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Master's Programs in Mental Health Counseling and School Guidance and Counseling Policies and Procedures Handbook

1997 - 1998
Master's Programs in Mental Health Counseling and School Guidance and Counseling

Policies and Procedures Handbook

1997-1998
MISSION STATEMENT

Nova Southeastern University is a dynamic, not-for-profit independent institution dedicated to providing high quality educational programs of distinction from preschool through the professional and doctoral levels, as well as service to the community. Nova Southeastern University prepares students for lifelong learning and leadership roles in business and the professions. It offers academic programs at times convenient to students, employing innovative delivery systems and rich learning resources on campus and at distant sites. The University fosters inquiry, research, and creative professional activity, by uniting faculty and students in acquiring and applying knowledge in clinical, community, and professional settings.

Approved by the Board of Trustees, March 24, 1997.
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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 1997-1998 applies to all programs offered through the Center except the field-based program.

### Fall 1997

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon., Aug. 18, Tues., Aug. 19</td>
<td>Registration and advisement for continuing on-campus master's students.</td>
</tr>
<tr>
<td>Thurs., Aug. 21</td>
<td>Orientation and registration for new on-campus master's students.</td>
</tr>
<tr>
<td>Friday, Aug. 22</td>
<td>Orientation and registration for new doctoral students.</td>
</tr>
<tr>
<td>Mon., Aug. 25</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. 1</td>
<td>Labor Day, University offices closed.</td>
</tr>
<tr>
<td>Tues., Sept. 2</td>
<td>Last day for completing late registration.</td>
</tr>
<tr>
<td>Fri., Sept. 5</td>
<td>Last day for adding classes.</td>
</tr>
<tr>
<td>Mon., Sept. 8</td>
<td>End of 80% refund.</td>
</tr>
<tr>
<td>Mon., Sept. 15</td>
<td>End of 60% refund.</td>
</tr>
<tr>
<td>Mon., Sept. 22</td>
<td>End of 40% refund.</td>
</tr>
<tr>
<td>Mon., Sept. 29</td>
<td>End of 20% refund. Last day for dropping classes with refund.</td>
</tr>
<tr>
<td>Thurs., Oct. 2</td>
<td>Rosh Hashanah, University offices closed.</td>
</tr>
<tr>
<td>Oct. 3, 4, 5 and Nov. 7, 8, 9</td>
<td>Master's on-campus intensive weekend format course</td>
</tr>
<tr>
<td>Thurs., Nov. 20-Fri., Nov. 21</td>
<td>Registration and advisement for continuing on-campus master's students for Winter, 1998.</td>
</tr>
<tr>
<td>Thurs., Nov. 27 - Fri., Nov. 28</td>
<td>Thanksgiving, University offices closed.</td>
</tr>
<tr>
<td>Fri., Dec. 12</td>
<td>Fall semester ends.</td>
</tr>
<tr>
<td>Thurs., Dec. 18</td>
<td>Final grades due in Program Office.</td>
</tr>
<tr>
<td>Thurs., Dec. 25 - Fri., Dec. 26</td>
<td>Christmas Holiday, University offices closed.</td>
</tr>
<tr>
<td>Date Range</td>
<td>Event</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Thurs., Jan 1 - Fri., Jan. 2</td>
<td><strong>New Year’s Holiday</strong>, University offices closed.</td>
</tr>
<tr>
<td>Mon., Jan. 5</td>
<td>Orientation and registration for new on-campus master’s students. Classes begin. Last day for completing regular registration. Late registration fee of $30 will be charged after this date. End of 100% refund.</td>
</tr>
<tr>
<td>Mon., Jan. 12</td>
<td>Last day for completing late registration.</td>
</tr>
<tr>
<td>Fri., Jan. 16</td>
<td>Last day for adding classes.</td>
</tr>
<tr>
<td>Mon., Jan. 19</td>
<td><strong>Martin L. King, Jr. Day</strong>, University offices closed.</td>
</tr>
<tr>
<td>Tues., Jan. 20</td>
<td>End of 80% refund.</td>
</tr>
<tr>
<td>Mon., Jan. 26</td>
<td>End of 60% refund.</td>
</tr>
<tr>
<td>Mon., Feb. 2</td>
<td>End of 40% refund.</td>
</tr>
<tr>
<td>Mon., Feb. 9</td>
<td>End of 20% refund. Last day for dropping classes with refund.</td>
</tr>
<tr>
<td>Feb. 6, 7, 8 and Mar. 13, 14, 15</td>
<td>Master’s on campus intensive weekend format course</td>
</tr>
<tr>
<td>Mon., Mar. 2 - Fri., Mar. 6</td>
<td><strong>SPRING BREAK</strong></td>
</tr>
<tr>
<td>Thurs., Apr. 16 - Fri., Apr. 17</td>
<td>Registration and advisement for continuing on-campus master’s students for Summer I &amp; II, 1998.</td>
</tr>
<tr>
<td>Fri., Apr. 10</td>
<td><strong>Good Friday</strong>, University offices closed.</td>
</tr>
<tr>
<td>Fri., Apr. 24</td>
<td>Winter semester ends.</td>
</tr>
<tr>
<td>Thurs., Apr. 30</td>
<td>Orientation and registration for new on-campus master’s students.</td>
</tr>
<tr>
<td>Thurs., Apr. 30</td>
<td>Final grades due in Program Office.</td>
</tr>
</tbody>
</table>
## Summer 1998 - Term I

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thurs., Apr. 30-Fri., May 1 and Mon., May 4</td>
<td>Registration for Doctoral Students</td>
</tr>
</tbody>
</table>
| Mon., May 4                     | Classes begin.  
|                                 | Last day for regular registration.  
|                                 | Late registration fee of $30 will be charged after this date.  
|                                 | End of 100% refund.                                                                                                                         |
| Fri., May 8                     | End of 75% refund.  
|                                 | Last day for completing late registration.  
|                                 | Last day for adding classes.                                                                                                                 |
| Fri., May 15                    | End of 50% refund.                                                                                                                          |
| Fri., May 22                    | End of 25% refund. Last day for dropping classes with refund.                                                                                   |
| Mon., May 25                    | **Memorial Day**, University offices closed.                                                                                                   |
| May 29, 30, 31 and June 19, 20, 21 | Master’s on-campus intensive weekend format course                                                                                           |
| Tues., June 23                  | Summer I session ends.                                                                                                                       |
| Tues., June 30                  | Final grades due in Program Office.                                                                                                          |

## Summer 1998 - Term II*

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon.-Tues., June 22, 23</td>
<td>Registration for doctoral students.</td>
</tr>
</tbody>
</table>
| Wed., June 24                   | Classes begin.  
|                                 | Last day for completing regular registration.  
|                                 | Late registration fee of $30 will be charged after this date.  
|                                 | End of 100% refund.                                                                                                                         |
| Thurs., July 2                  | End of 75% refund.  
|                                 | Last day for completing late registration.  
|                                 | Last day for adding classes.                                                                                                                 |
| Fri., July 3                    | **Independence Day**, University offices closed.                                                                                               |
| Thurs., July 9                  | End of 50% refund.                                                                                                                          |
| Thurs., July 16                 | End of 25% refund. Last day for dropping classes with refund.                                                                                  |
| Fri., Aug. 14                   | Summer II session ends.                                                                                                                       |
| Thurs., Aug. 20                 | Final grades due in Program office.                                                                                                          |

*The availability of a Summer Term II for the Master's program will be announced during the Winter term, 1998.*
# Academic Calendar

**Field Based**

Courses in the field-based academic program are scheduled August-June. Class meetings (except practica) 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 1997-98 academic year.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 2</td>
<td>Orientation for new field-based students. Registration for first fall course.</td>
</tr>
<tr>
<td>August 4</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 5</td>
<td>End of 100% refund.</td>
</tr>
<tr>
<td>September 5, 6, 7</td>
<td>First weekend of first fall course.</td>
</tr>
<tr>
<td>September 26</td>
<td>End of 50% refund.</td>
</tr>
<tr>
<td>September 26, 27, 28</td>
<td>Second weekend of first fall course.</td>
</tr>
<tr>
<td>September 27</td>
<td>Registration for second fall course.</td>
</tr>
<tr>
<td>September 29</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>October 31</td>
<td>End of 100% refund.</td>
</tr>
<tr>
<td>October 31, November 1, 2</td>
<td>First weekend of second fall course.</td>
</tr>
<tr>
<td>December 5</td>
<td>End of 50% refund.</td>
</tr>
<tr>
<td>December 5, 6, 7</td>
<td>Second weekend of second fall course.</td>
</tr>
<tr>
<td>September 2 - December 19</td>
<td>Fall practicum.</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
</tr>
<tr>
<td>---------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>December 6</td>
<td>Orientation for new field-based students. Registration for first winter course.</td>
</tr>
<tr>
<td>December 8</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 9</td>
<td>End of 100% refund.</td>
</tr>
<tr>
<td>January 9, 10, 11</td>
<td>First weekend of first winter course.</td>
</tr>
<tr>
<td>January 30</td>
<td>End of 50% refund.</td>
</tr>
<tr>
<td>January 30, 31, February 1</td>
<td>Second weekend of first winter course.</td>
</tr>
<tr>
<td>January 31</td>
<td>Registration for second winter course.</td>
</tr>
<tr>
<td>February 2</td>
<td>Second winter course begins. Last day for regular registration. Late registration fee of $30 will be charged after this date.</td>
</tr>
<tr>
<td>February 27</td>
<td>End of 100% refund.</td>
</tr>
<tr>
<td>February 27, 28, March 1</td>
<td>First weekend of second winter course.</td>
</tr>
<tr>
<td>March 20</td>
<td>End of 50% refund.</td>
</tr>
<tr>
<td>March 20, 21, 22</td>
<td>Second weekend of second winter course.</td>
</tr>
<tr>
<td>January 5 - April 17</td>
<td>Winter practicum.</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>March 21</td>
<td>Registration for first summer course.</td>
</tr>
<tr>
<td>March 23</td>
<td>First course begins. Last day for regular registration. Late registration fee of $30 will be charged after this date.</td>
</tr>
<tr>
<td>April 17</td>
<td>End of 100% refund.</td>
</tr>
<tr>
<td>April 17, 18, 19</td>
<td>First weekend of first summer course.</td>
</tr>
<tr>
<td>May 8</td>
<td>End of 50% refund.</td>
</tr>
<tr>
<td>May 8, 9, 10</td>
<td>Second weekend of first summer course.</td>
</tr>
<tr>
<td>May 9</td>
<td>Registration for second summer course.</td>
</tr>
<tr>
<td>May 11</td>
<td>Second summer course begins. Last day for regular registration. Late registration fee of $30 will be charged after this date.</td>
</tr>
<tr>
<td>June 5</td>
<td>End of 100% refund.</td>
</tr>
<tr>
<td>June 5, 6, 7</td>
<td>First weekend of second summer course.</td>
</tr>
<tr>
<td>June 26</td>
<td>End of 50% refund.</td>
</tr>
<tr>
<td>June 26, 27, 28</td>
<td>Second weekend of second summer course.</td>
</tr>
<tr>
<td>April 20 - July 31</td>
<td>Summer practicum</td>
</tr>
</tbody>
</table>

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

### Fall 1997
- September 5, 6, 7
- September 26, 27, 28
- October 31, November 1, 2
- December 5, 6, 7
- September 2 - December 19

### Winter 1998
- January 9, 10, 11
- January 30, 31, February 1
- February 27, 28, March 1
- March 20, 21, 22
- January 5 - April 17

### Summer 1998
- April 17, 18, 19
- May 8, 9, 10
- June 5, 6, 7
- June 26, 27, 28
- April 20 - July 31

## All University Offices are Closed on the Following Days

<table>
<thead>
<tr>
<th>HOLIDAYS</th>
<th>1997 - 1998</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labor Day</td>
<td>Mon., Sept. 1</td>
</tr>
<tr>
<td>Rosh Hashanah</td>
<td>Thurs., Oct. 2</td>
</tr>
<tr>
<td>Thanksgiving</td>
<td>Thurs., Nov. 27 - Fri., Nov. 28</td>
</tr>
<tr>
<td>Christmas Holiday</td>
<td>Thurs., Dec. 25 - Fri., Dec. 26</td>
</tr>
<tr>
<td>New Year’s Holiday</td>
<td>Thurs., Jan. 1 - Fri., Jan. 2</td>
</tr>
<tr>
<td>Martin L. King, Jr. Day</td>
<td>Mon., Jan. 19</td>
</tr>
<tr>
<td>Good Friday</td>
<td>Fri., Apr. 10</td>
</tr>
<tr>
<td>Memorial Day</td>
<td>Mon., May 25</td>
</tr>
<tr>
<td>Independence Day</td>
<td>Fri., July 3</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 students 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, practica, 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. 62.
Accreditation
Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097: Telephone number 404-679-4501) to award bachelor's, master's, educational specialist, and doctoral degrees. The University is chartered by the State of Florida. The Center for Psychological Studies' doctoral and internship programs are accredited by the American Psychological Association. Nova Southeastern University admits students of any race, color, sex, age, nondisqualifying disability, religion or creed, or national or ethnic origin.

Center Philosophy
The Center for Psychological Studies, organized in 1967, is committed to providing the highest quality educational experience to current and future psychologists and counseling professionals. 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. 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
Master's Programs

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 is designed for the competent training of 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 and Training Programs of the Center

In addition to the master's programs, the Center offers Ph.D. and Psy.D. programs in clinical psychology; an APA-approved predoctoral internship; a postdoctoral residency program (APPIC member); a consortium internship program; the Southeast Institute for Cross-Cultural Counseling and Psychotherapy; the Postdoctoral Institute of Psychoanalysis and Psychotherapy; a postdoctoral program in psychopharmacology; and continuing education workshops for mental health professionals. The Center also has an APA-approved clinical internship program. The Center for Psychological Studies' Catalog describes these programs in more detail.

NSU Community Mental Health Center

The Center for Psychological Studies operates a nonprofit outpatient mental health facility funded cooperatively by the Florida Department of Children and Families, Broward County, and Nova Southeastern University. Services are available to all residents of Broward County including adults, children, adolescents, and elderly clients, regardless of race, color, sex, age, nondisqualifying disability, religion or creed, 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:

**Outpatient Services**

- Biofeedback
- Case management
- Child/adolescent therapy
- Community education
- Consultation/education
- Crisis management
- Group therapy
- Individual therapy
- Marital/family therapy
- Medication management
- Psychiatric evaluation
- Psychoeducational programs
- 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.
Special Clinical Services

**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 in-depth 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 Department of Children and Families 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. Medical needs are addressed through a team of a psychiatrist, an internist, and nurses.
II. Curriculum and Degree Completion Requirements

A master's program may be taken on a full-time or part-time basis. A student is expected to complete all requirements for the degree and graduate within five years of the date of first enrollment (see Time Limit requirements p. 26).

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

- General required curriculum
- Electives (Mental Health Counseling curriculum only)
- Practica
- 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

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<th>Course Code</th>
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<td>PSY 628</td>
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<td>PSY 650</td>
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<td>Community Mental Health</td>
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### Elective Courses: Partial Listing

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

<table>
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<tr>
<th>Course Code</th>
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<tr>
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<tr>
<td>PSY 682</td>
<td>Counseling Practicum III</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.

1st Year  Fall
*PSY 502 - Counseling Theories & Practice  3
*PSY 507 - Research & Evaluation for Counselors  3
*PSY 509 - Personality Theories or  3
*PSY 512 - Human Development & Learning  3
*PSY 584 - Adult Psychopathology  3

Winter
*PSY 506 - Counseling Skills  3
PSY 570 - Ethical, Legal & Professional Issues for Counselors  3
PSY 582 - Human Sexuality  3
PSY 586 - Child & Adolescent Psychopathology & Treatment  3

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

2nd Year  Fall
PSY 512 - Human Development & Learning or  3
PSY 509 - Personality Theories  3
PSY 645 - Couples & Family Counseling Strategies  3
*PSY 675 - Case Conceptualization & Treatment Planning  3

Winter
PSY 608 - Psychological Testing for Individual Evaluation  3
PSY 680 - Counseling Practicum I  3
Elective  3

Summer I
PSY 681 - Counseling Practicum II  3
Elective  3

3rd Year  Fall
PSY 682 - Counseling Practicum III  3

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 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.

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<td>PSY 570 - Ethical, Legal &amp; Professional Issues for Counselors</td>
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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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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 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 studied 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 a 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 624 Gender Issues in Psychotherapy (3 cr.)
This course will focus on gender-related issues in the psychological treatment of both men and women. Topics include the psychology of women/men, gender stereotypes, gender-related issues in treating dysfunctions prevalent in women and men. Theory and research regarding traditional therapies such as psychodynamic and behavioral approaches and alternative interventions such as feminist therapy will be reviewed. Gender issues will be examined in a small-class atmosphere to promote sensitivity to gender biases.

PSY 628 Psychotherapy 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 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. 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.

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 continues the student's training and experience in Group Psychotherapy. It is primarily focused upon group leader facilitation, empathy, sensitivity, lessening of prejudicial judgement as it relates to the many hues of human experience and behavior and anxiety reduction with multiple client interactions. 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 practicum 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. Some students may need to take a leave of absence from their employment or reduce their work load during this portion of the program.

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 practica scheduled during summer term I will span 12 weeks and require a minimum of 12.5 hrs/week on site. If an agency where an individual would like to complete practicum does not appear on the main campus approved list, the Associate Director of Clinical Training must be contacted at least 3 months prior to any semester, so that the possibility of a placement can be determined. 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 practicum are provided to students at the appropriate time in their program or upon request. In the field-based format, practica 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 practica, students may also be enrolled in regularly scheduled weekend classes.

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

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.

1st Year

Winter
*CGPY 502 - Counseling Theories 3
*CGPY 512 - Learning & Human Development 3

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

2nd Year

Winter
*CGPY 665 - School Consultation Skills 3
CGPY 510 - Career Development 3

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

3rd Year

Winter
Continuation of Practicum: School Guidance

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.
School Guidance Practicum

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 are typically held on evenings during the week. Specific details on practicum 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.
Practicum 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 practica 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 Final 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 Student Enrollment).

Attendance
Students are expected to attend all scheduled learning activities including classes, lectures, and seminars. Anticipated absences should be cleared in advance with the instructor. Excessive absences may result in a lower grade at the instructor's discretion or may necessitate a withdrawal from the 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 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 Office of Student Financial Planning 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 a leave 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 re-admission 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 enrollment. This means that students are expected to graduate with the Master's degree within this time period. In the event that a matriculated student who has 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, excluding summer sessions, 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)

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
School Guidance and Counseling Program

Academic Standing (Following Matriculation)

Remediation Policy

or below in the four designated courses be permitted to take graduate level courses in the Center for Psychological Studies program.

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

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 Office of Student Financial Planning 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.

**Readmission**

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 Student Enrollment). 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 receiving financial aid will be required to pay for textbooks at the time of registration. For tuition and fees, students may check off the financial aid 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.

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 receiving financial aid will be required to pay tuition and registration fees in accordance with the policies of the 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 course work 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.

Tuition and Fees

Master's tuition for 1997-98 will be charged at the rate of $415 per credit hour. Students should anticipate an annual review of fees by the University and possible increases. Students are expected to pay tuition in full at the time of registration. Students receiving financial aid must familiarize themselves with the requirements of that office with regard to payments and may defer payment only if they have been officially notified of an award. Once a loan check is disbursed, students will be responsible for making all appropriate payments.

<table>
<thead>
<tr>
<th>Tuition</th>
<th>$ 415 per credit hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fee</td>
<td>$ 50 (non-refundable)</td>
</tr>
</tbody>
</table>
| Registration Fee | $ 10/field-based, per course  
                             $ 25/main campus, per semester (nonrefundable) |
| Late Registration Penalty | $ 30/field-based, per course  
                                                $ 30/main campus, per semester |
| Textbooks        | $ 80-$200/course (approx.) |
| Professional Liability Insurance | $ 6 per semester of practicum |
Student Government Association  $10 per term (fall & winter)
(Main Campus Students only)

Comprehensive Final
Examination  no fee

Application for Degree Fee  $65

Transcript Fee  $5 per transcript

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.

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

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 fees paid. Further a student shall receive a full refund of tuition 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 weekend of class
- 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 refunds 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)
- For **75%** refund: withdrawal as posted on academic schedule (Summer)
- For **60%** refund: withdrawal as posted on academic schedule (Fall & Winter)
- For **50%** refund: withdrawal as posted on academic schedule (Summer)
- For **40%** refund: withdrawal as posted on academic schedule (Summer)
- For **25%** refund: withdrawal as posted on academic schedule (Summer)
- For **20%** refund: withdrawal as posted on academic schedule (Fall & Winter)

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

- For **100%** refund: withdrawal **prior** to the first weekend of class
- 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.
Withdrawal from a Course

Field-Based
Withdrawal from a course 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
Withdrawal from a course prior to the first class, the course is deleted from the student's record. A "W" grade is assigned when a student withdraws from a course after the "last 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 enrollment 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 practica.*

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. 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 session, 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 during the scheduled time and 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. An "I" grade is not assigned by faculty when students fail 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 from the end of the semester.

3. The grade that the student will receive if the incomplete is not satisfied by the conclusion of the specified time period.

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

A student will not be permitted to register for a sequential course when a grade of "I" (incomplete) 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 Achievement
   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.

c. 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 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 *Policies and Procedures Handbook* and in other published University and Center documents.

4. **Intrapersonal Behavior**

a. Displays mature and appropriate behavior.

b. Demonstrates ability to function independently.

c. Shows usual and customary judgment and discretion in both student and professional activities.

d. Presents a generally respectful and non-hostile attitude.

e. Participates in activities that are pursuant to professional development.

f. Develops intrinsic criteria to evaluate own performance.
5. **Interpersonal Behavior**

   a. Cooperative with and respectful of others.

   b. Ability to give, accept, and utilize constructive criticism.

   c. Develops and maintains positive relationships with peers and faculty.

   d. Develops satisfactory working relationships with supervisors and advisors.

**Degree Conferral**

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 enrollment.

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.
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.

Master's Handbook
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 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. Adjunct faculty members who expect no further instructional or supervisory relationship with a student may provide services without this reporting requirement.

**No Direct Payment to Faculty**

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

**Student Appeals**

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.
Informal Procedure

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.

Formal Procedure

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

2. Upon receipt of a written appeal, the Dean shall review the document to determine if the complaint warrants further review.
   
   a. If the Dean decides that no further action should be taken, the appeal will be terminated and a brief written explanation will be submitted to the student.
   
   b. If the Dean decides that a further review should occur, the appeal 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.
The Code of Student Conduct and Academic Responsibility

This 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 wherein all members of the University community can exercise their rights of membership.

Nova Southeastern University Statement of Academic Rights and Responsibilities

Nova Southeastern University, as a community of women and men, is committed to furthering scholarship, academic pursuits, and service to our society. As an institution, our purpose is to assure all students an equal opportunity to fulfill their intellectual potential through pursuit of the highest standards of academic excellence.

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

- The rights of personal and intellectual freedom, which are fundamental to the idea of a university;
- A scrupulous respect for the equal rights and dignity of others; and
- 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 as well as those of Broward County and the State of Florida. All members of the community should inform the appropriate official of any violation of conduct regulations.

A. 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, practica, 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 acknowledgment 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.

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

B. Conduct Standards

1. Students should not interfere with the rights, safety, or health of members of the University community nor interfere with other students' right to learn. Students are expected to abide by all University, center, and program rules and regulations and all local, state, and federal laws. Violations of conduct standards include, but are not limited to:
   a. Theft;
   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); and

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.

C. Supplementary Standards

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

D. Violations

Any violation(s) of any of the academic standards, conduct standards, or supplemental standards may result in a complaint being filed against a student to enforce the Code of Student Conduct and Academic Responsibility. Deans 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 Policies Governing Student Relations

General

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

Institutional and Academic Information

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

International students who intend to reside in the United States and who are required to obtain an I-20 visa must be full-time degree-seeking students and must attend the Main Campus in Fort Lauderdale. While financial aid is available for United States citizens only, some scholarship money may be available for foreign students. For further information contact: International Student Adviser, Nova Southeastern University, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796, telephone (954) 262-7240, toll free 800-541-6682, Ext. 7240.

Veterans' Benefits

All programs described in this catalog are approved for veterans' training by the Bureau of State Approval for Veterans' Training, Florida Department of Veterans' Affairs. Eligible veterans and veterans' dependents should contact the Office of the University Registrar, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796, telephone (954) 262-7241 or toll-free 800-541-6682, Ext. 7241.

Veterans' Benefits for Off-Campus Graduate Programs

The Veterans Administration considers all programs that meet off campus (field-based programs, cluster programs) to be programs of independent study for veterans' benefits purposes. The Veterans Administration will make the decision as to the rate of the benefit.

Grade/Progress Reports for VA Students

Each VA student will be provided a grade/progress report at the end of every evaluation period (e.g., term, semester, quarter). A copy of each report will be placed in the student's permanent file maintained by the Office of the University Registrar.

Student Publications

Nova Southeastern University, as publisher, bears the legal responsibility for the contents of student publications. In the delegation of editorial responsibility to students, the University provides sufficient editorial freedom for the student publications to maintain their integrity of purpose as vehicles of free inquiry and free expression in the Nova Southeastern University academic community.

The delegated editorial freedom of student editors and managers is subject to corollary responsibilities to be governed by the canons of responsible journalism, such as the avoidance of libel, indecency, undocumented allegations, attacks on personal integrity, and the techniques of harassment and innuendo.

As safeguards for the delegated editorial freedom of student publications, the following provisions are made:

1. The student press shall be free of censorship and advance approval of copy, and its editors and managers shall be free to develop their own editorial policies and news coverage.
2. Editors and managers of student publications shall be protected from arbitrary suspension and removal because of student, faculty, administrative, or public disapproval of editorial policy or content. Only for proper and stated causes shall editors and managers be subject to removal, and then by orderly and prescribed procedures.

3. All University published and financed student publications shall explicitly state on the editorial page that the opinions therein expressed are not necessarily those of Nova Southeastern University or of the student body.

**Student Participation in University Governance**

In furtherance of its commitment to teaching and learning, Nova Southeastern University encourages student participation in institutional decision making.

Within each center, elected student government bodies provide vehicles for student expression of views and opinions on issues of institutional policy. Officers of the student governments are members of the President's Student Advisory Committee which meets monthly with the President and appropriate senior administrative staff to discuss University matters of general interest to the student body.

Additionally, students are regularly appointed to committees, task forces, and ad hoc groups dealing with issues of concern to students, including appointment to each self study subcommittee.

**Notice of Nondiscrimination**

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

The Office of the University Registrar is designated as the policy coordinator to assure compliance with all federal, state, and local laws and regulations relative to nondiscrimination.

**Drug-Free Schools and Campuses**

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 work place 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 workplace. Any criminal drug convictions in the workplace 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.

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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.

Alcohol and Other Drugs

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.

Substance Abuse Awareness, Education, and Prevention

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:

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• 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.

**Communicable Diseases Policy 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.

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Policy on Sexual Harassment

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.

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 Office of the University Registrar. However, the Office of the University 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, the students or parents may file a complaint with the U.S. Department of Education.

**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 to academic requirements, curriculum, tuition, and/or fees when in the judgment of the administration such changes are required in the exercise of its educational responsibility.

**Computer Use Policies**

This policy provides guidelines for the appropriate and inappropriate use of the computing resources of Nova southeastern University. It applies to all users of the University’s computing resources including students, faculty, staff, alumni, and guests of the University. Computing resources include all computers, related equipment, software, data, and local area networks for which the University is responsible as well as networks throughout the world to which the University provides access.

The computing resources of NSU are intended to be used for its programs of instruction and research and to conduct the legitimate business of the University. All users must have proper authorization for the use of the University’s computing resources. Users are responsible for seeing that these computing resources are used in an effective, ethical, and legal manner. Users must apply standards of normal academic and professional ethics and considerate conduct to their use of the University’s computing resources.
In addition to the policy contained herein, usage must be in accordance with applicable University Policies (see “Related Policies” listed elsewhere in this policy) and applicable State and Federal laws. Among the more important laws are the Florida Computer Crimes Act, the Federal Computer Abuse Amendment Act of 1994, the Federal Electronic Communications Privacy Act, and the U.S. Copyright Act. Copies of these laws and the NSU Copyright Policy may be examined in the NSU Office of Academic Affairs.

Policy violations generally fall into four categories that involve the use of computing resources to:

1. harass, threaten, or otherwise cause harm to specific individuals or classes of individuals
2. Impede, interfere with, impair, or otherwise cause harm to the activities of others
3. download, post, or install to University computers, or transport across University networks, material that is illegal, proprietary, in violation of license agreements, in violation of copyrights, in violation of University contracts, or otherwise damaging to the institution
4. recklessly or maliciously interfere with to damage computer or network resources or computer data, files, or other information

Examples (not a comprehensive list) of policy violations related to the above four categories include:

- sending an individual or group repeated and unwanted (harassing) E-mail or using E-mail to threaten someone
- accessing, or attempting to access, another individual’s data or information without proper authorization (e.g. using another’s computing account and password to look at their personal information)
- propagating electronic chain mail or sending forged or falsified E-mail
- obtaining, possessing, using, or attempting to use someone else’s password regardless of how the password was obtained
- copying a graphical image from a Web site without permission
- posting a University site-licensed program to a public bulletin board
- using illegally obtained licensed data/software, or using licensed data/software in violation of their licenses or purchase agreements
- releasing a virus, worm, or other program that damages or otherwise harms a system or network
- preventing others from accessing services
- attempting to tamper with or obstruct the operation of NSU’s computer systems or networks
- using or attempting to use NSU’s computer systems or networks as a means for the unauthorized access to computer systems or networks outside the University
- distributing child pornography via the web
- using University resources for unauthorized purposes (e.g. using personal computers connected to the campus network to set up web servers for illegal, commercial, or profit-making purposes)
- violating Federal copyright laws or the NSU copyright policy
• using University resources for unauthorized purposes (e.g. using personal computers connected to the campus network to set up web servers for illegal, commercial, or profit-making purposes)
• violating Federal copyright laws or the NSU copyright policy

Inappropriate conduct and violations of this policy will be addressed by the appropriate procedures and agents (e.g. the Office of the Dean, the Office of the Vice President for Academic Affairs, or the Office of Human Resources) depending on the individual’s affiliation with the University.

RELATED POLICIES:
Student-Related: Student Code of Conduct and Academic Integrity
Faculty-Related: Faculty Policy Manual
Staff-Related: Employee Handbook
General Policies: Copyright and Patent Policy, Computing Account Security Agreement

World Wide Web Pages

The University’s “Format and Design Guide” (http://www.nova.edu/common-lib/policies/) outlines the procedures for establishing official university web pages and offers useful information about the University’s Internet resources, including common libraries containing standard html templates and graphics, as well as guidelines for creating a user-friendly web page. Individuals interested in creating official web pages must sign the Information Provider Agreement and attend training sessions before beginning.

Recognizing the values of free expression and academic freedom, NSU encourages faculty and students to take advantage of the creative possibilities and intellectual benefits of Internet exploration and communication. The policies contained in this guide do not apply to “unofficial” pages, such as faculty home pages, student resumes, etc. Creators of “unofficial” pages are expected to abide by existing policies governing computer use, including the University’s policy on the Acceptable Use of Computing Resources (see above).

Use of Material in Web Pages

You should assume that materials you find on the web are copyrighted unless a disclaimer or waiver is expressly stated. You may not place any materials owned by others, i.e. copyrighted works, on your Web page(s) without the express permission of the copyright owner. (Examples: graphic images from other Web pages, articles, video, audio, photographs, software, or images scanned from published works). You may include short quotations of text provided you identify in an obvious way (e.g., in a footnote) the author and the work from which the quotation is taken. If you want to include something from another Web page in one of your Web pages, then link to it rather than copy it. The occurrence of plagiarism on your Web page is subject to the same sanctions as apply to plagiarism in any other media. Images in the NSU graphics repository may be used if permitted in the license agreement for such software. You may not place any pictures or videos of people on a Web page without the expressed permission of the people in the video. Every person has the right to privacy which includes the right to restrict the use of his/her own image. In addition, the picture or video may be protected by copyright.
If you have received formal permission to use material owned by another, place the following notice on the page that contains the copied material:

Copyright 1997 by <name of the copyright owner>. Used with permission.

Although a copyright notice is not required to assert your rights to your own original material, you may want to include a minimal notice of copyright in a Web page footer when appropriate. When used, the copyright notice should appear as follows:* 

Individual Web pages:
Copyright 1997 <your name>. All rights reserved.

Organization Web pages (examples):
Copyright 1997 Cornell Law Review. All rights reserved
Copyright 1997 Nova Southeastern University. All rights reserved.
Copyright 1997 the School of Computer and Information Sciences. All rights reserved.

*The symbol © may be used in lieu of “Copyright” or immediately after it.
<table>
<thead>
<tr>
<th>Drugs/ CSA Schedules</th>
<th>Trade or Other Names</th>
<th>Medical Uses</th>
<th>Dependence</th>
<th>Dependence</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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<tr>
<td><strong>NARCOTICS</strong></td>
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<td></td>
<td>Physical</td>
<td>Psychological</td>
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<tr>
<td>Opium/II, III, V</td>
<td>Dover’s Powder, Paregoric, Parepectolin</td>
<td>Analgesic, antiinflammatory</td>
<td>High</td>
<td>High</td>
<td>Yes</td>
<td>3-6</td>
<td>Oral, smoked</td>
<td>Euphoria, drowsiness, respiratory depression, constipated pupils, nausea</td>
<td>Slow and shallow breathing, clammy skin, loss of appetite, convulsions, coma, possible death</td>
<td>Watery eyes, runny nose, yawning, loss of appetite, irritability, tremors, cramps, nausea, chills and sweating</td>
</tr>
<tr>
<td>Morphine/II, III</td>
<td>Morphine, MS-Contin, Roxanol, Roxanol-SR</td>
<td>Analgesic, antitussive</td>
<td>High</td>
<td>High</td>
<td>Yes</td>
<td>3-6</td>
<td>Oral, smoked, injected</td>
<td></td>
<td></td>
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<tr>
<td>Codeine/II, III, V</td>
<td>Tylenol with codeine, Empirin with codeine, Robitussin A-C, Florinal with codeine</td>
<td>Analgesic, antitussive</td>
<td>Moderate</td>
<td>Moderate</td>
<td>Yes</td>
<td>3-6</td>
<td>Oral, injected</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Heroin/II</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>
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<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>
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<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>
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<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>
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<td></td>
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<td>Other Narcotics/ I, II, III, IV, V</td>
<td>Numorphan, Percodan, Percocet, Tylox, Tussionex, Fentanyl, Darvon, Lomotil, Talwin*</td>
<td>Analgesic, antiinflammatory</td>
<td>High-Low</td>
<td>High-Low</td>
<td>Yes</td>
<td>Variable</td>
<td>Oral, injected</td>
<td></td>
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<tr>
<td><strong>DEPRESSANTS</strong></td>
<td></td>
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<tr>
<td>Chloral Hydrate/IV</td>
<td>Noxcot</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, Horinal, Lotusate, Nembutal, Seconal, Tuinal, Phenobarbital</td>
<td>Anesthetic, antiinflammatory, sedative, hypnotic, veterinary euthanasia agent</td>
<td>High-Mod.</td>
<td>High-Mod.</td>
<td>Yes</td>
<td>1-16</td>
<td>Oral</td>
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</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</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)</td>
<td>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>Oral</td>
<td>Slurred speech, disorientation, drunken behavior without odor of alcohol</td>
</tr>
<tr>
<td>Methaqualone/I</td>
<td>Quaalude</td>
<td>Sedative, hypnotic</td>
<td>High</td>
<td>High</td>
<td>Yes</td>
<td>Oral</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>Oral</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>Oral</td>
<td></td>
<td></td>
</tr>
<tr>
<td>STIMULANTS</td>
<td>Cocaine/II**</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>
</tr>
<tr>
<td>Amphetamines/II</td>
<td>Biphetamine, Delcobex, Desoxyn, Dexedrine, 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>
</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>
</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>
</tr>
<tr>
<td>Other Stimulants/III, IV</td>
<td>Adipex, Cylert, Didrex, Ionamin, Mefilat, Plegine, Sanorex, Tenute, Tepanil, Preludex</td>
<td>Weight control</td>
<td>Possible</td>
<td>High</td>
<td>Yes</td>
<td>2-4</td>
<td>Oral, injected</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 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></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LSD/II</td>
<td>Acid, Microdot</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>
</tr>
<tr>
<td>Mescaline &amp; Peyote/I</td>
<td>Mexe, Buttons, Cactus</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>
</tr>
<tr>
<td>Amphetamine</td>
<td>2.5-DMA, PMA, STP, MDA, MDMA, TMA, DOM, DOB</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>
</tr>
<tr>
<td>Phencyclidine/II</td>
<td>PCP, Angel Dust, Hog</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>
</tr>
<tr>
<td>Phencyclidine</td>
<td>PCE, PCPy, TCP</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>
</tr>
<tr>
<td>Analogues/I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Hallucinogens/I</td>
<td>Hufotene, Iboagine, DMT, DET, Psilocybin, Psilocybin</td>
<td>None</td>
<td>Unknown</td>
<td>Unknown</td>
<td>Possible</td>
<td>Variable</td>
<td>Smoked, oral, injected, sniffed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CANNABIS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marijuana/I</td>
<td>Pot, Acapulco Gold, Grass, Reefer, Sinsemilla, Thai Sticks</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>
</tr>
<tr>
<td>Tetrahydrocannabinol/I, II</td>
<td>THC, Marinol</td>
<td>Cancer chemotherapy, antinauseant</td>
<td>Unknown</td>
<td>Moderate</td>
<td>Yes</td>
<td>2-4</td>
<td>Smoked, oral</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hashish/I</td>
<td>Hash</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>
</tr>
<tr>
<td>Hashish Oil/I</td>
<td>Hash Oil</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>
</tr>
</tbody>
</table>
## Federal Trafficking Penalties

<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>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>
</tr>
<tr>
<td></td>
<td></td>
<td>100 gm or more or 1 kg* or more mixture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>Heroin</td>
<td>100-999 gm mixture</td>
<td>Not less than 5 years. Not more than 40 years.</td>
<td>Not less than 20 years. Not more than life.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 kg or more mixture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>Cocaine</td>
<td>500-4,999 gm mixture</td>
<td>Not less than 5 years. Not more than 40 years.</td>
<td>Not less than 20 years. Not more than life.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5 kg or more mixture</td>
<td></td>
<td></td>
<td></td>
</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></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>If death or serious injury, not less than life.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>100 gm or more or 1 kg or more mixture</td>
<td></td>
<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></td>
</tr>
<tr>
<td></td>
<td></td>
<td>100 gm or more or 1 kg or more mixture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>LSD</td>
<td>1-10 gm mixture</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>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>10 gm or more mixture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>Fentanyl</td>
<td>40-399 gm mixture</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>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>400 gm or more mixture</td>
<td></td>
<td></td>
<td></td>
</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>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>
</tr>
<tr>
<td></td>
<td></td>
<td>100 gm or more mixture</td>
<td></td>
<td>Fine of not more than $8 million individual, $20 million other than individual.</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>
</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>
</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>
</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>
</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>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 50 kg.</td>
<td>Marijuana</td>
<td></td>
<td></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*
V. Other Policies and Information

Academic Support Services

Library Services

The Albert and Birdie Einstein Library, located in the Parker Building, houses the University’s major collection of books and journals in the humanities, business, education and sciences. More than 35 specialized indexes in CD-ROM format are available in-house, and an additional 70 databases, many full text, are available via the Internet and campus network. The Nova Southeastern University Libraries’ online catalog (NovaCat) is accessible for remote searching, as well as searching catalogs from other university libraries.

The Einstein Library is a member of SEFLIN and FILL, cooperative library networks that provide quick access to library materials throughout Florida. The library also has lending agreements with large research libraries in the Midwest, which provide priority document delivery services to students. The Einstein Library is a cooperating library of the Foundation Center in New York, giving students access to collections for grants and foundation research.

Distance education students have access to books, journal articles, microfiche, dissertations, index searches, catalog searches, and to reference librarians. Librarians travel to class sites to teach students at a distance from the campus. Distance students can request library materials using fax, mail, or computer. To contact Distance Library Services by phone call 800-541-6682, ext.4602, or (954)262-4602. Use the toll free fax to order library materials at: 888-DLS-DOCS or 888-357-3627. Contact DLS by Internet: library@nsu.nova.edu or by Web: http://www.nova.edu/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.

MicroLab

MicroLabs and electronic classrooms are located on the main campus in the Parker Building, (first, second and third floors), the Sonken Building, the Leo Goodwin Residence Hall, University Plaza and the Maltz Psychology Building. MicroLabs are also located at the NSU East Campus. The multi-lab design of the MicroLabs and the choice of technology platforms provide flexibility for faculty and students to apply technology to meet course requirements. Computer systems include Windows 95, Macintosh, Sun OS with access to a wide choice of applications programs. The MicroLabs are equipped with multimedia workstations. Peripherals such as CD-ROMS, color scanners, digital cameras and CD-ROM press are also available for student use. The MicroLabs have online connectivity with all systems linked to the Campus Wide Information System (CWIS), the NSU Electronic Library, the Internet and to the World Wide Web. An extensive collection of software housed in the MicroLabs provide access to a broad range of programs and multimedia applications.

CPS Testing Library and Statistical Consulting Lab

The Center maintains its own library of testing instruments and kits for assessment courses. Loan arrangements may vary according to the course and equipment involved. Conditions will be explained by the course instructor.

Statistical consulting is also available through the faculty member and advanced graduate students who staff the testing library. Methodological, statistical, and computing consultation are provided to faculty and students engaged in research.

Career Resources

The purpose of the Career Resource Center is to assist students and alumni in all aspects of the career decision-making, planning, and job search process. Our mission is to support Nova Southeastern University undergraduate students, graduate students, and alumni in the implementation of successful career plans.
Faculty Decision-Making

Through counseling and career related resources, the Center strives to educate students and alumni to:

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

The Career Resource Center encourages personal responsibility on the part of students and alumni in planning a career and exploring opportunities as they relate to educational and personal development throughout the college years and into the future.

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 Organizations and Activities

The Student Government Association (SGA) 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.

Social/Athletic Involvement

Over and above the professional contact that occurs between students and faculty, there is also opportunity for interaction through a variety of planned social and athletic activities. These
activities are frequently planned jointly by various faculty and student members. For a minimal fee, students may also make use of the exercise room located in the Maltz Psychology Building.

**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:

- Department of Health
- Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling
- Northwood Centre
- 1940 North Monroe Street
- Tallahassee, Florida 32399-0750
- (904) 488-0595

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. 20002-4242

Copies may also be available from Nova Books (954-262-4750 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 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.

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 reviewed material 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.)

General

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.

Students with Disabilities

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) 262-5780.

Student Facilities

Textbooks

Main campus students may purchase textbooks at Nova Books, Inc., 3301 College Avenue, Ft. Lauderdale, FL 33314, (954) 262-4750/1-800-509-2665. 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.

Typing and Supplies

The Center does not provide secretarial support or clerical supplies to students. In unusual circumstances in which such typing might be justifies (e.g., manuscripts for publication, professional presentations, etc.), the student should request support through the
Field-Based Site Facility Regulations

Office of the Dean. However, typewriters are available in the Carrel room and microcomputers with Word Perfect and laser and color printers are available for students in the MicroLab.

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.
Telephone Directory

Master's Program Office

e-mail
954-262-5780
mattox@cps.acast.nova.edu

Graduate Admissions Office
954-262-5760

Registrar
1-800-522-3243;
954-262-7400

Accounts Receivable
1-800-541-6682, press 2;
954-262-5200

Financial Aid
1-800-541-6682, press 2;
954-262-3380

Nova Books
1-800-509-2665;
954-262-4750

Einstein Library
1-800-541-6682, press 2;
954-262-4600

Field-Based Programs

Site Coordinators

Clearwater
Kate Davids, Psy.D. (H) 813-265-0221

Coral Springs
Pat Brown, M.S. (H) 954-979-0554

Ft. Myers
Patricia Schofield, M.S. (H) 941-542-5150

Gainesville
Cynthia Lasley, M.S. (H) 352-376-0270

Jacksonville
Irene Toto, M.S. (W) 904-276-4911

Melbourne
Susan Kiley, M.S. (W) 407-724-4969

Miami
Kathy Johnson, M.S. (W) 305-388-4321

Ocala
Wesley Burton (W) 904-629-8711

(S.G.& C.)
Jude Porter, M.S. (H) 904-629-7840

Orlando
(W) 407-245-0758 X107

Palm Beach
Mary Mook, M.S. (W) 561-833-4729

Tampa
Barbara Anderson, M.S. (W) 813-251-0200

#10 Voice Mail

Practicum Coordinators

Clearwater &
Carmine Pecoraro, MSCAP
(W)813-419-0303

Tampa
(H)813-736-1759

Coral Springs,
Carol Knight Forrey, M.S.
(W)561-243-8856

Miami, &
(H)954-441-1548

Palm Beach

Ft. Myers
Patricia Schofield, M.S. (H)941-542-5150

Gainesville
W.J. Tootie Richey, LCSW (H)352-332-0561

Jacksonville
Joan Hubbard, M.A. (W)904-346-5441

Melbourne
Susan N. Kiley, M.S. (H)904-733-5497

Ocala (SG&C)
Matthew P. Lane, Ed.S. (W)352-694-0017

Orlando
Jude Porter, M.S. (W)407-245-0758 X107

(H)407-332-7091

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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) 262-8981. NOVALERT is available 24 hours a day by calling (954) 262-8999. 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 Information

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) 262-7300.

Local hurricane shelter information can be obtained through county governmental information telephone numbers. For Broward County shelter information, contact NSU Public Safety at (954) 262-8981.

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
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<th>Radio Station</th>
<th>Frequency</th>
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<tr>
<td>WIOD</td>
<td>AM 610</td>
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<td>WINZ</td>
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<td>WRMA</td>
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**Television Stations**

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<td>CHANNEL 23</td>
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<td>WYHS</td>
<td>CHANNEL 69</td>
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</tbody>
</table>

**Reopening Confirmation**

For reopening information please call the [NSU Hurricane Hotline](tel:(954) 262-7300) at (954) 262-7300.

**Field-Based**

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

Center Administration

Ronald F. Levant, Ed.D, ABPP
A. Eugene Shapiro, Ph.D.
Karen S. Grosby, M.Ed.
David F. Barone, Ph.D.
Kimberly Durham, Psy.D.
Alan D. Katell, Ph.D.

Dean
Associate Dean
Associate Dean
Director of Academic Affairs
Director of Administration
Community Mental Health Center
Director of Clinical Training

Master's Program Administration

Karen S. Grosby, M.Ed
Joyce H. Silverman, M.S.
Gloria Reasons, M.S.
Michael Mattox, M.S.
Alan D. Katell, Ph.D.
William I. Dorfman, Ph.D.
Donna Schwartz
Suzanne O'Sullivan, B.A.

Associate Dean
Program Administrator
Program Administrator
Program Coordinator
Director of Clinical Training
Associate Director of Clinical Training
Operations Manager
Administrative Assistant

Master's Handbook
Field-Based Master's Program Site Coordinators

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

Kate Davids, Psy.D.         Pat Brown, M.S.              Patricia Schofield, M.B.A., M.S.
Cynthia Lasley, M.S.        Irene Toto, M.S.               Susan Kiley, M.S.
Kathy Johnson, M.S.         Wesley Burton                Jude Porter, M.S.
Mary Mook, M.S.             Barbara Anderson, M.S.

Master's Practicum Coordinators

Clearwater and Tampa
Coral Springs, Miami & Palm Beach
Ft. Myers
Gainesville
Jacksonville
Melbourne
Ocala
Orlando
Main Campus

Carmine Pecoraro, M.S.C.A.P.
Carol Knight Forrey, M.S.
Patricia Schofield, M.B.A., M.S.
Tootie Richey, M.S.
Joan Hubbard, M.A.
Susan Kiley, M.S.
Matthew P. Lane, Ed.S.
Jude Porter, M.S.
William I. Dorfman, Ph.D.,
Associate Director of Clinical Training
Susan Schwartz, Ed.S.
Faculty Professional Interests

Full-Time Faculty
1997-1998

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

David F. Barone, Ph.D., University of California, Santa Barbara, Professor. Social-cognitive psychology and clinical applications; biases in clinical and social judgment; personal goal conflicts; interpersonal problem solving; self-with-other representations; chaos theory; history and theory of psychology.

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

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

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

Steven N. Gold, Ph.D., Michigan State University, 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; psychotherapy case conceptualization and treatment planning; psychological defenses; personality theory.

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

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.

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. ABPP, DePaul University, Associate Professor. Brief psychotherapy and managed mental health care, community mental health, gay and lesbian issues 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.

Ronald F. Levant, Ed.D., ABPP, Harvard University, Professor. Clinical psychology, family psychology, and the psychology of men; men’s changing family and work roles; redesigning psychotherapy for men; masculinity ideology; male emotion socialization; normative alexithymia; African-American men.

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., ABPP/ABCN, Chicago Medical School, Professor. Neuropsychology of head injury in adults and children malingering and forensic neuropsychology, neuropsychology of cortical and subcortical dementias, professional issues in clinical neuropsychology.

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

Master’s Handbook
Helen Orvaschel, Ph.D., New School for Social Research, Professor. 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/Group therapy; clinical consultation, administration, and supervision; psychodynamic short-term psychotherapy; clinical gerontology.

Ronald J. Samuda, Ph.D., Ottawa University, Professor (Part-year). 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.

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

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

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.

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Professors Emeriti

Bernard Eingold, Ph.D. University of Florida. 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,” “hope,” “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.

Visiting Professors

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.

Full-Time Faculty from other NSU Centers

John Malouff, Ph.D. Arizona State University. J.D. University of Colorado.
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 Gottelf, 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, group psychotherapy, and psychology in fiction.

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

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.

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

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, and 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.


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

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.

Brad Donohue, Ph.D. Nova Southeastern University. Cognitive-behavioral intervention; substance abuse; adolescent psychotherapy; child maltreatment.

Karen Estill, Ph.D. Nova University. Traumatic brain injuries; behavioral medicine issues; chronic pain; individual, group, 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.

M. 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 Simon Fehr, Psy.D. Nova University. Group and individual psychotherapy; therapy relationship.

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. 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.

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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.

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

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 adult 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.

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Scott Reisman, Ph.D. Nova University. Neuropsychological assessment; Parkinson’s disease; head injury; biofeedback; stress management.

Gerald N. Ross, Ed.D. University of Georgia. Supervision of 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.

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 of creativity; hypnotherapy; psychology and spirituality; E.M.D.R.; assertiveness training.

Bonnie Wolf, Psy.D. Nova University. Private practice; adolescents; adults; mood disorders; women’s issues; seminars and workshops for health care professionals; teaching; psychological evaluations.
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A. Eugene Shapiro, Ph.D.  
Karen Grosby, M.Ed.  
954-262-5701

**Office of Academic Affairs**
David F. Barone, Ph.D.  
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**Master's Program Office**
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Gloria Reasons, M.S.  
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Lauderdale Lakes  
Coral Springs  
954-262-5730  
954-486-3663  
954-753-7020

**Accounts Receivable**  
954-262-5200

**Financial Aid**  
954-262-3380

**Registrar's Office**
Degree Applications  
Grades  
International Students  
Veterans Affairs  
Transcripts  
Loan Deferrals  
954-262-7200  
954-262-7226/7  
954-262-7235  
954-262-7240  
954-262-7241  
954-262-7225  
954-262-7251

**Loan Disbursal**  
954-262-5200

**Student Employment**
Nancy Varner  
954-262-5753

**Student Government Association**  
954-262-5909

**Testing Library/Consulting Lab**  
954-262-5940

**Nova Books**  
954-262-4750  
800-509-2665

**Einstein Library**  
954-262-4601
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, through 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 have run for reelection and have been successfully reelected to an executive board position.

i. No student shall hold a position as an officer 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 1997-1998 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.
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.

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

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.

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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