugs.

In addition to the federal sanctions, Florida state statutes provide sanctions in regard to the use, possession, and/or sale of illicit drugs and the abuse of alcohol. Punishment varies dependent upon the amount and type of drug and/or alcohol involved. Felony convictions range from one year to life imprisonment. Possession of not less than 20 grams of cannabis is punishable as a misdemeanor of the first degree. Punishment for misdemeanors ranges from less than 60 days to one year imprisonment.

Under §893.13, Florida Statutes, it is unlawful for any person to sell, purchase, manufacture, deliver, or possess with intent to sell,
purchase, manufacture, or deliver a controlled substance. Violation of this statute is a felony and is punishable under Chapter 775 of the Florida Statutes.

Under §893.13 (1) (e), Florida Statutes, it is unlawful for any person to sell, purchase, manufacture, deliver, or to possess with the intent to sell, purchase, manufacture, or deliver a controlled substance in, on, or within 1,000 feet of a public or private elementary, middle, or secondary school. Punishment for a violation of this statute may include a minimum three-year imprisonment.

Under §316.1936, Florida Statutes, it is unlawful for any person to possess an open container of alcoholic beverage while operating a vehicle in the state or while a passenger in or on a vehicle being operated in the state. Violation of this law will result in a noncriminal moving traffic violation, punishable as provided in Chapter 318 of the Florida Statutes, with fines and points on a driving record leading to driver’s license suspension.

Under §316.193, Florida Statutes, a person is guilty of driving under the influence if such a person is driving or in actual physical control of a vehicle within the state and the person is under the influence of alcoholic beverages or any controlled substance when affected to the extent that his or her normal faculties are impaired or the person has a blood alcohol level of .10 percent or higher. First conviction on such a DUI charge shall result in a fine not less than $250 or more than $500 and imprisonment not more than six months. A second conviction results in a fine of not less than $500 or more than $1,000 and not more than nine months’ imprisonment. Third conviction will result in not less than a $1,000 fine or more than a $2,500 fine and imprisonment for not more than 12 months.

By applying for a driver’s license and accepting and using a driver’s license, a person holding the driver’s license is deemed to have expressed his or her consent to submit to breath, blood, and urine tests for alcohol, chemical substances, or controlled substances. Nova Southeastern University requires that an employee notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) days after such conviction. In order to comply with federal law, Nova Southeastern University must notify any federal contracting agency within ten (10) days of having received notice that an employee engaged in the performance of a federal contract or grant has had a criminal drug statute conviction for a
violation occurring in the work place. Any criminal drug convictions in the work place must be reported by the employee to his or her University supervisor or department head within five (5) days of the date of such conviction. The University will discipline any employee who is so convicted or require the employee's satisfactory participation in a drug/alcohol abuse assistance or rehabilitation program within thirty (30) days of notice of such conviction.

Any Nova Southeastern University employee or student determined to have violated this policy shall be subject to referral for prosecution by the appropriate authorities. Other sanctions include evaluation/treatment for drug use disorder, which may include mandatory completion of a drug/alcohol abuse rehabilitation program, expulsion, and/or termination.

All Nova Southeastern University faculty and staff members will, as a condition of their employment, abide by the terms of this policy. All Nova Southeastern University students will, as a condition of their enrollment, abide by the terms of this policy.

*The term "illicit drugs" refers to all illegal drugs and to legal drugs obtained or used without a physician's order. It does not prohibit the use of prescribed medication under the direction of a physician.*
## CONTROLLED SUBSTANCES - USES & EFFECTS

<table>
<thead>
<tr>
<th>Drugs/CSA Schedules</th>
<th>Trade or Other Names</th>
<th>Medical Uses</th>
<th>Dependence Physical</th>
<th>Dependence Psychological</th>
<th>Tolerance</th>
<th>Duration (Hours)</th>
<th>Usual Methods of Administration</th>
<th>Possible Effects</th>
<th>Effects of Overdose</th>
<th>Withdrawal Syndrome</th>
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<tbody>
<tr>
<td><strong>NARCOTICS</strong></td>
<td></td>
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<tr>
<td>Opium/II, III, V</td>
<td>Dover's Powder, Pergo-</td>
<td>Analgesic,</td>
<td>High</td>
<td>High</td>
<td>Yes</td>
<td>3-6</td>
<td>Oral, smoked</td>
<td>Euphoria,</td>
<td>Slow and shallow</td>
<td>Watery eyes,</td>
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<tr>
<td></td>
<td>gonic, Parepectolin</td>
<td>antidiarrheal</td>
<td></td>
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<td></td>
<td></td>
<td>breathing,</td>
<td>breathing,</td>
<td>runny nose,</td>
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<td>Morphine/II, III</td>
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<td>Analgesic,</td>
<td>High</td>
<td>High</td>
<td>Yes</td>
<td>3-6</td>
<td>Oral, smoked, injected</td>
<td>respiratory</td>
<td>clamy skin,</td>
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<td>Roxanol, Roxanol-SR</td>
<td>antitussive</td>
<td></td>
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<td>depression,</td>
<td>convulsions,</td>
<td>loss of appetite,</td>
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<td>Moderate</td>
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<td>Oral, injected</td>
<td>constricted</td>
<td>coma, possible</td>
<td>irritability,</td>
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<td></td>
<td>Empirin with codeine,</td>
<td>antitussive</td>
<td></td>
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<td></td>
<td>pupils, nausea</td>
<td>death</td>
<td>tremors,</td>
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<td></td>
<td>Robitussan A-C, Florinal with codeine</td>
<td></td>
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<td></td>
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<tr>
<td>Heroin/I</td>
<td>Diacetylmorphine, Horse, Smack</td>
<td>None</td>
<td>High</td>
<td>High</td>
<td>Yes</td>
<td>3-6</td>
<td>Injected, sniffed, smoked</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hydromorphone/II</td>
<td>Dilaudid</td>
<td>Analgesic</td>
<td>High</td>
<td>High</td>
<td>Yes</td>
<td>3-6</td>
<td>Oral, injected</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meperidine (Pethidine)/II</td>
<td>Demerol, Mepergan</td>
<td>Analgesic</td>
<td>High</td>
<td>High</td>
<td>Yes</td>
<td>3-6</td>
<td>Oral, injected</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Methadone/II</td>
<td>Dolophine, Methadone, Methadose</td>
<td>Analgesic</td>
<td>High</td>
<td>High-Low</td>
<td>Yes</td>
<td>12-24</td>
<td>Oral, injected</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Narcotics/ I, II, III, IV, V</td>
<td>Numorphan, Percodan, Percocet, Tylox, Tussionex, Fentanyl, Darvon, Lomotil, Talwin*</td>
<td>Analgesic, antidiarrheal, antitussive</td>
<td>High-Low</td>
<td>High-Low</td>
<td>Yes</td>
<td>Variable</td>
<td>Oral, injected</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>DEPRESSANTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Chloral Hydrate/IV</td>
<td>Noctec</td>
<td>Hypnotic</td>
<td>Moderate</td>
<td>Moderate</td>
<td>Yes</td>
<td>5-8</td>
<td>Oral</td>
<td>Slurred speech, disorientation, drunken behavior without odor of alcohol</td>
<td>Shallow respiration, clammy skin, dilated pupils, weak and rapid pulse, coma, possible death</td>
<td>Anxiety, insomnia, tremors, delirium, convulsions, possible death</td>
</tr>
<tr>
<td>Barbiturates/II, III, IV</td>
<td>Amytal, Butisol, Florinal, Lottusate, Nembutal, Seconal, Tuinal, Phenobarbital</td>
<td>Anesthetic, anticonvulsant, sedative, hypnotic, veterinary euthanasia agent</td>
<td>High-Moderate</td>
<td>High-Moderate</td>
<td>Yes</td>
<td>1-16</td>
<td>Oral</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Not designated a narcotic under the CSA
<table>
<thead>
<tr>
<th>Drugs/CSA Schedules</th>
<th>Trade or Other Names</th>
<th>Medical Uses</th>
<th>Dependence Physical</th>
<th>Dependence Psychological</th>
<th>Tolerance</th>
<th>Duration (Hours)</th>
<th>Usual Methods of Administration</th>
<th>Possible Effects</th>
<th>Effects of Overdose</th>
<th>Withdrawal Syndrome</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEPRESSANTS (Continuation) Benzodiazepines/IV</td>
<td>Ativan, Dalmane, Diazepam, Librium, Xanax, Serax, Valium, Tranxene, Verstran, Versed, Halcion, Paxipam, Restoril</td>
<td>Antianxiety, anticonvulsant, sedative, hypnotic</td>
<td>Low</td>
<td>Low</td>
<td>Yes</td>
<td>4-8</td>
<td>Oral</td>
<td>Slurred speech, disorientation, drunken behavior without odor of alcohol</td>
<td>Shallow respiration, clammy skin, dilated pupils, weak and rapid pulse, coma, possible death</td>
<td>Anxiety, insomnia, tremors, delirium, convulsions, possible death</td>
</tr>
<tr>
<td>Methaqualone/l</td>
<td>Quaalude</td>
<td>Sedative, hypnotic</td>
<td>High</td>
<td>High</td>
<td>Yes</td>
<td>4-8</td>
<td>Oral</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Glutethimide/III</td>
<td>Doriden</td>
<td>Sedative, hypnotic</td>
<td>High</td>
<td>Moderate</td>
<td>Yes</td>
<td>4-8</td>
<td>Oral</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Depressants/III, IV</td>
<td>Equanil, Miltown, Noludar, Placidyl, Valmid</td>
<td>Antianxiety, sedative, hypnotic</td>
<td>Moderate</td>
<td>Moderate</td>
<td>Yes</td>
<td>4-8</td>
<td>Oral</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STIMULANTS</td>
<td>Cocaine/l**</td>
<td>Coke, Flake, Snow, Crack</td>
<td>Local anesthetic</td>
<td>Possible</td>
<td>High</td>
<td>Yes</td>
<td>1-2</td>
<td>Sniffed, smoked, injected</td>
<td>Increased alertness, excitation, euphoria, increased pulse rate and blood pressure, insomnia, loss of appetite</td>
<td>Agitation, increase in body temperature, hallucinations, convulsions, possible death</td>
</tr>
<tr>
<td>Amphetamines/II</td>
<td>Biphetamine, Delcbose, Desoxyn, Dextedrine, Obetrol</td>
<td>Attention deficit disorders, narcolepsy, weight control</td>
<td>Possible</td>
<td>High</td>
<td>Yes</td>
<td>2-4</td>
<td>Oral, injected</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phenmetrazine/II</td>
<td>Preludin</td>
<td>Weight control</td>
<td>Possible</td>
<td>High</td>
<td>Yes</td>
<td>2-4</td>
<td>Oral, injected</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Methylphenidate/II</td>
<td>Ritalin</td>
<td>Attention deficit disorders, narcolepsy</td>
<td>Possible</td>
<td>Moderate</td>
<td>Yes</td>
<td>2-4</td>
<td>Oral, injected</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Stimulants/III, IV</td>
<td>Adipex, Cylet, Didrex, Ionamin, Mefiat, Plegine, Sanorex, Tenuate, Tepani, Prelud-2</td>
<td>Weight control</td>
<td>Possible</td>
<td>High</td>
<td>Yes</td>
<td>2-4</td>
<td>Oral, injected</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Designated a narcotic under the CSA
<table>
<thead>
<tr>
<th>Drugs/CSA Schedules</th>
<th>Trade or Other Names</th>
<th>Medical Uses</th>
<th>Dependence</th>
<th>Physical</th>
<th>Psychological</th>
<th>Tolerance</th>
<th>Duration (Hours)</th>
<th>Usual Methods of Administration</th>
<th>Possible Effects</th>
<th>Effects of Overdose</th>
<th>Withdrawal Syndrome</th>
</tr>
</thead>
<tbody>
<tr>
<td>HALLUCINOGENS</td>
<td>LSD/1</td>
<td>None</td>
<td>None</td>
<td>Unknown</td>
<td>Yes</td>
<td>8-12</td>
<td>Oral</td>
<td>Illusions and hallucinations, poor perception of time and distance</td>
<td>Longer and more intense &quot;trip&quot; episodes, psychosis, possible death</td>
<td>Withdrawal syndrome not reported</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mescaline &amp; Peyote/1</td>
<td>None</td>
<td>None</td>
<td>Unknown</td>
<td>Yes</td>
<td>8-12</td>
<td>Oral</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Amphetamine</td>
<td>None</td>
<td>Unknown</td>
<td>Unknown</td>
<td>Yes</td>
<td>Variable</td>
<td>Oral, injected</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Variants/1</td>
<td>None</td>
<td>Unknown</td>
<td>Unknown</td>
<td>Yes</td>
<td>Variable</td>
<td>Oral, injected</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Phencyclidine/II</td>
<td>None</td>
<td>Unknown</td>
<td>High</td>
<td>Yes</td>
<td>Days</td>
<td>Smoked, oral, injected</td>
<td></td>
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<tr>
<td></td>
<td>Phencyclidine</td>
<td>None</td>
<td>Unknown</td>
<td>High</td>
<td>Yes</td>
<td>Days</td>
<td>Smoked, oral, injected</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Analogues/1</td>
<td>None</td>
<td>Unknown</td>
<td>High</td>
<td>Yes</td>
<td>Days</td>
<td>Smoked, oral, injected</td>
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<tr>
<td></td>
<td>Other Hallucinogens/1</td>
<td>None</td>
<td>None</td>
<td>Unknown</td>
<td>Possible</td>
<td>Variable</td>
<td>Smoked, oral, injected, sniffed</td>
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<tr>
<td>CANNABIS</td>
<td>Marijuana/1</td>
<td>None</td>
<td>Unknown</td>
<td>Moderate</td>
<td>Yes</td>
<td>2-4</td>
<td>Smoked, oral</td>
<td>Euphoria, relaxed inhibitions, increased appetite, disoriented behavior</td>
<td>Fatigue, paranoia, possible psychosis</td>
<td>Insomnia, hyperactivity, and decreased appetite occasionally reported</td>
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<tr>
<td></td>
<td>Tetrahydrocannabinol/</td>
<td>None</td>
<td>Unknown</td>
<td>Moderate</td>
<td>Yes</td>
<td>2-4</td>
<td>Smoked, oral</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>I, II</td>
<td>None</td>
<td>Unknown</td>
<td>Moderate</td>
<td>Yes</td>
<td>2-4</td>
<td>Smoked, oral</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Hashish/1</td>
<td>None</td>
<td>Unknown</td>
<td>Moderate</td>
<td>Yes</td>
<td>2-4</td>
<td>Smoked, oral</td>
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<tr>
<td></td>
<td>Hashish Oil/1</td>
<td>None</td>
<td>Unknown</td>
<td>Moderate</td>
<td>Yes</td>
<td>2-4</td>
<td>Smoked, oral</td>
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<tr>
<td>CSA</td>
<td>DRUG</td>
<td>QUANTITY</td>
<td>1ST OFFENSE</td>
<td>PENALTIES</td>
<td>2ND OFFENSE</td>
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</tr>
<tr>
<td>II</td>
<td>Methamphetamine</td>
<td>10-99 gm or 100-999 gm mixture</td>
<td>Not less than 10 years. Not more than life.</td>
<td>Not less than 5 years. Not more than 40 years.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>100 gm or more or 1 kg* or more mixture</td>
<td></td>
<td>Not less than 20 years. Not more than life.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>Heroin</td>
<td>100-999 gm mixture</td>
<td></td>
<td>Not less than 5 years. Not more than 40 years.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 kg or more mixture</td>
<td></td>
<td>Not less than 20 years. Not more than life.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>II</td>
<td>Cocaine</td>
<td>500-4,999 gm mixture</td>
<td></td>
<td>Not less than 5 years. Not more than 40 years.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5 kg or more mixture</td>
<td></td>
<td>Not less than 20 years. Not more than life.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>II</td>
<td>Cocaine Base</td>
<td>5-49 gm mixture</td>
<td>If death or serious injury, not less than life.</td>
<td>If death or serious injury, not less than 20 years. Not more than life.</td>
<td>If death or serious injury, not less than life.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>50 gm or more mixture</td>
<td>If death or serious injury, not less than 20 years. Not more than life.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>PCP</td>
<td>10-99 gm or 100-999 gm mixture</td>
<td>Fine of not more than $4 million individual, $10 million other than individual.</td>
<td>Fine of not more than $2 million individual, $5 million other than individual.</td>
<td>Fine of not more than $2 million individual, $5 million other than individual.</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>100 gm or more or 1 kg or more mixture</td>
<td></td>
<td>Fine of not more than $8 million individual, $20 million other than individual.</td>
<td>Fine of not more than $8 million individual, $20 million other than individual.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>I</td>
<td>LSD</td>
<td>1-10 gm mixture</td>
<td></td>
<td>Fine of not more than $2 million individual, $5 million other than individual.</td>
<td>Fine of not more than $2 million individual, $5 million other than individual.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>10 gm or more mixture</td>
<td></td>
<td>Fine of not more than $8 million individual, $20 million other than individual.</td>
<td>Fine of not more than $8 million individual, $20 million other than individual.</td>
<td></td>
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</tr>
<tr>
<td>I</td>
<td>Fentanyl</td>
<td>40-399 gm mixture</td>
<td></td>
<td>Fine of not more than $2 million individual, $5 million other than individual.</td>
<td>Fine of not more than $2 million individual, $5 million other than individual.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>400 gm or more mixture</td>
<td></td>
<td>Fine of not more than $8 million individual, $20 million other than individual.</td>
<td>Fine of not more than $8 million individual, $20 million other than individual.</td>
<td></td>
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</tr>
</tbody>
</table>

*Law as originally enacted states 100 gm. Congress requested to make technical correction to 1 kg.
<table>
<thead>
<tr>
<th>CSA</th>
<th>DRUG</th>
<th>QUANTITY</th>
<th>1ST OFFENSE</th>
<th>PENALTIES</th>
<th>2ND OFFENSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Fentanyl Analogue</td>
<td>10-99 gm mixture</td>
<td>Fine of not more than $4 million individual, $10 million other than individual</td>
<td>Fine of not more than $2 million individual, $5 million other than individual</td>
<td>Fine of not more than $8 million individual, $20 million other than individual</td>
</tr>
<tr>
<td></td>
<td></td>
<td>100 gm or more mixture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I/II</td>
<td>Others*</td>
<td>Any</td>
<td>Not more than 20 years. If death or serious injury, not less than 20 years, not more than life. Fine $1 million individual, $5 million not individual.</td>
<td>Not more than 30 years. If death or serious injury, life. Fine $2 million individual, $10 million not individual.</td>
<td></td>
</tr>
<tr>
<td>III</td>
<td>All</td>
<td>Any</td>
<td>Not more than 5 years. Fine not more than $250,000 individual, $1 million not individual.</td>
<td>Not more than 10 years. Fine not more than $500,000 individual, $2 million not individual.</td>
<td></td>
</tr>
<tr>
<td>IV</td>
<td></td>
<td></td>
<td>Not more than 3 years. Fine not more than $250,000 individual, $1 million not individual.</td>
<td>Not more than 6 years. Fine not more than $500,000 individual, $2 million not individual.</td>
<td></td>
</tr>
<tr>
<td>V</td>
<td></td>
<td></td>
<td>Not more than 1 year. Fine not more than $100,000 individual, $250,000 not individual.</td>
<td>Not more than 2 years. Fine not more than $200,000 individual, $500,000 not individual.</td>
<td></td>
</tr>
</tbody>
</table>

*Does not include marijuana, hashish, or hash oil. See separate chart.
<table>
<thead>
<tr>
<th>QUANTITY</th>
<th>DESCRIPTION</th>
<th>FIRST OFFENSE</th>
<th>SECOND OFFENSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,000 kg or more, or 1,000 or more plants</td>
<td>Marijuana (Mixture containing detectable quantity*)</td>
<td>Not less than 10 years, not more than life. If death or serious injury, not less than 20 years, not more than life. Fine not more than $4 million individual, $10 million other than individual.</td>
<td>Not less than 20 years, not more than life. If death or serious injury, not less than 20 years, not more than life. Fine not more than $8 million individual, $20 million other than individual.</td>
</tr>
<tr>
<td>100 kg to 1,000 kg, or 100-999 plants</td>
<td>Marijuana</td>
<td>Not less than 5 years, not more than 40 years. If death or serious injury, not less than 20 years, not more than life. Fine not more than $2 million individual, $5 million other than individual.</td>
<td>Not less than 10 years, not more than life. If death or serious injury, not less than 20 years, not more than life. Fine not more than $4 million individual, $10 million other than individual.</td>
</tr>
<tr>
<td>50 to 100 kg</td>
<td>Marijuana</td>
<td>Not more than 20 years. If death or serious injury, not less than 20 years, not more than life. Fine $1 million individual, $5 million other than individual.</td>
<td>Not more than 30 years. If death or serious injury, not less than 20 years, not more than life. Fine $2 million individual, $10 million other than individual.</td>
</tr>
<tr>
<td>10 to 100 kg</td>
<td>Hashish</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 to 100 kg</td>
<td>Hashish Oil</td>
<td></td>
<td></td>
</tr>
<tr>
<td>50-99 plants</td>
<td>Marijuana</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 50 kg</td>
<td>Marijuana</td>
<td>Not more than 5 years. Fine not more than $250,000, $1 million other than individual.</td>
<td>Not more than 10 years. Fine $500,000 individual, $2 million other than individual.</td>
</tr>
<tr>
<td>Less than 10 kg</td>
<td>Hashish</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 1 kg</td>
<td>Hashish Oil</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Includes Hashish and Hashish Oil.
Nova Southeastern University, as an institution of higher education, is dedicated to the well-being of all members of the University community--students, faculty, staff, and administrators. Concerned with the misuse of alcohol and other drugs (both licit and illicit), it is the policy of the University to endeavor to prevent substance abuse through programs of education and prevention.

The University recognizes alcoholism and drug abuse as illnesses or treatable disorders, and it is the University's policy to work with members of the University community to provide channels of education and assistance. However, it is the individual's responsibility to seek help. The University also recognizes that the possession and/or use of certain substances is illegal, and the University is obligated to comply with local, state, and federal laws.

1. While on campus or engaged in any University related activity, members of the University community must be in a fit condition to perform appropriately. Being under the influence of alcohol and/or drugs is prohibited and may subject the individual to disciplinary action including the possibility of dismissal.

2. Employees will be evaluated only on their work performance. If alcohol consumption or the use of any other drug affects an employee's performance, assistance is available. However, if an employee's performance continues to deteriorate, the University will discipline the employee based on his or her job performance. Poor job performance will lead to discharge.

3. Professional assistance for substance abuse is given on a confidential, professional, and voluntary basis. The purpose of this assistance is to help the individual member of the University community who has a substance abuse problem lead a productive work and/or academic life free of substance abuse.

4. Members of the University community who engage in any illegal activity involving alcohol or other drugs are subject to dismissal.

Nova Southeastern University's activities in substance abuse awareness, education, and prevention exist to encourage members of the University community to avoid the use of illicit drugs, to use alcohol and other licit drugs in a responsible manner, and to avert the need for direct intervention. The specific goals of the program are the following:

- To educate all members of the community that the use and possession of certain substances are illegal and may result in adverse consequences
• To inform members of the University community concerning the physical and psychological effects of alcohol and other drugs and to develop an awareness of potential problems that can result from the use of these substances

• To support those who choose not to drink alcohol or to use other drugs

• To teach those who choose to drink alcohol to do so responsibly

• To help those who abuse alcohol or other drugs.

In order to achieve these goals, the University operates and/or engages in the following programs and activities:

1. **Alcohol and Drug Resource Center.** The Resource Center is directed by an existing staff member. Additional staff consists of student employees, practicum students, and/or student volunteers. The center has the primary responsibility for the University's prevention and education programs. It coordinates the various activities and serves as a clearinghouse for alcohol and drug information. Each academic center designates a contact person who works with the Resource Center staff to disseminate information within their centers.

2. **Advisory Committee.** This is a group of administrators, faculty, and student leaders who are appointed by the vice-president for academic affairs to serve as advisers and resource persons. The committee is chaired by the director of the Alcohol and Drug Resource Center. The group meets monthly to discuss and develop program plans and activities.

3. **Alcohol and Drug Awareness Activities.** Under the direction of the Resource Center, there are regular and ongoing activities designed to disseminate information about alcohol and drug use. The audience of the information is all students, employees, and faculty of the University, both on and off campus. The awareness activities can include posters, media campaigns, films, exhibits, and literature. The University supports the National Alcohol Awareness Week and schedules activities at that time to promote awareness on campus.

4. **Student Organizations.** The student governments are encouraged to establish chapters of organizations such as BACCHUS (Boost Alcohol Consciousness Concerning the Health of University Students) and SADD (Students Against Drunk Driving).
5. **Alcohol and Drug Workshops.** Workshops are provided for student leaders and for employees as part of the University’s staff development program. These workshops provide the opportunity for participants to discuss the information they receive. Student leaders are required to complete such workshops before they can plan parties that involve drinking.

6. **Academic Courses.** Several academic centers have put identifiable units on alcohol and drugs into appropriate existing courses. Additionally, several academic centers have established elective courses in substance abuse and/or recommend students to take such courses in other centers. Assistance is available to the academic centers from the Alcohol and Drug Abuse Resource Center to ensure the substance abuse content of courses is consistent with University policies.

7. **Orientation.** Academic centers include information on drugs and alcohol in the orientation sessions and materials for new students. The orientation provides a general orientation to the problems of substance abuse and includes a statement of the University’s policy on drugs and alcohol. The information is presented in a positive manner. The Resource Center works with the academic centers to prepare the materials presented.

**Smoking and Nonsmoking**

Smoking is prohibited in any Nova Southeastern University facility where, regardless of physical separation, nonsmokers share a ventilation system with smokers.

This policy does not apply to living quarters (dormitories) which are subject to a separate smoking policy. Nor does this policy in any way supersede the Florida Clean Indoor Air Act.

**Communicable Diseases Guidelines**

It is the intent of the University to protect students and employees from exposure to communicable diseases that pose reasonable risk of harm to members of the University community. It is also the intent of the University to protect the rights of those infected with a communicable disease pursuant to the Sick Leave Policy of the University. Employees and students of the University who do become infected with a communicable disease are subject to the guidelines listed below.

All employees diagnosed with any communicable disease will receive the same benefits and privileges extended to any employee under the Sick Leave Policy and shall be afforded confidentiality for all related issues.
The University will be flexible in its response to incidents of communicable disease, evaluating each occurrence in light of this policy and current available medical information.

**Guidelines**

1. For the purpose of this policy, the term "employee" shall include all persons employed by the University, either full time or part time, including adjuncts and off-site coordinators, but shall not include the following persons:

a. Members of the Board of Trustees
b. Guest lecturers
c. Vendors

The term "student" shall include all persons enrolled at the University, either part time or full time, from preschool through graduate studies.

The term "infected person" shall include students and employees who have been medically diagnosed as infected with a communicable disease.

In the event that any employee, administrator, or student has a concern about the potential for the spread of a communicable disease within the University community, those concerns should be brought to the assistant director of human resources for review consistent with the current available information on the spread of the particular communicable disease. After review and evaluation of the concerns, if there appears to be a reasonable likelihood of the spread of the disease within the University community by an infected person, the assistant director of human resources will, after notification of the issues presented to the University president, contact the Broward County Health Department for recommendations of appropriate action consistent with state law.

The University will make available to its employees and students information about the transmissibility of communicable diseases and precautions that can be taken to prevent the spread of various communicable diseases.

2. An infected person can continue to work and study so long as he or she is able to continue to perform regular responsibilities satisfactorily and so long as the best available medical evidence indicates that his or her continued status does not present a health or safety threat to self or others. Infected employees with diseases that threaten the safety of others are eligible for the same leave
of absence provisions of current University policy for sick or
annual leave.

3. An infected person returning to work or school after a leave of
absence for reasons related to a communicable disease must
provide a statement from his or her treating physician indicating
current medical status. An employee shall submit the physician's
statement to the director of human resources or a delegated
representative. Students shall submit their statement to their
program dean.

4. Within reason, the University shall make accommodations to the
infected persons, whenever possible, to ensure continuity in
employment or in the classroom. Such measures may include,
subject to administrative limitations, job reassignment or class
reassignment to place the infected person in a less demanding
position.

5. No infected person (employee or student) may be dismissed from
the University solely on the basis of a diagnosis of an infection of
a contagious disease. A decision to dismiss or discharge will only
be made after reasonable accommodation has been attempted and
an examination of facts demonstrate that the infected person can
no longer perform as required or poses a reasonable threat to the
health and safety of those around him or her.

6. Disciplinary measures are available to the University when any
employee fails or refuses to work at his or her assigned job with
an infected person who has not been deemed to pose a present
health or safety threat to self or to others. Student disciplinary
measures shall range from counseling to expulsion.

7. As with any medical condition, employees must not disclose
information regarding another employee or student to anyone
except those employees with a medical or administrative need to
know. The University shall take every precaution to ensure that
confidentiality is maintained. Breach of such confidentiality by
any employee shall result in disciplinary action.

It is the intent of Nova Southeastern University to protect all
employees and students from sexual harassment. Sexual harassment
is a violation of Title VII. Sexual harassment undermines the integrity
of the employment and academic environment, debilitates morale, and
interferes with the effectiveness of employees and students. In
accordance with Equal Employment Opportunity
Commission-promulgated guidelines, unwelcome sexual advances,
unwanted requests for favors of a sexual nature, and any other verbal
or physical conduct of a sexual nature are considered sexual harassment if:

(a) Explicit or implicit submission to sexual overtones is made a term or condition of employment.

(b) Employment decisions are made on the basis of whether submission to or rejection of sexual overtones occurred.

(c) An individual’s work performance is unreasonably interfered with by a sexually intimidating, hostile, or offensive atmosphere.

A. At Nova Southeastern University, sexual harassment of or by employees includes:

1. Unwelcome or unwanted sexual advances. This includes unwelcome physical contact or sexual advances considered unacceptable by another individual.

2. Requests or demands for sexual favors. This includes subtle or blatant pressures or requests for any type of sexual favor accompanied by an implied or stated promise of preferential treatment or negative consequence concerning one’s employment status.

3. Verbal abuse that is sex-oriented or considered unacceptable by another individual, as well as sexually derogatory comments. This includes commenting about an individual’s body or appearance when such comments go beyond mere courtesy; telling jokes that are clearly unwanted and considered offensive by others; or other tasteless, sexually-oriented comments or innuendoes or actions that offend others.

4. Engaging in any type of sexually-oriented conduct that would unreasonably interfere with another’s work performance. This includes extending unwanted sexual attention to someone that reduces personal productivity or time available to work at assigned tasks.

5. Creating a work environment that is intimidating, hostile, or offensive because of unwelcome or unwanted sexually-oriented conversations, suggestions, requests, demands, physical contacts or attentions.

Nova Southeastern University will not tolerate sexual harassment. Sexual harassment is an insidious practice. It
demeans individuals being treated in such manner and creates unacceptable stress for the entire organization. Persons harassing others will be dealt with swiftly and vigorously.

Normal, noncoercive interaction that is acceptable to both parties is not considered to be sexual harassment.

All allegations of sexual harassment of or by an employee, client, or vendor will be promptly and thoroughly investigated by the Human Resources Department and should be reported promptly to the director of human resources.

B. At Nova Southeastern University, sexual harassment by employees of students is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made to appear to be a term or condition of enrollment, attendance, or participation in a class;

2. Submission to or rejection of such conduct affects academic decisions; or

3. Such conduct has the purpose or effect of unreasonably interfering with a student’s academic performance or creating an intimidating, hostile, or offensive academic environment;

4. Unwelcome patting, pinching, or touching;

5. Offensive or demeaning sexual remarks, jokes, or gestures.

Students aggrieved by a violation of this policy may file a grievance under their center’s grievance procedure.

Any employee who violates any portion of this policy shall be subject to disciplinary action.

At Nova Southeastern University, romantic and sexual relationships between a faculty member and a student are subject to the prohibition against sexual harassment.
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 appear to be coercive and are discouraged. Even when no coercion is present, such relationships create an appearance of impropriety and favoritism that 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 then enrolled in the faculty member's class.

Privacy of Records

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

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

Any student or parent not wishing to have this information disclosed should notify the Office of the University Registrar in writing prior to September 1 of the relevant school year. A person does not have the right of access to educational records until he or she has been admitted to and has actually begun attending Nova Southeastern University. There is no prohibition from disclosing such information to the parents of students who are listed on their parents' federal income tax forms.

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

If the students or parents are denied access to a hearing or if the records are alleged to have been illegally disclosed to a third party,
Reservation of Power

Nova Southeastern reserves the right to amend, modify, add to, or delete its rules, policies, and procedures affecting its institutional relationship with students as deemed necessary by the administration. Any such amendment, modification, addition, or deletion shall not be considered a violation of the relationship between the University and the student. Such right includes modification of 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.
The journal collection is fairly complete for the last 20 years and the School has been diligently building the psychology holdings. In addition, the University has established arrangements to assist students and faculty in securing additional library resources. The Interlibrary Loan Program provides access to the resources of other libraries throughout the United States and Canada. The DIALOG information retrieval service offers students and faculty the processing power of the computer to assist in retrieval of information. It gives the researcher control in storing, retrieving, and reviewing abstracts and citations on specific subject matter. Information about Interlibrary Loan and The DIALOG Information Retrieval service may be obtained from the library.

**Center for Media and Technology**

Consisting of a TV studio equipped to video record in color, a well-equipped audio studio, and a graphics room, the center provides media production services for students and faculty. The video recording facilities of the studio are used regularly as a means of enriching student learning.

**CPS Computer and Statistical Lab**

Students requesting the use of Nova Southeastern University’s computer services must obtain a request form from the Center’s Coordinator of Administrative Technology. Students will be assigned a user ID, upon presentation of an approved request form. Microcomputers and access to University mainframes are available in the Center’s Computer Lab and in the Microlab on campus (Parker Building and Goodwin Residence Hall). Students are provided Unix accounts, however, students may have to pay an access fee to reach the internet to connect to NSU resources.

The Center maintains a lab service, staffed by a full time faculty member and advanced graduate students, that provides methodological, statistical, and computing consultation to faculty and students engaged in research.

**CPS Testing Library**

The Center has its own library of testing instruments and kits for student check-out.

**Career Resources**

The Career Resource Center assists students in all aspects of the decision-making, planning, and placement process. The Center’s mission is to support students and alumni and enhance their development through a variety of career-related services, including career counseling, employment referrals, and interviewing and resume writing seminars.
Faculty Decision-Making

Faculty of the Center for Psychological Studies meet regularly to review such issues as curricula, admission, and evaluation of students. Faculty appointments, evaluation, and promotions are managed through a standing Faculty Review Committee.

Student representatives attend regular faculty meetings. Any student interested in having input or involvement should contact his or her student representative.

Student Evaluation of Courses

Prior to final exams, faculty/course evaluation forms are distributed in each class. The student is requested to give anonymous feedback regarding class content, texts, examinations, and instructor or supervisor performance. Information from faculty/course evaluations is used to monitor courses and to assess faculty merit.

Student Organization

The student government consists of a governing council, which is the official representative of the student body and is so recognized by the faculty. The council functions autonomously and is responsible for communicating student needs and concerns to the faculty and administration. Students are represented at faculty meetings through appointed student representatives. One representative with voting privileges serves on all ad hoc committees.

Professional Organizations

Students are urged to join psychological organizations, as soon as possible, so that they will develop professional involvement early in their careers. The American Psychological Association (APA), the American Counseling Association and the Florida Mental Health Association or Florida School Counselor Association are the most relevant organizations for Master's students to join. Students should give consideration to becoming members of them prior to joining other organizations.

State of Florida Licensure for Mental Health Counselors

On October 1, 1987, the State of Florida enacted new legislation (Chapter 491, Florida Statutes) that governs licensure requirements for Mental Health Counselors. Students interested in licensure should request in writing a copy of licensure requirements from the:

Agency for Health Care Administration
Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling
Northwood Centre
1940 North Monroe Street
Tallahassee, Florida 32399-0750
(904) 487-2520
Individual eligibility should be verified periodically through careful review of the state licensure regulations, which are subject to change.

State of Florida Certification in Guidance and Counseling

For State of Florida certification in Guidance and Counseling (Pre-K through 12), course work in the Master's Program in School Guidance and Counseling is approved by the Florida Department of Education under Plan 2, Rule 64-4.0181, Florida Statutes (course by course basis). Students are responsible for verifying requirements for certification in guidance and counseling with their local school board certification office or with the Department of Education. State of Florida approval for certification does not necessarily apply to certification requirements in other states.

Copyright Regulations

In recent years, several institutions have been cited for copyright law violations. It is important in photocopying and reproducing professional work that copyright laws are respected. Some of the classes of work that are relevant to psychologists and are covered by copyright legislation include:

1. Books, pamphlets, annual publications, etc.;
2. Periodicals including journal articles, newspapers, reviews, newsletters, etc.;
3. Lectures including public addresses, monologues, etc.;
4. Photographs;
5. Motion pictures;
6. News strips, travel films, documentaries, etc.;
7. Sound recordings.

Generally, permission to reproduce these works for educational purposes must be obtained from the person or organization holding the copyright.

You are urged to become familiar with the copyright regulations. Documents entitled Instructional Implications of New Copyright Law at Nova Southeastern University and General Information on Copyright pertain to the copyright issue and can be obtained through the Office of the Dean.
Manuscript Style

Students in the Master's Programs in Mental Health Counseling and School Guidance and Counseling will, on occasion, be required to write papers as a part of the degree requirements. All papers should be written according to the rules developed by the American Psychological Association (APA). The rules cover many aspects of writing style including manuscript organization, grammar and punctuation, typing format, reference citations, table and figure preparation and statistical presentations. All students should purchase or refer to the latest edition of the *Publication Manual of the American Psychological Association* early in their training experience. Copies may be ordered from:

Publication Sales
American Psychological Association
750 First Street, N.E.
Washington, D.C. 20002

Copies may also be available from Nova Books (954-476-4750 or 1-800-509-2665).

Protection of Human Subjects in Research

The National Research Act (PL 93-348) and the Code of Federal Regulations (Title 45, Public Welfare, Department of Health and Human Services (HHS), revised January 16, 1981) provides for the protection of human subjects in research. The regulations provide that all research involving human subjects funded in whole or in part by HHS must be reviewed by an Institutional Review Board (except as noted).

Additionally, the regulations require that each institution must provide "a statement of principles governing the institution in the discharge of its responsibilities for protecting the rights and welfare of research subjects of research conducted at or sponsored by the institution, regardless of source of funding." The following is the statement of the Center for Psychological Studies of Nova Southeastern University governing research involving human subjects.

Funded Research

To comply with the federal guidelines covering the protection of research subjects and to ensure appropriate ethical management of research programs conducted by faculty, staff, and students of the Center for Psychological Studies, except as noted below, all funded research proposals must be reviewed by the University Institutional Review Board.
Research in the following categories is exempt from research subject review procedures by the HHS guidelines:

1. Educational research involving normal educational practices (e.g. comparison of effectiveness of instructional techniques);

2. Research involving educational tests (cognitive, diagnostic, aptitude, achievement) where the subjects cannot be identified;

3. Research involving the observation of public behavior, surveys, and/or interview procedures where the subjects cannot be identified. An example of research that is not exempt is when knowledge of the subjects' responses could reasonably place them at legal or civil liability and/or deals with sensitive aspects of the subject's behavior (e.g. illegal conduct, drug use, sexual behavior, alcohol use);

4. Research involving the collection or study of existing data, documents, records, etc. (e.g., data bank research).

**Unfunded Research**

All unfunded research proposed by faculty or students and identified as having potential risk to subjects must be reviewed according to the procedures outlined below. Research that has potential risk to subjects includes, but is not limited to, the following:

1. Research that involves the administration of drugs or other substances to subjects;

2. Research involving pregnant women and/or fetuses in utero;

3. Research involving incarcerated individuals;

4. Research involving subjects with life-threatening physical conditions;

5. Research involving physically intrusive procedures;

6. Research that previous experience or research (by the particular investigator or by other investigators) has shown to create a potential of risk to subjects;

7. Research that could lead to the subject’s legal or civil liability or to the invasion of a subject’s privacy in regard to sensitive aspects of his/her behavior (e.g., illegal conduct, drug use, sexual behavior, alcohol use).
Research that is regarded as not having potential risk to subjects includes the following:

1. Research specifically exempted by HHS in the above section on funded research;

2. Research involving standard, accepted psychotherapy and/or psychodiagnostic procedures;

3. Research in which the risks of harm reasonably anticipated are not greater than those ordinarily encountered in daily life or during the performance of routine procedures in education and/or the practice of psychology.

Research with Clinic Clients

All research using clients of the Nova Southeastern University Community Mental Health Center must be reviewed by the Center Research Committee irrespective of whether it requires review by the Institutional Review Board and whether risk is present.

Student Research

All research by students that falls into one of the above stated categories of potential risk and/or that is not exempt as defined above must be reviewed. It is the responsibility of the student to contact the appropriate committee for instructions, to submit the required paperwork to their faculty supervisor for review, and submit to the committee for approval.

Unfunded research not using clinic clients will be reviewed with regard to subject protection by an ad hoc committee comprised of at least two of the faculty involved in supervising the proposed research. It is the responsibility of the faculty member serving as the committee chair of the student proposing the research to determine if the research should be reviewed and, if the determination is affirmative, to appoint the ad hoc committee.

Faculty and Staff Research

All research by faculty or staff members that falls into one of the above stated categories of potential risk and/or that is not exempt as defined above must be reviewed. It is the responsibility of the faculty or staff member to contact the appropriate committee for instructions, and to submit the required paperwork to the committee for approval.

Unfunded research proposed by faculty or staff and judged by them as having potential risk to subjects will be reviewed by an Ad Hoc Research Subjects Review Committee comprised of two faculty members appointed by the Dean of the Center. If the researcher is in doubt about potential risk, he or she must request a review.
All research undertaken must be reported annually to the Dean of the Center and certified to be in one of the following categories:

1. Research subjects are (were) not at risk;

2. Research subjects are (were) potentially at risk and the research was reviewed;

3. Research subjects are (were) potentially at risk and not reviewed. (In this case, justification must be given as to why a review was not undertaken.)

The Institutional Review Board, the Center Research Committee, or the ad hoc committee shall determine either:

1. Research subjects are not at risk;

2. Research subjects are potentially at risk.

In the case of (2), the board or committee shall approve the research only if the following conditions are met (HHS guidelines):

1. Risks to subjects are minimized;

2. Risks are reasonable in relation to anticipated benefits;

3. Selection of subjects is equitable;

4. Informed consent will be sought from each subject or subject's legally authorized representative. Such informed consent will be documented;

5. As appropriate, the safety, privacy, and/or confidentiality of subjects is ensured by the research plan.

All research, funded or unfunded, will adhere to all applicable laws and ethical guidelines, including, but not limited to, those of the American Psychological Association. In every instance of research conducted within the Center for Psychological Studies, the findings of the Institutional Research Review Board or of the ad hoc committee will be documented and submitted to the Dean. This documentation will be maintained for a period of seven years.
Nova Southeastern University provides services to meet the needs of students with disabilities. Master's students with any special needs should contact Joyce H. Silverman, M.S., (954) 475-7570.

Student Facilities

Textbooks

Main campus students may purchase textbooks at Nova Books, Inc., 3301 College Avenue, Ft. Lauderdale, FL 33314, (954) 476-4750/1-800-509-2665. Be sure to purchase books prior to the first class meeting.

Field-based students may purchase textbooks during registration at their site location.

Main Campus Mailboxes and Notice Boards

All main campus students are assigned personal mailboxes. These mailboxes provide for communication between the Center and students. Therefore, it is imperative that students check their mailboxes routinely. Students should have regular mail sent to their home address.

Notice boards are located in various locations. These boards provide a valuable source of information regarding class schedules, typing services, student meetings, dissertation proposal and final research defense meetings, CCEs, continuing education seminars, apartments for rent, etc.

Main Campus Student Carrels

A small number of student carrels are available in the Maltz Psychology Building.

Field-Based Site Facility Regulations

Field-based facilities are contracted for by the Center for Psychological Studies. Nova Southeastern University students and faculty are guests of the facility. As guests, students are required to adhere to the following rules and regulations as specified in our contract:

1. There will be no eating of any food or snacks nor drinking of any beverage in the classroom. Please restrict eating and drinking to designated areas at the facility.

2. All trash is to be deposited in appropriate receptacles.

3. Classrooms are to be left as they were found with chairs and tables in place and blackboards erased.

4. Park in designated areas only. Failure to do so may result in the towing and/or fining of your vehicle.
5. Smoking is not allowed in any classroom or building. Please restrict smoking to designated areas outside of the building and dispose of cigarettes in proper receptacles.

6. In case of emergencies at the facility (i.e., air-conditioning breakdown, plumbing problems) contact the instructor who will notify the site coordinator and/or on-site staff.

7. In case of medical or fire emergencies, locate the nearest phone and dial 911 for assistance, or call the designated on-site security guard.

Failure of a student to abide by the on-site regulations could result in a student’s withdrawal from the program at that site.
Safety, Security Information

Main Campus

It is the policy of Nova Southeastern University that all students and employees of Nova Southeastern campuses are to report all criminal acts and safety hazards or occurrences known to them. The proper reporting procedure for everyone, in the event of any concern, is to contact the Nova Southeastern University Department of Public Safety at (954) 476-8981. NOVALERT is available 24 hours a day by calling (954) 476-8999. In the event of an immediate threat, danger, injury, or criminal occurrence, the occupant is advised to call the local police/fire/emergency medical service in his or her jurisdiction. Usually, these emergency services can be contacted from any telephone by dialing 911 or the local police/fire emergency numbers.

In all instances of criminal occurrence, loss of property, assault, threat, injury, or attempted crime, the Nova Southeastern Public Safety Department must be contacted as soon as possible. Public Safety helps to facilitate proper reporting and resource utilization and to record the occurrence for further study and preventive action.

Field-Based

The site coordinators are familiar with local emergency phone numbers (i.e., police and hospital) which are available to faculty and students. In case of an emergency the site coordinator is available to the instructor and students during each weekend of class.
Hurricane Watches and Warnings
A hurricane watch is a governmental agency announcement issued for an area when there is a threat of hurricane conditions, generally to strike within 36 hours.

A hurricane warning is an announcement issued for an area when hurricane conditions are expected to strike within 24 hours.

When a hurricane warning is received, all protective preparations should be made, with the expectation that the hurricane will strike.

Nova Southeastern University provides a 24 hour "HURRICANE HOT LINE" for this type of emergency.

The HOT LINE number is (954) 475-7300.

Local hurricane shelter information can be obtained through county governmental information telephone numbers. For Broward County shelter information, contact NSU Public Safety at (954) 476-8981.

HURRICANE WATCH
In the event of a hurricane watch, the University president will confer with members of NSU administrative staff in preparation for hurricane protection activity.

Members of the University community may begin plans for evacuating the campus and preparing facilities and equipment for hurricane protection.

HURRICANE WARNING
University Closing
If a hurricane warning is issued, the University president will decide if the university will be evacuated.

If the president orders the closing of the University, the appropriate directives will be relayed by the vice presidents to their areas of responsibility.

NSU Office of Public Affairs will contact major news organizations for immediate broadcast notification.

REOPENING INFORMATION
University staff and students should tune into radio and television stations for a status report as to when the University will reopen.

Keep a portable radio and plenty of spare radio batteries.
Radio Stations
- WNSU  caFM  92.9
- WIOD  AM  610
- WINZ  AM  940
- WFTL  AM  1400
- WHYI  FM  100.7
- WBGG  FM  105.9
- WRMA  FM  106.7

Television Stations
- WFOR  CHANNEL 4
- WTVJ  CHANNEL 6
- WSVN  CHANNEL 7
- WPLG  CHANNEL 10
- WLTV  CHANNEL 23
- WYHS  CHANNEL 69

Reopening Confirmation
For reopening information please call the NSU Hurricane Hotline at (954) 475-7300.

Field-Based
If a hurricane warning is issued in the area where a field-based site is located, classes will be cancelled.
VI. Center for Psychological Studies
Organization

The Center for Psychological Studies, organized in 1967, is committed to providing the highest quality educational experience to current and future psychologists and mental health and counseling professionals. This training experience provides individuals with a sophisticated understanding of psychological research and the delivery of the highest quality mental health care.

Below is a brief description of the service programs operated by Nova Southeastern University’s Center for Psychological Studies.

The Center for Psychological Studies operates a nonprofit outpatient mental health facility funded cooperatively by the Florida Department of Health and Rehabilitative Services (HRS), Broward County, and Nova Southeastern University. Services are available to all residents of western Broward County including adults, children, adolescents, and elderly clients, regardless of race, color, sex, age, nondisqualifying disability, religion or creed, sexual orientation or national or ethnic origin. Over 3,500 unduplicated clients are served per year. The services offered by the Community Mental Health Center include the following:

Case management
Child/adolescent therapy
Community education
Consultation/education
Crisis management
Group therapy
Individual therapy
Marital/family therapy
Medication management
Psychiatric evaluation
Psychological evaluation
Screening/referral

The clinical staff consists of professionals in psychology, psychiatry, social work, mental health counseling, nursing, and education. The Community Mental Health Center maintains clinic sites on the main campus and in nearby Coral Springs and Lauderdale Lakes.

Within the Community Mental Health Center, students receive practicum training. More than 100 doctoral and master’s practicum placements are provided for students in the clinics. In addition, doctoral students may be hired to provide clinical services on a part-time basis. Supervision is provided by faculty and clinic staff.
Anxiety Treatment Program. The Anxiety Treatment Program provides assessment and treatment services to children, adolescents, and adults with anxiety disorders, including anxiety-based school refusal, obsessions and compulsions, generalized anxiety, panic attacks, stress reactions, and specific fears and phobias. Treatment will include but not be limited to cognitive-behavioral therapy (individual and group). Psychiatric assessments (including medication evaluation) are available when indicated.

Brain Injury Rehabilitation Program. The goals of the Brain Injury Rehabilitation Program is 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 of organic vs. functional psychiatric symptoms; differential diagnosis of dementia vs. depression; evaluation to determine cognitive, emotional, or behavioral symptoms subsequent to head injury; diagnosis of learning disability, attention deficit hyperactivity disorder, or mental retardation; determination of mental competence; diagnosis of Alzheimer’s disease, seizure disorders, multiple sclerosis, stroke, and organic mood syndrome; evaluation of headache; determination of appropriate school placement; and identification of malingering or symptom exaggeration. Referrals generally come from physicians, mental health professionals, educators, and attorneys.

Brief Psychotherapy Program. The Brief Psychotherapy Program provides time-sensitive, focused psychotherapy to adults with a wide range of psychological conditions. Flexible treatment methods are used to help individuals make changes in the shortest time possible. Individual, family, and/or group therapy is provided by staff and trainees.

Child and Adolescent Depression Program. This program provides comprehensive diagnostic assessment and treatment of child and adolescent affective disorders, including major and minor depression, dysthymia, mania and hypomania, and atypical affective disorders. Treatments include but are not limited to cognitive/behavioral and interpersonal psychotherapy. The program focuses on developing and evaluating new modes of treatment and comparing the efficacy of short, intermediate, and long-term therapies. Behavioral interventions will be combined with psychotropic medications when indicated.
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 and anxiety; adjustment disorders; medical noncompliance; elimination disorders; eating disorders; and psychosomatic illness.

Clinical Biofeedback Program. Located at all clinic sites, this unit was established to provide treatment to individuals with a variety of somatic and tension-related disorders. Treatment is applicable to a broad spectrum of complaints, including tension and migraine headaches, TMJ, anxiety, phobias, bruxism, chronic and acute pain, Raynaud’s disorder, and essential hypertension. The equipment utilized is computer-based, state-of-the-art physiological monitoring systems. Biofeedback-facilitated relaxation training is often used as an adjunctive technique to other conventional therapies. Training in these techniques is offered to students through courses, practicum, and research opportunities.

Community Support Program. The Community Support Program provides a variety of treatment services to consumers with severe and persistent mental illness. People with schizophrenia, major affective disorders, and other major psychiatric conditions receive case management services, medication management, and a variety of psychotherapeutic services including individual, group, and/or family therapy. Services may be provided both in the office or in non-traditional settings in the community.

Dual Diagnosis Program. This program provides clinical and case management services to clients who have a substance abuse/dependency problem, in addition to a major psychiatric condition. The program offers services at all clinic sites, including consultation and evaluation, individual and group therapy, and substance abuse education. Group sessions vary from a structured psychoeducational modality to a process oriented group, depending on clients’ needs and level of functioning. Family sessions are provided when possible.
General Child and Adolescent Program. This program provides comprehensive assessment and treatment services to children, adolescents, and their families. Clients range from children with initial symptoms of emotional disturbance to children who are so disturbed they require residential treatment.

Guided Self-Change Program. This program provides services to individuals who have alcohol, cocaine, or marijuana problems that are not severe. Cigarette 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 care 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 Program. This program provides diagnostic and indepth treatment services to adults and adolescents 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.

Interpersonal Violence Program. The specialized Interpersonal Violence Clinical Research Program provides clinical training experience to doctoral students in the area of interpersonal violence. Clinical requirements of practicum students include conducting standardized assessment procedures and providing crisis, short-term, and longer-term intervention. Although the practicum experience focuses on the problem of interpersonal violence, intervention procedures address a broad base of individual, couple, and family clinical issues.

Limited Case Management Program provides limited case management and therapy services, in addition to medication monitoring, to clients of the Nova Southeastern University Community Mental Health Center who have received maximum benefit from therapy services or have only limited case management needs.

Nova Southeastern Community Program for Older Adults (NCCOA). This program was designed to fulfill three major goals: 1) provide outpatient psychotherapy to residents in the community (at two locations: Lauderdale Lakes Clinic and Fair Oaks Hospital) who are 55 and over and deliver services to individuals who are visually impaired through NCCOA Outreach
Program at the Fort Lauderdale Lighthouse for the Blind; 2) train pre-doctoral and post-doctoral clinical psychologists in the nuances of assessment, consultation, and treatment of older ambulatory residents of the community; 3) carry out clinical research that identifies the unique features of psychological disorders. Clients served in this program may be experiencing anxiety, depression, insomnia, psychosexual dysfunction, interpersonal difficulties, substance abuse, or some other form of psychopathology. Treatment is designed to meet the unique needs of the older adult and consists of individual, group, family, and/or marital therapy. Treatment modalities include psychotherapy, behavior therapy, cognitive therapy, biofeedback, and self-help groups.

Program for the Seriously Emotionally Disturbed. 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.

Sexual Abuse Survivors Program. The Sexual Abuse Survivors Program provides clinical services at all locations of Nova Southeastern University's Community Mental Health Center. The program serves adolescents and adults who were sexually abused as children and/or who suffer from dissociative disorders. Since dissociative disorders are a common result of childhood sexual abuse, the program accepts individuals with dissociative disorders for treatment even if they have no history or memory of sexual abuse. Available clinical services include psychological evaluation and testing, individual psychotherapy, group therapy, couples therapy, and family therapy. Up to six doctoral students receive clinical training in practicum placement at the program each year. Students can also participate in ongoing clinical research.

Student Counseling Program. The Student Counseling Program offers psychological support services for Nova College, the Shepard Broad Law Center, the students of the Health Sciences Division, and other graduate-level students who exhibit a wide range of problems such as depression, anxiety, substance abuse, eating disorders, etc. Counseling on academic issues is also offered; psychological testing is available. A stress inoculation
program designed to assist students in managing anxiety related to examinations is also offered. Practicum placements and opportunities for research endeavors are available.

**Geriatric and Residential Services**

This program within Nova Southeastern University’s Community Mental Health Center is publicly funded by the HRS and the U.S. Department of Housing and Urban Development. It provides comprehensive services to adults 55 or older who are experiencing a mental or emotional disorder or concurrent psychiatric and substance abuse problems (dually diagnosed).

The Geriatric Institute, a 62-bed facility located in Lauderhill, offers a continuum of inpatient/residential services that are available depending on the needs of the client. All the residences are designed and operated to provide a warm, family atmosphere where daily living and interpersonal skills are learned and practiced. The Day Treatment/Social Rehabilitation Program, located at the residence and in Lauderdale Lakes, serves more than 200 clients annually. Here, clients participate in groups and classes, including art, music, and movement therapy, current events, coping and self-esteem skills, and adult living skills geared to their individual needs. The Family Support Group meets each month and offers support, counseling, and information to families and friends of members.
Faculty Professional Interests

Full-Time Faculty
1996-1997

Nathan H. Azrin, Ph.D., ABPP, Harvard University, Professor. Depression, marital and couple counseling; nervous habits; muscular tics; stuttering and dysfluencies; self-injurious behavior; toilet training; vocational counseling and placement; alcoholism; retardation; employee motivation and staff management; rehabilitation of the brain-injured; insomnia; drug addiction; bulimia; behavior therapy.

David F. Barone, Ph.D., University of California, Santa Barbara, Associate Professor. Social-cognitive psychology and clinical applications; biases in clinical and social judgment; personal goal conflicts; interpersonal problem solving; planned parenthood and pregnancy prevention; chaos theory; history and theory of psychology.

William J. Burns, Ph.D., ABPP, University of North Dakota, Professor. Child-clinical, developmental, and pediatric psychology; pre- and perinatal effects of drug abuse; longitudinal outcomes of neuropsychological abnormalities at birth.

Frank A. De Piano, Ph.D., University of South Carolina, Professor. Hypnosis; neuropsychology; community psychology; development of models for professional training of psychologists.

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

Jan Faust, Ph.D., University of Georgia, Associate Professor. Pediatric and child-clinical psychology; childhood adjustment to chronic diseases (e.g., Turner’s Syndrome and cancer); psychosomatic disorders, eating disorders, child abuse and preparation of children for invasive medical procedures; child treatment outcome research.

Steven N. Gold, Ph.D., Michigan State University, Associate Professor. Adult survivors of childhood sexual abuse; dissociative disorders; post-traumatic stress disorder; doctoral level clinical training; hypnotherapy; psychological assessment; interpersonal, family and systems theory and intervention; psychological assessment; personality theory.

Charles Golden, Ph.D., University of Hawaii, Professor. Clinical neuropsychology; head injury, stroke; neuropsychological assessment; pain management; brain-behavior relationships; medical psychology; personality assessment; multiple sclerosis; rehabilitation of brain injury; community reintegration of brain injury; child neuropsychology; neuropsychology in school settings.
Pamela A. Hall, Psy.D., Florida Institute of Technology, Assistant Professor. Child-clinical psychology; Attention Deficit Hyperactivity Disorder (multi-model approach); childhood adjustment to traumatic events; adolescent disorders; special treatment issues related to foster care children; administration of publicly funded mental health programs.

Michel Hersen, Ph.D., ABMP, ABPP, ABBP, State University of New York at Buffalo, Professor. Assessment and treatment of anxiety and depression in the elderly; single-case research; behavioral assessment and treatment; assessment and treatment of child abuse; assessment and treatment of older visually impaired adults.

Philinda Hutchings, Ph.D., ABPP, University of Kansas, Associate Professor. Sexual assault and post-traumatic stress disorder; depression; major and chronic psychiatric disorders; psychodiagnostic assessment; individual and group psychotherapy; assessment and treatment of older visually impaired adults.

Robert Kabacoff, Ph.D., University of Missouri-St. Louis, Associate Professor. Family assessment and treatment; adult psychopathology; multivariate statistics; computer applications; research methodology.

Alan D. Katell, Ph.D., West Virginia University, Associate 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.

William Kelleher, Ph.D., University of Georgia, Associate Professor. Cognitive behavior therapy, behavioral health psychology, chronic pain/illness management, geropsychology, psychoeducational intervention approaches, biofeedback, stress management, weight control, treatment and assessment.

Alan Kent, Ph.D., Depaul University, Assistant Professor. Crisis intervention and short-term therapy, managed health care, community mental health, serious mental disorders, ethics in psychotherapy.

Robert Lane, Ph.D., ABPP, New York University, Resident Psychoanalytic Scholar. Psychopathology; diagnosis; difficult patients; psychoanalysis, psychotherapy, and supervision.

Cynthia Last, Ph.D., State University of New York at Albany, Professor. Anxiety disorders; child psychopathology; DSM diagnosis; behavior therapy.

John E. Lewis, Ph.D., Syracuse University, Assistant Professor. Intercultural psychotherapy and assessment; counseling and psychotherapy with prison populations; educational and vocational assessment and counseling.

Wiley Mittenberg, Ph.D., Chicago Medical School, Associate Professor. Neuropsychology of aging and age-related dementia; memory function in cortical and subcortical dementias; neuropsychology of head injury.
Doil Montgomery, Ph.D., West Virginia University, Professor. Applied psychology; clinical applications of biofeedback; psychological intervention; techniques for chronic and acute pain conditions; self-regulation of dysfunctional physiological systems; professional development of biofeedback therapists.

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

Helen Orvaschel, Ph.D., New School for Social Research, Professor. Child and adolescent mood disorders; genetic contributions to psychopathology; risk factors for child psychiatric disorders; psychiatric epidemiology; differential diagnostic assessment of child and adolescent psychopathology.

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

Leonard Roth, Ph.D., ABPP, Rutgers, The State University of New Jersey, Associate Professor. Marital therapy; clinical consultation, administration, and supervision; psychodynamic short-term psychotherapy; clinical gerontology.

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

Alfred H. Sellers, Ph.D., Nova Southeastern University, Assistant Professor. Applied statistics; research design and consultation.

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

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

Linda Sobell, Ph.D., University of California, Irvine, Professor. Alcohol, tobacco, and other drug use disorders; cognitive-behavior therapy; research dissemination, assessment and treatment outcome evaluation; behavior change processes, particularly natural recovery; validity of self-reports.

Mark Sobell, Ph.D., 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.
Vincent B. Van Hasselt, Ph.D., University of Pittsburgh, Professor. Behavioral assessment and treatment; behavior therapy for disabled and behaviorally disordered children and youth; behavioral intervention for older adults; behavioral forensics; assessment of violent criminals.

Ronald J. Samuda, Ph.D., Ottawa University, Part-time Faculty. Psychological assessment of ethnic minorities; cross-cultural counseling and psychotherapy; psychodiagnosis; vocational guidance and career development; nontraditional and dynamic methods for the assessment of culturally different clients.

Professors Emeriti

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

Leo J. Reyna, Ph.D. University of Iowa. Behavior Analysis, therapy and theory; social skills training; anxiety, depression, and anger management; research on common factors in therapy, e.g., "trust," "warmth," "empathy," and other relationship issues; the role of verbal events in therapy and theory; research on iatrogenic vs. motivational features in maintaining client involvement in therapy.

Robert Weitz, Ph.D. New York University. Hypnotherapy with psychophysiological disorders, anxiety, and phobic states; development of professional education for practicing health psychologists.

Part-Time Core Faculty

Fran Fassman, Psy.D. Nova University. Existential/humanistic psychotherapy; individual, group, marital and family; women in transition; alternative lifestyles; early development; supervision and training; program consultation and design; anxiety disorders.

Mitchell Gordon, Ph.D. 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.

Cheryl Gotthelf, Ph.D. Nova University. Forensic psychology; biofeedback; muscle reeducation; pain management; stress management; hypertension; insomnia; headache pain; Raynaud's disease; neuropsychology; hypnosis; individual psychotherapy; group psychotherapy.

Richard Levine, Ph.D. Northwestern University. Individual and family therapy; children of divorce; cross-cultural issues; ethics.

Eugene May, Ph.D. University of Illinois. Humanistic and existential psychology and group psychotherapy.

Isabel Streisand, Ph.D. Nova University. Sex therapy, marital, family and couple counseling; individual and group therapy.
Visiting Professors

Janos Kurucz, M.D. University of Budapest. Psychobiology; psychopharmacology; neuropathology; community mental health; quality assurance and risk management in mental health centers.

Diann Michael, Ph.D. University of Akron. Life span developmental psychology; humanistic developmental theory and parenting; managed mental health; brief psychotherapy; neuropsychology; general therapy on outpatient basis.

Adjunct Faculty

John J. Anthony, Ed.D. University of Florida. Assessment, consultation & counseling of K-12 students; dually-diagnosed adults (MR/MI); counseling & psychotherapy all ages; teaching psychology/counseling courses.

Betty Ann Badger, Ed.D. Nova University. Depression and anxiety conditions of adults; marital, couple, and family counseling; short-term crisis counseling; assessment and treatment for depressions of older adults; confidence building therapies for women; mental health information and education for community groups.

Stephen Barber, Psy. D. Nova University, Postdoctoral Fellow. Psychodynamic therapy.

Sandy Bernstein, Ph.D. University of Georgia. Depression, family and marital therapy; anxiety disorders; co-dependence issues; forensic psychology and psychological evaluation.

Donna A. Blaess, Ph.D. University of Iowa. Assessment and treatment of depression; loss and grief counseling; developmental and self-esteem therapy for women; organizational process and systems consultation; individual, couple, and group psychotherapy; legal and ethical issues for mental health practitioners; training and supervision.

Stephen I. Bloomfield, Ed.D. University of Massachusetts. Psychological, personality, neuropsychology, forensic, custody, parenting and family assessment and evaluation; trauma treatment and assessment; chemical dependency/addictions; oppression as a contributing factor to psychological distress.


Jan Brady, Ph.D. University of South Florida. General practice for adults and adolescents (individual and couples primarily); in-home family therapy for community mental health agencies; biopsychosocial and feminist orientations with primary focus on cognitive-affective-behavioral approaches, including gestalt work; skills training for stress, anxiety, anger, pain management; hypnosis; group psychotherapy.
Ann S. Brandt, Ph.D. Texas Woman's University. Geriatric Psychology; Individual, Couple, Group and Family Therapy; Women's Issues; Bereavement Therapy; Death and Dying.


Juanita O. Brooks, Psy.D. Florida Institute of Technology. Depression, anxiety, mood swings; relationship problems; divorce, dying, grieving, loneliness, stress, and self concept; individuals, couples, families, and group therapy.

Bernard Brucker, Ph.D. New York University. Behavioral medicine in rehabilitation; use of biofeedback for recovering functions lost by spinal cord injury.

Joan Chase, Ed.D. Rutgers University. Family systems and family therapy; disability studies with special emphasis on visual loss; early development and lifelong expression of personality; cognition and cognitive mapping; individual growth and diversity.

Jean Cosgrove, Ph.D. University of Arkansas. Self-control procedures for token economies; study habits; and test anxiety.


Arthur Cox, DSW. Columbia University. Community mental health; mental health policy & programming; mental health evaluation; mental health practice with persons with co-occurring mental & substance use disorders, mental health administration.

Donna F. Davies, Psy.D. Nova University. Children, adolescents, abuse and abuse related issues, parenting and relationship issues

William L. Day, Ph.D. Florida State University. Mood disorders; infertility stress & use of assisted reproduction; private practice administration; organizational development/consultation; marital therapy; training & supervision; biological basis of emotional behavior/psychopharmacology.

Michael G. Dow, Ph.D. Pennsylvania State University. Depression, social anxiety and social skill deficits, medication noncompliance; chronically mentally ill; mental health aspects of AIDS; research methodology and statistics.


Karen Estill, Ph.D. Nova University. Traumatic brain injuries; behavioral medicine issues; chronic pain; individual, groups, and family therapy; psychological and neuropsychological assessments; cognitive retraining; subspecialty; children; autism; mental retardation; staff training.
Sarajo Bunny Falk, Psy.D. Nova Southeastern University. Cognitive/behavioral medicine issues; chronic pain; individual, group, and family therapy; psychological and neuropsychological assessments; cognitive retraining; subspecialty; children; autism; mental retardation; staff training.

David Feazell, Ph.D. University of Miami. Adolescence; families; occupational stress and coping; psychological evaluation; post traumatic stress disorders; evaluation and treatment; the sports psychology of non-elite non-athletes.

Scott Fehr, Psy.D. Nova University. Group and individual psychotherapy; supervision.


Bruce Frumkin, Ph.D. Washington University. Criminal and family psychology and law; ethics; psychological testing; malingering and deception; physical/sexual abuse.

Douglas P. Gibson, Psy.D. Nova Southeastern University. Rehabilitation psychology; consultation-liaison; chronic pain management; clinical neuropsychology; medical family therapy.

Anne F. Goff, Ph.D. Southern Illinois University. Adult problems of adjustment including marital and relationship discord; children of alcoholics; interpersonal communication difficulties; conflict resolution; psychological and psychoeducational assessments and evaluations.

Peter Goldstein, Ph.D. Wayne State University. Wayne State University. Clinical neuropsychology; brain injury; spinal cord injury; rehabilitation psychology; physical disability support groups; psychophysiological disorders; hospital consultations.

Bruce A. Hartley, Ph.D. University of Florida. Etiology of adolescent suicide and crisis intervention techniques, including lethality assessment strategies in school settings; neuropsychological assessment of learning disabilities in children and adults; treatment strategies for adolescent drug abuse including "crack" cocaine (outpatient follow-up in school settings); cognitive-behavioral psychotherapeutic strategies for treatment of depression in gerontologic patients (outpatient).

Barry L. Hensel, Ph.D. University of Toledo. Core Adjunct Faculty. Affective disorders; childhood psychopathology; program evaluation; mental health administration; psychotherapy; psychological testing; ethics.

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

Kathryn D. Kominars, Ph.D. Temple University. Multicultural/diversity issues; grief and loss; substance abuse/dependency; brief psychotherapy; crisis intervention.


Cliff A. Levin, Ph.D. Iowa State University. Forensic evaluations; family therapy; addictions counseling; juvenile delinquency; sex offender treatment and adolescents.

Tom Mabee, Ph.D. Florida State University. Systems issues; depression, phobias; obsession-compulsion; alcoholism; outcome studies; development of client self help aids.

Fran Mabee, Ph.D. Florida State University. Counseling psychology and school psychology - individual, couple, family, group therapy; parenting, child/adolescent psychology; women's issues; psychology evaluation, psycho-educational interventions, crisis counseling, suicide assessment and prevention; professional training and supervision.

Sally Maxwell, Ph.D. Boston College. Biopsychosocial effects of learning style, language development, and information processing upon personality development; eclectic therapies for special populations; individual, family, and group psychotherapy; school adjustment counseling and school phobia; psychological and psychoeducational assessment and academic planning; community mental health.

Mark Middlebrooks, Ph.D. Nova University. Behavioral medicine; biofeedback; death and dying; older adults; meditation and transpersonal psychology.

Linda F. Orr, Ed.S. Florida Atlantic University. School guidance programs; individual counseling skills; child abuse; family problems; career development.

Theresa Parnell, Psy.D. Florida Institute of Technology. Individual and marital psychotherapy; domestic violence; psychological testing; forensic evaluation; MMPI/MMPI-2 research.

Melissa Pigott, Ph.D. Florida State University. Psychology and law; group dynamics; social influence; persuasive communication; social psychology in everyday life.

Ann Pozen, Psy.D. Nova University. HIV/AIDS and its affect on adults, children and families; couple and family therapy.

L. Dennison Reed, Psy.D. Nova University. Psychotherapy with child and adults victims of trauma including child abuse, rape and other crimes; survivors of accidents, war and natural disasters; psychological assessment of the same populations; forensic psychology; marital therapy and marital/relationship enrichment training.

Scott Reisman, Ph.D. Nova University. Neuropsychological assessment; Parkinson's disease; head injury; biofeedback; stress management.
Lynn D. Rich, Ph.D. Michigan State University. Clinical neuropsychology; assessment of and rehabilitation after minor brain damage from traumatic brain injury or illness; learning disabilities in adults and children; neuropsychological aspects of schizophrenia; working with resistant clients and culturally diverse individuals; expert testimony in court.

Gerald N. Ross, Ed.D. University of Georgia. Supervising practicum students; counseling theories and practice; group theory and practice; adult psychopathology.

Susan Schwartz, Ed.S. University of Florida. School guidance counseling; individual and classroom behavioral management; school related problems; developmental guidance programs; specific learning disabilities; emotional handicaps; mental retardation; exceptional student identification and educational programming; staff development.


Sara Sterling, Psy.D. Nova University. Systemic marital therapy; constructive narrative therapy approaches; PTSD; chronic pain; foster parent training.

Stephen M. Stillman, Ph.D. Ohio State University. Clinical and vocational assessment; individual and group psychotherapy; industrial and organizational consultation; executive assessment; police and public safety psychological evaluation; forensic consultation regarding exceptional children.

Larry E. Thompson, Ed.D. West Virginia University. Cognitive-behavioral therapies with phobias; multiple personalities; generalized anxiety and depressive disorders; mental health/substance abuse service delivery.

George Wallace-Barnhill, Ph.D. University of Maryland. Adult individual and group psychotherapy; dissociative disorders including PTSD & dissociative identity disorder (formerly multiple personality); alcohol & other drug related addictions, co-dependency, stress, eating disorders & grief counseling.

Darlene Williams, Ph.D. Nova University. Forensic evaluation; criminal psychology; delinquency prevention; systems issues; program development; adolescent issues; individual, group and family psychotherapy; supervision and training.


Natalie L. Winters, Ed.D. Rutgers University. Psychotherapy, teaching, leading workshops and seminars, hosting radio and TV areas; psychodrama, sources are creativity, hypnotherapy, psychology, and spirituality E.M.D.R. assertiveness training.

Center Administration

Frank A. DePiano, Ph.D.       Dean
A. Eugene Shapiro, Ph.D.     Associate Dean
Karen S. Grosby, M.Ed.     Associate Dean
David Barone, Ph.D.       Director of Academic Affairs
Kim Durham, Psy.D.         Director of Administration
                           Community Mental Health Center
Alan Katell, Ph.D.        Director of Clinical Training

Master’s Program Administration

Associate Dean          Karen S. Grosby, M.Ed.
Program Administrator   Joyce H. Silverman, M.S.
Program Administrator   Gloria Reasons, M.S.
Program Coordinator     Michael Mattox, M.S.
Director/Clinical Training Alan Katell, Ph.D.
Associate Director/Clinical Training William I. Dorfman, Ph.D.
Operations Manager      Donna Schwartz
Administrative Assistant Suzanne O’Sullivan
Field-Based Master’s Program Site Coordinators

Clearwater
Coral Springs
Ft. Myers
Gainesville
Jacksonville
Melbourne
Miami
Ocala
Orlando
Palm Beach
Tampa

Kate Davids, M.S.
Pat Brown, M.S.
Patricia Schofield, M.B.A., M.S.
Cynthia Lasley, M.S.
Irene Toto, M.S.
Susan Kiley, M.S.
TBA
Wesley Burton
Jude Porter, M.S.
Mary Mook, M.S.
TBA

Master's Practicum Coordinators

Clearwater and Tampa
Coral Springs and Palm Beach
Ft. Myers
Gainesville
Jacksonville
Melbourne
Miami
Ocala
Orlando
Main Campus
Main Campus/School Guidance

Carmine Pecoraro, M.S.C.A.P.
Carol A. Knight, M.S.
TBA
Tootie Richey, M.S.
Joan Hubbard, M.A.
Susan Kiley, M.S.
Maria Hernandez, M.S.
Charles Glover, Ed.S.
Jude Porter, M.S.
William I. Dorfman, Ph.D.,
Associate Director of Clinical Training
Susan Schwartz, Ed.S.
VII. By-Laws of the Student Government Association

A number of years ago, doctoral students at the Center discovered that they needed to form an organization to represent their concerns and present one unified voice to the faculty and administration. Subsequently, the Student Government Association was formed in order to address current issues and concerns of doctoral students within the program. The Center for Psychological Studies Student Government Association is one of three such student governing bodies at Nova Southeastern University -- the Law Center has the Student Bar Association and the undergraduate division has its own Student Government Association. Although in the past there has not been much interaction between the various centers in the university, with the recent move of the Law Center to the main campus more interest and greater communication has been shown amongst the various governing organizations, a trend we hope continues in the future.

Our Student Government Association (SGA) is governed by a set of bylaws, a copy of which follows for your information. SGA hosts a number of social activities each year, including a Fall Picnic, a Winter Party, and a Spring Banquet, all of which are attended by students and faculty alike. SGA is also responsible for the implementation of the Buddy System, a method of contacting and pairing new, incoming students with existing students in order to help ease the transition of attending Nova and moving to South Florida. The SGA Executive Board -- consisting of the president, vice-president, treasurer, and secretary -- holds monthly meetings in order to address those issues which are of the most concern to students. Another one of SGA’s main purposes is to keep the lines of communication and information open. To this end, the SGA holds two voting positions at monthly faculty meetings and the president meets on a regular basis with the Dean of the Center. SGA disseminates information to the students on a timely, informed, and objective basis as it becomes available.

There are some issues that the SGA often addresses on an annual basis. These include items such as tuition increases, which have been gradually declining at the Center as SGA has shown that such increases lead to severe financial hardships on students. Another recent concern has been class sizes, which SGA has been working with students and the administration in order to discover various reasonable solutions. And at SGA’s request, Einstein Library recently lowered photocopy charges 40%. We have also recently integrated representation of the Master’s Program under the SGA, which means the SGA now represents all students (approximately 1000) in the Center for Psychological Studies various graduate-level programs.

We encourage you to become involved in the Student Government Association while attending Nova Southeastern University. It is through students’ support that the SGA is an effective and useful organization. Annual elections for SGA officer positions are held the first week of October and are open to all students in good standing. Welcome to Nova Southeastern and good luck in your studies!
1.0 PRELIMINARY

1.1 TITLE
The following constitutes the bylaws of the Student Government Association of Nova Southeastern University Center for Psychological Studies and may be cited for all such purposes. These bylaws are, and will remain, consistent with the Policies and Procedures Handbook of the graduate psychology programs of Nova Southeastern University.

1.2 DEFINITIONS
In these bylaws, unless otherwise specified,

a. "Association" means Student Government Association (SGA) of Nova Southeastern University Center for Psychological Studies, which includes all officers, student representatives, and student committee members.

b. "Officer" means a member of the executive board of the SGA, which includes the president, vice-president, treasurer, and secretary.

c. "Student representatives to faculty committees" means a student appointed by the officers of the SGA to represent students on various faculty committees.

d. "Student committee" means a group of students formed to address current student issues.

e. "Election" means an election of the executive board officers.

f. "Student" means any Nova Ph.D., Psy.D., or Master's psychology student currently taking courses in psychology.

g. "Student body" means all Ph.D., Psy.D., and Master's students of Nova Southeastern University in the graduate programs of the Center for Psychological Studies.

h. A student "in good standing"

i. who is matriculated into the doctoral or master's programs, and

ii. who is not in default of any other prescribed obligation to Nova Southeastern University.

i. "SGA" means the Student Government Association of the Center for Psychological Studies at Nova Southeastern University.

1.3 PURPOSES
The purposes of SGA are to:

a. Promote the highest standards in the teaching, training, and practice of psychology in order to further the education and development of all students;

b. Represent, as well as facilitate exchange of information and ideas among students, faculty, and administration;

c. Offer a government structure that fully represents the student body in all such governing matters, and, thought this structure, advocates the concerns of the student body, promotes the objectives of SGA, and communicates its concerns and actions to the student body;

d. Establish and maintain channels of communication between students, SGA, faculty, and administration; and

e. To evaluate the quality and overall effectiveness of SGA and the programs administered by the Center for Psychological Studies.
2.0 CONSTITUENTS

2.1 DEFINITION
A constituent of SGA is a student in good standing.

2.2 UNIFORMITY
Subject to other provisions of these bylaws, every student has the same rights, privileges, and responsibilities within SGA.

3.0 GOVERNANCE

3.1 OFFICERS

a. The officers of SGA shall be:
   i. the president,
   ii. the vice-president,
   iii. the treasurer, and
   iv. the secretary.

b. The president shall be the chief officer of SGA and he or she shall preside over meetings of the officers, the steering committee, the executive board, and the student body.

c. The other officers shall assist the president and shall perform the tasks they are assigned.

d. No one individual shall concurrently hold more than one office in SGA.

e. The vice-president shall assume all responsibilities of the president when the president is absent from meetings.

f. The treasurer shall assume all responsibilities and duties that accompany said office, including, but not limited to: matters of finance directly related to SGA; keeping an ongoing record of all financial obligations and disbursements of SGA, updated at least once a semester; and disbursing funds as approved by the executive board. No funds at anytime are to be disbursed without the treasurer’s direct knowledge and written approval.

g. The secretary shall assume all responsibilities and duties that accompany said office, including, but not limited to: keeping a record of all SGA and executive board meetings and summarizing said record in the form of minutes.

h. Students who have served as past officers in SGA shall hold no official position within the current executive board, unless said past officers has run for reelection and has been successfully reelected to an executive board position.

i. No student shall hold a position as an officers for more than three terms, or three years, whichever is greater.

j. For the sake of equal representation, at least one of the four elected officers shall be a Ph.D. doctoral candidate. However, if no Ph.D. candidate is nominated in the pre-election process, this bylaw shall be considered fulfilled for that specific academic-year’s election.
k. For the purposes of the newly-elected officers in the 1996-1997 academic year, the president shall be designated as the candidate who won by popular vote on the ballot and the vice-president shall be designated as the other elected president. If no other president was elected by ballot, the officer of vice-president shall be considered vacant.

l. SGA officers shall be dispersed a stipend each fall and winter semester, which will take the form of a tuition waiver in the amount of: $500 per semester each for the president and vice-president; $400 per semester each for the treasurer and secretary. No other SGA representatives or positions shall be funded. This bylaw will not take effect until either (1) approval and subsequent raising of the student activity fee for doctoral students from $20 to $30 per year; or (2) approval and acceptance of the Master’s balloting referendum to represent Master’s students under SGA by the Master’s Program Administrator and the Master’s Program, and its subsequent implementation.

3.2 EXECUTIVE BOARD

a. The general affairs of SGA shall be managed and supervised by an executive board composed of the officers of SGA.

b. Officers shall serve with compensation, as outlined above, and may also be reimbursed for the reasonable expenses incurred in the performance of their duties.

3.3 STEERING COMMITTEE

The steering committee, composed of the president and vice-president, shall oversee the activities and direction of the executive board, and are to act on the executive board’s behalf as appropriate between meetings.

3.4 OTHER COMMITTEES

a. The executive board may establish, disband, and give direction to such committees as it considers expedient.

b. A committee may not perform any function of the executive board but, subject to the directions of the executive board, may give advice and make recommendations to the executive board without limitation.

3.5 STUDENT REPRESENTATIVES TO FACULTY COMMITTEES

a. The executive board shall approve and/or appoint members of the student body, for one year, to represent students on issues that are relevant to the business of various faculty committees, as needed.

b. Deleted.

c. The student representatives shall be required to attend SGA meetings that will be convened at least once every semester by the officers.

d. SGA officers will share responsibility for coordinating the activities for students participating on committees.

e. Any student representative deemed by the officers not to fulfill their responsibilities shall be dismissed from their respective position.
3.6 EXECUTIVE MEETINGS

a. The executive board shall meet at least once a month, at a mutually agreeable time and place.

b. Additional meetings may be called by any member of the executive board.

c. The officer calling an additional executive board meeting shall make reasonable efforts to notify all officers and to arrange the meeting time and place for the convenience of the officers.

d. The executive board may perform the functions that are assigned to it by these bylaws and may take action upon any matter that warrants attention.

e. A simple majority of officers constitutes a quorum to transact any business which properly comes before the executive board.

f. Every question which properly comes before the executive board may be decided by a simple majority of the votes cast by officers at the meeting, including the presiding officers, and if there is an equality of votes on a question, that question shall be deemed to have been decided in the negative.

g. The proceedings of the executive board shall be summarized by the secretary. When the draft written record of the meeting is approved at the executive board’s subsequent meeting, it is prima facie proof of the truth of the contents of every such record.

h. A copy of the minutes of every executive board meeting shall be posted within one week of the approval of said minutes.

i. Students, faculty, and administration shall be encouraged to attend executive board meetings. Following the transaction of SGA business, the aforementioned will be encouraged to raise issues and concerns. Location of said meetings shall be posted by the secretary on the SGA bulletin board.

j. No executive board meeting shall be convened or recognized as being convened unless the president is present, or, in the president’s absence, the vice-president is present. Any meeting convened without the presence of either the president or vice-president will be considered invalid; any and all SGA business conducted in said meeting will be considered null and void.

4.0 ELECTIONS

4.1 ELECTION PROCEDURES

The procedures for the nomination and election of executive officers are:

a. The president and vice-president shall administer the process of nominations and elections.

b. Regular elections as prescribed below will be held annually for the president, vice-president, treasurer, and secretary.

c. For every election, the officers shall send to every student an announcement of the election and a Call for Nomination of candidates no later than the first school day of the first week of October.
d. Students in good standing may nominate themselves or any other student. One nomination shall warrant inclusion on the final ballot.
e. One week after the Call for Nominations, the officers shall close the nominations and shall prepare for the final election ballot a slate including the names of the candidates.
f. The ballot shall also contain a list of current issues of interest to students and will ask the latter opinions regarding those issues.
g. Officers will tabulate the ballots and post the results within one week.
h. Where two or more candidates receive the same number of votes, the president will decide between the two candidates.
i. Where there is only one validly nominated candidate for an office, the president shall declare that candidate elected by acclamation.
j. Officers will succeed to, and retire from, office after the induction of the newly elected officers by the end of the second week of October.
k. If an executive board position receives no nominations during the nominating period, the newly-elected president, or, in the absence of a newly-elected president, the newly-elected vice-president, shall appoint students to these positions after taking office.
l. The election vote and/or balloting issue is considered valid and official if and only if at least 10% of the student body participate in the vote and/or balloting issue. If the return rate is less than 10%, a new vote will be announced and held within 2 weeks of the previous vote, citing this bylaw in announcements for the new vote. This procedure will continue until the required minimum percentage is obtained. SGA will conduct business as usual during this time.

4.2 VOTING ELIGIBILITY
A student who is in good standing is qualified to vote in any election for officers.

5.0 VACANCIES
5.1 RESIGNATIONS
a. An officer may resign from the executive board by delivering a written resignation to the president, or if the resigning officers is the president, then president shall submit the resignation to the vice-president. Then that office of that resigning officer is thereupon deemed vacant.
b. Any officer resigning or removed from office for any reason will refund, in full, the entire tuition waiver amount of that office for the semester in which the resignation or removal took place to the treasurer, within one month of said resignation or removal.

5.2 RECALL
The office of an officer who ceases to be in good standing automatically thereupon becomes vacant.
5.3 REMOVAL
An officer may be removed from office before his or her term of office would otherwise have expired by a two-thirds majority of votes cast at an executive meeting; or at a SGA meeting; or by the student body, in the form of a petition; and at least one of the following conditions must be met before said removal can take place:

a. Appropriate grounds leading to the termination of that office due to the absence from more than three executive board meetings within a semester will cite that officer for removal, and that office becomes vacant upon said removal; or

b. Appropriate grounds leading to the termination of that office due to a blatant disregard of one or more of these bylaws or of a blatant disregard for said office characterized by a lack of "good faith" effort to carry out the necessary and appropriate duties and responsibilities of said office, will cite that officer for removal, and that office becomes vacant upon said removal.

5.4 FILLING VACANCIES

a. If an executive's office becomes vacant, the vacancy will be filled within one month of said vacancy by appointment by the executive board with the final approval granted by the president.

b. If the president's office becomes vacant, the vacancy will automatically be filled by the vice-president, who will then hold the office of the president. The vice-president's office will then automatically become vacant, at which time the above procedure for filling vacancies shall be followed.

6.0 ADMINISTRATION
6.1 FISCAL

a. An annual summary of budget expenditures shall be posted on the SGA bulletin board at the conclusion of each academic year.

b. SGA shall fund its operation from the student activity fees collected from each student at the time of registration.

c. SGA reserves the right to raise the student activity fee, in consultation with the Dean of the Center for Psychological Studies.

7.0 AMENDMENT
7.1

a. A majority of the executives may adopt these bylaws or pass resolutions amending these bylaws.

b. Amendments to the bylaws may also be proposed by petition signed by 5% or more of the student body.
c. Amendments to the bylaws will be posted on the SGA bulletin board within one month of said changes being passed.

d. Upon amendment of these bylaws in any given academic year, amendments which have successfully been passed by the executive board will be incorporated directly into the existing bylaws before the next election. A copy of all past and current bylaws, along with all proposed and passed amendments, will be maintained in archives by the secretary.

e. Bylaws and/or amendments designated as "Protected" will be subject to the following conditions being fully met before being altered and/or changed and/or superseded and/or deleted:
   i. An announcement of said change or deletion to be posted at least 14 days before the matter is to be brought up before the executive board;
   ii. An unanimous vote of consent among all four SGA officers; and
   iii. A binding ballot given to students which specifies the current bylaw or amendment to be altered or deleted, and the proposed change in said bylaw or amendment, having been passed by a simple majority of those students voting. For this ballot to be considered valid and binding, at least 10% of the current student body must participate in the vote.

f. Amendment 37 (bylaw 3.1-l) and its amendment 40 is hereby specified as "Protected," as is this bylaw.

g. Amendment 39 (bylaw 7.1-e) is hereby specified as "Protected," as is this bylaw.

8.0 PETITIONS

8.1

a. The interested party will present the SGA with a written petition at a scheduled SGA meeting.

b. At the next meeting, SGA will review the petition and make any necessary revisions.

c. The revised petition will be returned to the interested party, who in turn will reconsider the revision of the petition. If alterations are made, the petition will again be given to SGA. This process will continue until both SGA and petitioner are satisfied with the wording of the petition.

d. The approved petition will be posted for one month on the SGA bulletin board by an SGA officer.

8.2

The minimum number of student signatures require to be presented at a faculty meeting is set at sixty (60).

a. Any petition with less than sixty (60) signatures will be submitted to the Dean of the Center for Psychological Studies.

b. Any petition that gathers 51% of the signatures of the students, excluding interns, will receive the full support of SGA.
c. Petitions gathering less than 51% of the student body, excluding interns, will be presented at the next available SGA meeting, at which time a vote will be taken among the officers to render a decision of SGA support. The president will then present the decision of the vote on the petition by the SGA officers to the Dean of the Center for Psychological Studies and/or faculty.

8.3
Petitions meeting the aforementioned criteria for presentation to the faculty will be presented at the next feasible faculty meeting for consideration.

8.4
As the appointed governing structure of the student body, the SGA has the right and responsibility to present to the faculty and/or administration specific concerns that may affect the student body, without an accompanying petition. These concerns shall be presented and approved by a majority of the officers before presented at the next feasible faculty meeting.

9.0 SGA ACTIVITIES

9.1
SGA officers will be responsible for coordinating the "Buddy System." This includes the following:

a. Officers shall contact currently enrolled students and solicit participation.
b. Officers shall then match incoming students with enrolled students and said enrolled students shall contact the incoming students with subsequently provided materials.
c. These activities may be assigned to a student committee, if so designated by the executive board.

9.2
SGA officers are responsible for coordinating the annual fall picnic, winter party, and spring event.

9.3
SGA officers shall be responsible for coordinating any officially SGA-sponsored activity.

9.4
SGA officers shall keep the student body informed by composing and distributing to every student, at least once per semester, an official SGA letter or bulletin that details the accomplishments of the SGA and addresses current issues of relevance and concern of the student body.
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