Center for Psychological Studies Specialist Program
School Psychology

Nova Southeastern University

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

Part of the Psychology Commons

NSUWorks Citation
Nova Southeastern University, "Center for Psychological Studies Specialist Program School Psychology" (2002). CPS Postgraduate Course Catalogs. 11.
https://nsuworks.nova.edu/cps_pgcoursecatalogs/11

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

Thank you for your inquiry regarding educational programs offered by the Center for Psychological Studies. We are delighted to have expanded our offering of this program beyond the main campus in Fort Lauderdale to Nova Southeastern University’s student educational centers in Jacksonville, Tampa, and West Palm Beach. New locations may be announced.

This program was developed in collaboration with school districts throughout the state in response to the projected national and state shortage of school psychologists. The program prepares students to work collaboratively with educators, parents, and students to provide preventive and remedial psychological services. The program develops specific competencies in the areas of psychological and educational foundations, psychoeducational assessment, interventions and specialized techniques, research, ethical and professional issues, and applied professional practice. The curriculum was developed to be consistent with the “Standards for Training and Field Placement Programs in School Psychology” developed by the National Association of School Psychology (NASP), and we are currently seeking Florida program approval.

The Center for Psychological Studies enjoys national recognition in psychology. In addition to the school psychology program, we offer master’s degree programs in mental health counseling and school guidance counseling, two American Psychological Association (APA) accredited doctoral programs in clinical psychology, and a postdoctoral program in psychopharmacology for licensed psychologists. As you learn more about our program, I think you will find that we have an outstanding set of resources with which to provide a truly exceptional education. For example:

- We have a sterling faculty, many of whom are nationally and internationally renowned leaders in the field of psychology. The faculty is also large and diverse, resulting in a wide representation of fields not available in other programs.
- Our clinical training facilities remain unsurpassed. We operate a state and federally funded Community Mental Health Center, serving a multiethnic population of more than 4,000 unduplicated clients per year. Services are provided through two outpatient clinics serving children, adolescents, and adults; a dual diagnosis day treatment program; and a geriatric day and residential treatment program. In addition, there are ten faculty-led research-oriented clinics in such areas as neuropsychological assessment, clinical biofeedback, substance abuse treatment, child abuse, adult trauma, and interpersonal violence.
- Our main campus is located in a metropolitan area that can provide many educational opportunities.
- Our university has off-campus student educational centers that are home to our specialist and master’s programs throughout the state. The format of these programs is designed to accommodate the schedule of the working professional.

The center has become a national leader in providing education and state-of-the-art services to the public. Our commitment is to continue to make significant contributions to our community and to society well into the future, while providing the most advanced training opportunities to the students.

Enclosed you will find the application packet and important information. If you have questions, please do not hesitate to contact us for assistance. We understand the importance of the decision you are about to make, and will endeavor to assist in any way possible as you pursue your professional goals.

Ronald F. Levant, Ed.D., ABPP
Dean, Center for Psychological Studies
CENTER OVERVIEW

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

The center's commitment to training in the area of psychological research and treatment for emotional and psychological problems confronts one of the greatest challenges facing modern society. No problems place greater demands on our wisdom, creativity, and expertise than those associated with human adjustment to an ever-changing world. Our programs educate students to provide a range of psychological services to a wide spectrum of people in need; from pediatric to gerontological clientele, from individuals with common problems in living to those with more serious disturbances.

The center is uniquely organized so that one faculty, full time and adjunct, serves all programs. Access to all of the specialty interests and clinical skills of more than 30 full-time faculty members and more than 50 adjunct professors is available to all students in the school. Nova Southeastern University's Center for Psychological Studies seeks to create advances in clinical training, research, and service for the psychology of tomorrow.

ACADEMIC PROGRAMS

SPECIALIST DEGREE PROGRAMS

The Specialist Program in School Psychology prepares graduates to meet the challenges of the individual needs and behavior problems of preschoolers, children, and adolescents within the academic setting. While school psychologists are increasingly called upon to meet multiple roles, their primary responsibilities include psychological/psychoeducational assessment, consultation, and intervention. Specifically, the school psychologist is called upon to evaluate students in the areas of cognition, achievement, learning aptitude, personality, and adaptive behavior problems. School psychologists implement a variety of interventions in their work with students, teachers, and families including counseling, social skills training, and behavior management techniques. Graduates will additionally be prepared to work with students within the context of their diverse ethnic and cultural backgrounds, as well as to be sensitive to the numerous contemporary issues that impact our schools such as truancy, teen pregnancy, school violence, and substance abuse. The specialist program in school psychology requires 78 semester hours of graduate credit (includes practica) and a one-year internship.

Course Format

The Specialist Program in School Psychology is designed for the working professional. Students will typically take nine credit hours per semester, including during the summer term. Some courses will be offered on weekday evenings in a traditional semester format. Some courses will be offered in the intensive weekend format. Some courses may be offered online or via compressed video. Two practica experiences are required. During this portion of the program students' schedules will vary. Students will spend their final year in a full-time, school-based internship. The program is currently offered on the main campus and in Jacksonville, Tampa, and West Palm Beach.

Time Limits and Degree Completion Requirements

Students are expected to complete their specialist program and graduate within seven years from the time of first enrollment. Students must successfully complete 78 credit hours of course work; the Florida Teacher Certification Examination Subject Area Test (comprehensive examination); two practica; and a one-year, 1,200-clock-hour internship. An overall minimum GPA of 3.0 is required for graduation.

Students wishing to complete Florida Department of Education (DOE) approved program requirements will also need to complete (or have completed) the CLAST examination or Florida General Knowledge Test, the Florida Teacher Certification Examination, the state of Florida requirement for ESOL training or its equivalent, and any other relevant state requirements. Requirements are subject to modification pending the state program approval review.

MASTER'S DEGREE PROGRAMS

Two master's degree programs are offered by the Center for Psychological Studies. The Mental Health Counseling Program provides education and training for those who will seek employment as mental health counselors. The School Guidance and Counseling Program prepares students to work in the schools as guidance counselors.

Master's degree programs may be offered either on campus in the traditional semester format or at one of the field-based locations in the weekend format. Currently, field-based Florida programs are offered in Clearwater, Gainesville, Jacksonville, Miami, Ocala, Orlando, West Palm Beach, and Tampa. Outside of Florida, the guidance program is offered in Las Vegas, Nevada. Acceptance to, or completion of, a Center for Psychological Studies master's program implies neither automatic admission to doctoral programs nor transfer of credit to the doctoral program.

The Master's Program in Mental Health Counseling is designed for the continued professional development of people who currently serve, or will serve, their community in various counseling capacities. Master's degree training is based on a model that emphasizes interdisciplinary collaboration, prevention of dysfunction, and direct service. The field of mental health counseling, which has grown over the past decade, has professionals placed in mental health settings, business and industry, substance abuse clinics, hospices, hospitals, educational settings, and private practice. 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 people with the competencies necessary to confront a wide variety of contemporary challenges. The mental health counselor will be called on to respond to an increasingly diverse population of citizens and to the numerous issues facing our culture, such as substance abuse, family violence, divorce, aging, and general emotional problems. The master of science in mental health counseling degree program requires 60 semester hours of graduate credit including nine semester hours of clinical practicum.

The Master's Program in School Guidance and Counseling, 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, and agencies to provide effective services to students (prekindergarten through grade 12). Counselors will be called on to respond to students of varying backgrounds and ethnicity and to interact with students at both remedial and developmental levels. In addition to the traditional responsibilities of the school counselor, numerous contemporary issues will face the counselor, including dropout prevention, teenage pregnancy, reduction of truancy, school violence, and drug and alcohol abuse. Course work is designed to competently train professionals who will ultimately have an impact on both the individual student and the school climate. The master of science in school guidance and counseling degree program requires 46 semester hours graduate credit including three credits of counseling practicum.

School Guidance Certification Only
Applicants already holding a master’s degree may apply as a non-degree-seeking student for the purpose of taking needed certification courses.

Registration
All enrolled students are to be in continuous registration (excluding summer) until they receive their degree, unless prior approval is received from the program office.

Degree Completion Requirements and Time Limits
Students admitted to graduate study must successfully complete the requirements for matriculation (degree candidacy) with a 3.0 GPA or better. A degree candidate must complete all course work required for the degree chosen with a grade point average of at least 3.0 and successfully pass the comprehensive examination. Students must graduate from the master's program within five years, the specialist program within seven years.

DOCTORAL PROGRAMS IN CLINICAL PSYCHOLOGY

The center offers two doctoral programs in clinical psychology, both accredited by the American Psychological Association. Both the doctor of psychology (Psy.D.) and the doctor of philosophy (Ph.D.) programs are full-time, on-campus programs with a three-year residency requirement. These doctoral programs typically require four years of course work, although the Ph.D. dissertations may take longer. In addition, a 2,000-hour predoctoral clinical internship must be completed at an approved site. Students are eligible for an en route master of science degree in clinical psychology upon completion of the first two years of either doctoral program.

Ph.D. Program
The goal of the doctor of philosophy (Ph.D.) program, based on the scientist practitioner model, is to train future psychologists in the core knowledge areas of the discipline; to prepare them to advance this knowledge by evaluating, developing, and scientifically examining important applied aspects of professional practice; and to develop necessary skills in empirically supported assessment and intervention techniques. The program curriculum is anchored in the cumulative body of psychological knowledge and provides a firm basis in statistics, research design, and experimental research methodology. From this base, through a sequence of formal, field-related courses and graded exposure to clinical populations in supervised practice, the program imparts the knowledge and skill required for the student to assume the roles of an academician, researcher, and practicing clinical psychologist.

Psy.D. Program
The goal of the doctor of psychology (Psy.D.) program, based on the practitioner informed by science model, is to train future psychologists in the core areas of the discipline; to prepare them to provide empirically supported assessment, intervention, and consultative services across a full range of populations, settings, and formats; and to promote continued efficacy in providing such services through critical monitoring of research literature and other forums of professional advancement. Clinical expertise is molded by a sequence of courses on assessment and intervention, both theory and technique, and is supplemented by practicum experience with clients in a variety of settings while under intensive supervision. The Psy.D. degree, through its curriculum, trains students to perform as clinicians, supervisors, mental health consultants, administrators of human service programs, instructors, and members of research teams.

Concentrations
In addition to the general training provided in the doctoral programs, students may elect to complete concentrations in clinical health psychology, clinical neuropsychology, psychodynamic psychology, psychology of long-term mental illness, or clinical forensic psychology. Concentrations consist of a set of courses (taken instead of electives—see accompanying page), research, and a clinical practicum in the specialty area. Completion of a concentration meets current predoctoral educational requirements for recognized specialties in psychology.
There are limited slots in each concentration, and acceptance is typically in the first year. However, students are accepted into clinical health psychology and clinical neuropsychology at admissions. (If interested, check the appropriate box on the application form.)

Residency Registration
All students must be in full-time residence for three academic years to be eligible for the doctoral degree. This requirement, which is independent of the number of transfer credits the student may receive, is defined as completion of a minimum of 18 semester hours of course work per year. All enrolled students must be in continuous registration every fall and winter semester until they receive their degree.

Degree Completion Requirements and Time Limits
Students are admitted once a year with classes starting in the fall semester. All students are expected to complete their doctoral program and graduate within eight years from the time of first enrollment. Students must successfully complete 106.5 credits (Psy.D.) or 107.5 credits (Ph.D.), the clinical competency exam, a one-year (2,000-hour) full-time internship (typically salaried and off campus), and a directed study (Psy.D.) or a dissertation (Ph.D.). A minimum 3.0 grade point average is required. The clinical neuropsychology concentration requires three additional credits.

POSTDOCTORAL CLINICAL PSYCHOPHARMACOLOGY PROGRAM

The center offers a postdoctoral master’s degree program in clinical psychopharmacology, designed to provide practicing clinical or counseling psychologists with the knowledge base recommended by the American Psychological Association to increase their knowledge of psychopharmacology. In order to accommodate the schedules of professional psychologists, classes meet approximately one weekend per month. The postdoctoral master of science in clinical psychopharmacology requires 31.5 semester hours, including a clinical practicum and supervision.

SERVICE

Nova Southeastern University Community Mental Health Center
Nova Southeastern University 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, sexual orientation, or national or ethnic origin.

The clinical staff consists of professionals in psychology, psychiatry, social work, mental health counseling, nursing, and education who offer a vast array of services. The Community Mental Health Center maintains clinic sites on the main campus and in Lauderdale Lakes.

Students receive practicum training within the Community Mental Health Center. More than 120 doctoral and master’s practicum placements, together with six internship slots, are provided for students in the clinics. In addition, doctoral students may be hired to provide clinical services on a part-time basis. Supervision is provided by the faculty and clinic staff or administrators.

Adolescent Drug Abuse and Treatment Program
Clinical Biofeedback Program
Child and Adolescent Traumatic Stress Program
Guided Self-Change Program
Intensive Psychodynamic Psychotherapy Program
Interpersonal Violence Program
Neuropsychology Assessment Center

Nova Southeast University Community Clinic for Older Adults
Nova Southeast University Student Counseling Services Program for the Seriously Emotionally Disturbed
Trauma Resolution Integration Program

General Clinical Services
Case management
Child outpatient
Community education
Crisis management
Individual/group therapy
Marital/family therapy
Medication management
Psychiatric evaluation
Psychological evaluation
Screening/referral
Social rehabilitation

Special Clinical Services
Geriatric Institute: Residential and Skills Training and Enhancement Program

This program is publicly funded by the Florida Department of Children and Families and the U.S. Department of Housing and Urban Development. It provides comprehensive services to people 55 or older who are experiencing a serious mental or emotional disorder or concurrent psychiatric and substance abuse problems (dually diagnosed). The geriatric residence, a 44-bed facility in Lauderhill, offers a continuum of inpatient/residential services tailored to the needs of the client. The residence is designed and operated to provide a warm, family atmosphere where daily living and interpersonal skills are learned and practiced. The Social Rehabilitation Program serves more than 200 clients annually.

Dual Diagnosis Residential and Day Treatment Program
Nova Southeastern University's Dual Diagnosis Program is funded by the Florida Department of Children and Families and provides a wide variety of therapeutic, psychosocial, vocational, and educational services to address the needs of clients 18 years and older with psychiatric and substance abuse problems through day treatment and residential programs. Treatment is individualized and based on the needs of each client. The ultimate goal for all clients is to learn a variety of skills necessary to live a satisfying and successful life in the community.


**OTHER TRAINING PROGRAMS**

**Community Mental Health Center Internship Program**
Nova Southeastern University Community Mental Health Center sponsors a predoctoral internship in psychology, which is accredited by the American Psychological Association. Each year, six interns are selected from a nationwide pool of applicants to participate in supervised clinical experiences, training meetings, seminars, and research.

**Consortium Internship Program**
The Center for Psychological Studies sponsors the Consortium Internship Program, which is a member in good standing of the Association of Psychology Postdoctoral and Internship Centers. Interns receive supervised clinical experience in an approved placement in the culturally diverse South Florida community.

**The Institute on Trauma and Victimization**
The Institute on Trauma and Victimization was created to form a network for collaboration with students and colleagues from both within and outside of the center in this important area. The aims of the institute are to stimulate research and sponsor training and service delivery in the field of trauma and victimization, and to develop and evaluate innovative interventions for those exposed to trauma. The institute sponsors the Colloquium Series on Trauma and Victimization; forms links with relevant groups and colleagues in the community; and involves students in ongoing programs.

**Southeast Institute for Cross-Cultural Counseling and Psychotherapy**
This institute is committed to enhancing multiculturalism at the Center for Psychological Studies. It encourages research and training opportunities in ethnic minority affairs. It strives to promote a welcoming climate for ethnic minority students and for those mainstream students who are particularly interested in pursuing cross-cultural research and training. It introduces nontraditional methodologies in counseling and assessment specifically targeted for minority groups. It also provides courses and in-service colloquia in the area of multiculturalism and cross-cultural counseling and psychotherapy.

**Continuing Education Program**
The center's Office of Continuing Education serves the professional community by offering a series of continuing education programs each year, featuring nationally renowned presenters. The Center for Psychological Studies is approved by the American Psychological Association; the state of Florida's Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling; and the Florida Board of Nursing to offer continuing education. Continuing education credits can be applied to state of Florida requirements for relicensure and are often accepted by other state licensing boards.

**RESEARCH**
In addition to training people to provide care and treatment for those with psychological problems, the center is equally committed to applied research. In addition to ongoing faculty research, every doctoral student engages in research activities, thereby multiplying treatment efforts and expertise available to understand the assessment of psychological disorders. Although master's-level students may participate in some research, research opportunities primarily involve doctoral students. Areas of research in which the center is currently engaged include:

- Alcohol and substance abuse
- Anxiety disorders
- Behavioral assessment and treatment
- Child-clinical psychology
- Clinical biofeedback
- Community mental health
- Domestic violence
- Dual diagnosis
- Eating disorders
- Forensic psychology
- Gender issues
- Geriatric mental health
- Health psychology
- Interpersonal violence
- Psychological problems
- Social work
- Stress disorders
- Victimization

**Computer/Statistical Lab**
Research in the center is supported by extensive computer facilities, including mainframe, workstation, and microcomputer environments. Methodological, statistical, and computing consultation is available to faculty members and students engaged in research or related course work.

**FINANCIAL AID**
Nova Southeastern University’s Office of Student Financial Services and Registration administers comprehensive federal, state, institutional, and private financial aid, which includes grants, loans, and student employment. The purpose of these programs is to provide monetary assistance to qualified students to meet their educational objectives. In addition, professional financial aid counselors can help students plan the most efficient use of financial resources for their education.

Underlying a financial assistance award is the philosophy that the student and his/her family have the primary responsibility for contributing, from earnings and savings, to the student’s college education. Financial aid serves as a supplement to the student’s contribution. Students do not have to be admitted to apply for financial aid; however, they must be registered in order for financial aid funds to be distributed.

Students applying for most financial aid programs must meet the following eligibility criteria:
- be a U.S. citizen, national resident, or permanent resident
- be enrolled or accepted for enrollment as a regular student working toward a degree or certificate in an eligible program at NSU
- have a valid Social Security number
- have a high-school diploma, GED, or certificate of completion of home-study program recognized by the student’s home state
- make satisfactory academic progress toward a degree
- establish financial need
EMPLOYMENT

Student employment opportunities are available within the Center for Psychological Studies or its affiliates. These positions are generally awarded on a competitive basis and usually require a 10- to 20-hour time commitment per week.

Assistantships: Assistantships are available for CPS students through the center. Included are clinical positions within the various clinics, graduate assistantships, research assistantships, and teaching assistantships. Contact the director of employee services for information regarding the availability of assistantships.

A limited number of on-campus graduate assistantships will be available in residential life and student life each academic year. These assistantships include housing, meal plan, a partial tuition waiver, and a monthly stipend. To apply and receive priority consideration send a letter of interest and a resume by March 1.

Nova Southeastern University
Office of Residential Life and Housing
3301 College Avenue
Fort Lauderdale, Florida 33314-7796
(954) 262-7052 or toll free 800-541-6682, ext. 7052

VETERANS’ BENEFITS

The degree programs offered by Nova Southeastern University are approved for the training of veterans and other eligible individuals by the Bureau of State Approving for Veterans’ Training, Florida Department of Veterans’ Affairs. Eligible veterans and veterans’ dependents should contact:

Nova Southeastern University
Office of the University Registrar
Coordinator of V.A. Benefits
3301 College Avenue
Fort Lauderdale, Florida 33314-7796
(954) 262-7236 or toll free 800-541-6682, ext. 7236

INTERNATIONAL STUDENTS

International students who intend to reside in the United States and who are required to obtain an I-20 form must be full-time, degree-seeking students and must attend the main campus in Fort Lauderdale, Florida. Foreign nationals who are residing outside the United States at the time of application and whose native language is not English must present evidence of proficiency in English. This may be demonstrated by a minimum score of 500 on the GRE Verbal Test or a minimum score of 550 (or 213 on the computer-based examination) on the Test of English as a Foreign Language (TOEFL). For further information, contact:

Nova Southeastern University
Office of the University Registrar
International Student Adviser
3301 College Avenue
Fort Lauderdale, Florida 33314-7796
(954) 262-7240 or toll free 800-541-6682, ext. 7240

HOUSING

Housing is available on the main campus. One- and two-bedroom furnished apartments are available for graduate students who are single or married without children. Housing availability is limited. Applicants are encouraged to apply early. Interested applicants are invited to obtain further information from:

Nova Southeastern University
Office of Residential Life and Housing
3301 College Avenue
Fort Lauderdale, Florida 33314-7796
(954) 262-7052 or toll free 800-541-6682, ext. 7052

STUDENTS WITH DISABILITIES

The university does not discriminate against people with a disability who are otherwise qualified and who meet the academic, personal, and interpersonal standards required to participate and enroll in the center’s programs. Applicants or students with a disability requiring assistance or a copy of the center procedures should contact Joyce Silverman, M.S., at (954) 262-5780.

CATALOG

All applicants will be able to download a copy of the current Center for Psychological Studies catalog at www.cps.nova.edu. If you would like a copy of the catalog, please call us at (954) 262-5790 or toll free 800-541-6682, ext. 5790.
APPLICATION INSTRUCTIONS FOR THE SPECIALIST DEGREE PROGRAM (PSY.S.) IN SCHOOL PSYCHOLOGY

Thank you for your interest in our program. Please read the instructions below carefully. To ensure that your file is complete by the published deadline, periodically check the status of your file with the Office of Graduate Admissions via email at gradadm@nova.edu or telephone at (954) 262-5760 or 800-541-6682, ext. 5760.

Degree seeking applicants may apply under one of the two categories listed below. If applying under the first category (traditional degree seeking), test scores must be received directly from Educational Testing Service (ETS) or the Psychological Corporation on or before the application deadline. In order to expedite a review of your credentials, submit a photocopy of your scores. For more information regarding test scores, contact ETS at (609) 771-7670 (www.gre.org) for the Graduate Record Examination or the Psychological Corporation at 800-622-3231 (www.tpcweb.com) for the Miller Analogies Test. All credentials submitted in support of the application become the property of the university and are not returnable.

Application Deadlines

Enrollment in the program is limited. Applicants are strongly encouraged to submit completed application materials at the earliest possible date. Applications completed or received after the posted final deadlines will be considered on a seat-available basis. Failure to submit completed materials may delay processing of your application. Please see application insert for program locations and start dates.

Fall Admissions

For fall admission, all materials should be received no later than

- February 1 — early admission
- May 1 — regular admission

Winter Admissions

For winter admissions, all materials should be received no later than

- August 30 — early admission
- October 5 — regular admission

Completed applications received by early admission deadlines will receive priority consideration. In order to ensure receipt of test scores, transcripts, and other required items, it is recommended that applicants allow at least 30 days in advance of the appropriate application deadlines.

Minimum Requirements for Admission

All applicants must hold a baccalaureate degree in psychology, education, or a related field from a regionally accredited institution and have completed three credit hours in research and evaluation or statistics prior to the start of the specialist program. Additional criteria reviewed will include the following:

- the quality of the applicant's written statement of professional experiences
- professional/faculty letters of recommendation
- personal interview

To be considered for admission to graduate study in the specialist (Psy.S.) program in school psychology, all applicants are required to present evidence of scholastic ability, significant interest in the area of school psychology, interpersonal sensitivity, personal stability, and sound moral character. The school psychologist is required to interact with children of various ages, parents, teachers, and a variety of school personnel. Interpersonal effectiveness, including maturity, flexibility, and professionalism must be demonstrated by applicants.

Admission Status

Applicants may be eligible for admission to the program in one of the following three categories: Traditional Degree Seeking, Alternative Degree Seeking (based on relevant, professional, or exceptional experience or accomplishment) and Non-degree Seeking/Special Student. Please indicate on the application the category to which you are applying.

I. Traditional Degree Seeking — applicants who meet the following criteria, in addition to the above minimum requirements for admission, may be considered for acceptance into the program as a degree seeking student.

- A baccalaureate degree in psychology, education, or a related field from a regionally accredited institution.
- A 3.0 GPA based upon the last two years of undergraduate study or a 3.4 GPA from a regionally accredited graduate program in psychology, education, or a related field based on a minimum of 18 credit hours.
- Completion of the Graduate Record Examination (GRE) with a preferred combined verbal and quantitative score of 1000 or higher or a forty-fifth percentile score or better on the Miller's Analogies Test (MAT).
- Completion of three credit hours of undergraduate or graduate coursework in research and evaluation or statistics.

II. Alternative Degree Seeking — applicants who do not meet one or more of the criteria for the degree seeking status listed above, but have a baccalaureate degree in psychology, education, or a related field from a regionally accredited institution, may be considered on the basis of relevant, professional, or exceptional experience or accomplishment.

Applicants accepted into the program under Alternative Degree Seeking status must meet the minimum requirements of three credit hours of undergraduate or graduate course work in research and evaluation or statistics. Admitted students will be required to meet the standards for matriculation (see section on Degree Candidacy). Individuals applying under this category must include a resume or other documentation supporting their experience and credentials.
III. Non-degree Seeking/Special Student—applicants who are graduates of, or who are currently enrolled in, the following programs may request to take courses as a non-degree-seeking student:

- Clinical, counseling, or school psychology doctoral program
- Specialist or master's programs in school psychology

Requests for non-degree seeking/special student status will be accommodated on a seat-available basis. Course offerings will vary each semester. See the section on Admissions Procedure Checklist for the Non-degree Seeking/Special Student for information on admissions procedures.

Interview

After the files are reviewed, a select group of eligible applicants will be required to attend an interview. The Office of Graduate Admissions will notify selected applicants about interviews at the earliest possible date.

CORE PERFORMANCE STANDARDS FOR ADMISSION AND PROGRESS

The standards required for admission keep in mind the safety and well-being of the children whom its graduates will eventually serve in educational and clinical settings. Candidates for the degree must possess, with or without reasonable accommodation, multiple skills including intellectual, conceptual, integrative, and quantitative abilities; and interpersonal, communication, behavioral, and personal attributes including empathy, emotional self-awareness, and emotional maturity, which are further defined in the center's student policy and procedures handbooks.

Provisional Admission

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

Admission Procedures Checklist for Degree Seeking Students

1. Complete the Specialist's Program Admissions Application.
2. Submit a check for $50 (nonrefundable application fee) made payable to Nova Southeastern University.
3. Submit two letters of recommendation with completed forms from professors, employers, supervisors, or professionals most familiar with your work.
4. Arrange for official transcripts from all regionally accredited colleges or universities you attended to be mailed directly to Graduate Admissions, Center for Psychological Studies. If courses from one college/university appear on another college's/university’s transcript, you are still required to submit an official transcript from the college or university where you originally completed the course work. If the initial transcript forwarded does not reflect degree conferred or final semester grades, you must forward a final transcript as soon as this information becomes available.
5. Have official GRE or MAT scores mailed directly to the Graduate Office of Admissions (or provide documentation for provisional admission). If you have not yet taken the required test(s), please indicate the date you plan to take the test on the Admissions Application.
6. Complete the GPA calculation worksheet in its entirety.
7. Submit a two-page, typed statement of your professional experiences, including a description of your clinical experience, background or experience within school systems, research or program evaluation experience, and/or aspects of school psychology in which you have the greatest interest. Additionally, briefly describe your professional goals. A resume and supporting documentation is required for those applying under the Alternative Degree Seeking category.
8. If applicable, include a copy of your teaching certificate or other relevant certificates.
9. Where applicable, applicants should submit TOEFL scores. Please refer to the section on the TOEFL.

Admission Procedures Checklist for Non-degree Seeking/Special Students

1. Complete the Specialist's Program Admissions Application Form for Non-degree-Seeking Students.
2. Submit a check for $50 (nonrefundable application fee) made payable to Nova Southeastern University.
3. Have official transcript from degree granting institution showing graduation from, or current enrollment in, a regionally accredited institution mailed directly to Graduate Admissions, Center for Psychological Studies.
4. Submit a typed letter explaining your needs, courses in which you wish to enroll, and applicable timetables.

TOEFL Requirements

Applicants whose native language is not English must take the Test of English as a Foreign Language (TOEFL). A minimum test score of 550 is required for applicants taking the written examination. A minimum test score of 213 is required for applicants taking the computer-based examination. Proficiency in English may also be demonstrated by a minimum score of 500 on the GRE verbal test.

International Students

International students who intend to reside in the United States and who are required to obtain an I-20 form must be full-time, degree-seeking students and must attend the main campus in Fort Lauderdale, Florida. Applicants who are residing outside the United States at the time of application and whose native language is not English must present evidence of proficiency in English. See TOEFL requirements above. International students who have completed an undergraduate degree at a regionally accredited institution in the United States are not required to submit TOEFL scores.
Foreign Course Work
Undergraduate and/or graduate course work taken at a foreign institution must be evaluated for U.S. equivalency and GPA. Two potential evaluation services are listed below:

World Education Services, Inc.
P.O. Box 745 Old Chelsea Station
New York, New York 10113-0745
(212) 966-6311

Josef Silney and Associates, Inc.
International Education Consultants
P.O. Box 248233
Coral Gables, Florida 33124
(305) 273-1616

It is the applicant's responsibility to have course work evaluated. The GPA (on a 4.0 scale) must be included. Documents must be submitted by the application deadline.

Transfer of Credit
The transfer of up to a maximum of 15 credit hours of graduate level course work from a regionally accredited institution will be allowed upon approval of the Director of Academic Affairs. Course work must meet the following specific criteria: a grade of A or B and equivalency to a required course in the school psychology program. No transfer credits may be applied to practica. Transfer credits are not taken into account when computing a student's grade point average.

En Route Master of Science in Psychology
A Master of Science in Psychology will be awarded en route to the Specialist Degree in School Psychology.

Degree Candidacy
Students admitted provisionally will be reviewed for degree candidacy (matriculation) after completion of the first 12 credits (excluding transfer credits). During the formal review for matriculation, the students' academic performance and professional functioning will be examined. A minimum GPA of 3.0 or above is required in the designated course work.

Course Format
The course format of the Specialist Program in School Psychology is designed for the working professional. Students will typically take nine credit hours per semester, including during the summer term. Some courses will be offered on weekday evenings in a traditional semester format. Some courses will be offered in the intensive weekend format. These courses are eight weeks long, with two full weekends of classes for each course (Friday 6:00 p.m. to 10:00 p.m., Saturday 8:30 a.m. to 6:00 p.m., and Sunday 8:30 a.m. to 5:30 p.m.). One month of study precedes the first weekend of class. Some courses may be offered online or via compressed video. Two practica experiences are required. During this portion of the program students' schedules will vary. Students will spend their final year in a full-time, school-based internship.

Internship
The student is required to complete a full-time, supervised internship in an approved public or private school setting consisting of a minimum of 1,200 clock hours. Students should plan to work 40 hours per week over the course of an academic year. The internship period typically follows the completion of prerequisite course work with a GPA of 3.0 or better.

Time Limits and Degree Completion Requirements
Students are expected to complete their specialist program and graduate within seven years from the time of first enrollment. Students must successfully complete 78 credit hours of course work; the Florida Teacher Certification Examination Subject Area Test (comprehensive examination); two practica; and a one-year, 1,200-clock hour internship. An overall minimum GPA of 3.0 is required for graduation.

Tuition and Fees*

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$480 per credit hour</td>
</tr>
<tr>
<td>Application Fee</td>
<td>$50 (nonrefundable)</td>
</tr>
<tr>
<td>Registration Fee</td>
<td>$25 per semester</td>
</tr>
<tr>
<td>Late Registration Penalty</td>
<td>$30</td>
</tr>
<tr>
<td>Practicum Insurance</td>
<td>$6 per term</td>
</tr>
<tr>
<td>Transcript Fee</td>
<td>$5</td>
</tr>
<tr>
<td>Application for Degree Fee</td>
<td>$75</td>
</tr>
</tbody>
</table>

*Please note: Tuition and fees are subject to change.

Certification/Licensure
The certification and licensure of school psychologists is regulated at the state level and as such may vary from state to state. Individual eligibility should be verified through careful review of the certification and licensure regulations for the state in which you plan to reside to determine its specific requirements.

The School Psychology Program is designed to meet new Florida certification requirements and is currently seeking program approval. For additional information about certification, contact the Florida Department of Education at (850) 488-2317 (www.frm.edu/doe). The State of Florida currently licenses school psychologists under Chapter 490, Florida Statutes. Applicants interested in licensure may contact the Department of Health, School Psychology at (850) 488-0595 (www.doh.state.fl.us) for additional information.

Department of Education
Students electing to complete Florida Department of Education (DOE) approved program requirements will also need to complete (or have completed) the CLAST examination or the Florida General Knowledge test, the Florida Teacher Certification Examination, the state of Florida requirement for ESOL training or its equivalent, and any other relevant state requirements. Requirements are subject to modification pending the state program approval review.

It is recommended that all applicants visit the State of Florida Department of Education website (www.frm.edu/doe/) for updated information on critical teacher shortage areas, grants, scholarships, and loan programs offered through the Office of Student Financial Assistance.
CURRICULUM
Coursework for the Specialist Program in School Psychology*
(78 Credit Hours)

Learning and Human Development
Social and Cultural Bases of Assessment and Counseling
Biological Bases of Behavior
Psychology of Exceptional and At-risk Children
Child and Adolescent Psychopathology
Biological Bases of Behavior
Developmental Neuropsychology for the School Psychologist
Instructional Strategies for the Exceptional Child
Organization and Operation of Schools
Educational Statistics
Research Design
Counseling Theories and Techniques
School Consultation Skills
Contemporary Clinical Interventions for the School Psychologist
Applied Behavioral Assessment
Ethical, Legal, and Professional Issues for School Psychologists
Psychoeducational Assessment
Assessment: Intelligence Testing I
Assessment: Intelligence Testing II
Projective/Objective Assessment
Assessment of Low Incidence Populations
Assessment of Young Children (Birth to Five Years)
Integrated Report
Practicum in School Psychology (Clinic Based)
Practicum in School Psychology (School Based)
Internship in School Psychology

* Requirements are subject to modification as curriculum is finalized for program approval.
ADMISSIONS APPLICATION SPECIALIST PROGRAMS

Application Deadlines: See due dates in the application information section.

Directions to Applicants: Interested individuals with a bachelor’s degree from a regionally accredited college or university can expedite the admissions process by filing this application form immediately if considering the specialist program. Read the enclosed instructions carefully regarding supporting documents required for admissions by the posted deadline. Request that transcripts from all colleges attended be sent to Graduate Admissions at the earliest possible date. Applicants should indicate to what location they are interested in attending. A nonrefundable application fee of $50 is required and should accompany the application. For assistance with this application or to speak with a counselor, please call the Graduate Admissions Office at 800-541-6682, ext. 5760, or email gradadm@nova.edu.

<table>
<thead>
<tr>
<th>Psy.S. (Specialist) in School Psychology</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAIN CAMPUS</td>
</tr>
<tr>
<td>Fall</td>
</tr>
<tr>
<td>FIELD-BASED LOCATIONS</td>
</tr>
<tr>
<td>☐ Jacksonville</td>
</tr>
<tr>
<td>☐ Tampa</td>
</tr>
<tr>
<td>☐ West Palm Beach</td>
</tr>
<tr>
<td>☐ Other ______________________________</td>
</tr>
<tr>
<td>APPLICATION STATUS</td>
</tr>
<tr>
<td>☐ Traditional Degree Seeking</td>
</tr>
<tr>
<td>☐ Alternative Degree Seeking</td>
</tr>
<tr>
<td>☐ Non-degree Seeking/Special Student</td>
</tr>
</tbody>
</table>

Please type or print application.

Social Security Number: ____________________________ Gender: ☐ Male ☐ Female Date of Birth: ____________

Last Name ____________ First Name ____________ Middle Initial ____________ Maiden Name ____________

Mailing Address: Street and Number ____________ Apartment Number ____________

City ____________ State ____________ ZIP ____________ Telephone: Home ____________ Work ____________

Permanent Address: Street and Number ____________ City ____________ State ____________ ZIP ____________

Email Address ____________ Cell Phone ____________

Emergency Contact:

Name ____________ Relationship ____________

Address ____________ Telephone: Home ____________ Work ____________

City ____________ State ____________ ZIP ____________

Citizenship Status:

☐ U.S. Citizen
☐ Nonresident Alien
☐ Resident Alien

Do you require an I-20? ☐ Yes ☐ No

If you have a visa, indicate status code ____________

Country of Citizenship ____________
TOEFL Requirements:
Applicants whose native language is not English must take the Test of English as a Foreign Language (TOEFL). A minimum test score of 550 is required for applicants taking the written examination. A minimum test score of 213 is required for applicants taking the computer-based examination. Proficiency in English may also be demonstrated by a minimum score of 500 on the GRE verbal test or a 40th percentile score on the MAT. For application forms, write to: TOEFL, Educational Testing Service, Princeton, New Jersey 08540. Additional procedures are required for admission of nonresident alien students. Contact the international student adviser, (954) 262-7240.

Nonresident alien students are not eligible for admission to the field-based programs.

Undergraduate course work taken at a foreign institution must be evaluated for U.S. institution equivalence. The GPA must also be evaluated. Two evaluation services are listed below:

**World Education Services, Inc.**
P.O. Box 745 Old Chelsea Station
New York, NY 10113-0745
(212) 966-6311

**Josef Silny and Associates**
International Education Consultants
P.O. Box 248233
Coral Gables, FL 33124
(305) 273-1616

It is the applicant’s responsibility to have course work evaluated by the announced deadline.

Native Language: □ English □ Spanish □ Other ____________________________

Ethnic Origin Data (The provision of this information is voluntary and we request it for reporting purposes only. This information will not be used in any discriminatory manner.)

Check one of the following:

□ White (not of Hispanic origin) □ Asian or Pacific Islander □ Hispanic Origin

□ African American (not of Hispanic origin) □ American Indian or Alaskan Native □ Other ____________________________

Applicant Status at Time of Application:
First time attending Nova Southeastern University? □ Yes □ No

Please list all colleges and universities attended, beginning with those most recently attended. If courses from one college/university appear on another college’s/university’s transcript, you are still required to submit an official transcript from the college or university where you originally completed the course work. Official transcripts mailed directly from all institutions attended are required. Transcripts opened prior to delivery are no longer official. Faxed copies are not considered official and must be followed by original hard copy. Send them to the address listed on the front of this application.

<table>
<thead>
<tr>
<th>Name of College/University</th>
<th>State</th>
<th>Date Started</th>
<th>Date Ended</th>
<th>Major Field</th>
<th>Degree (Mo/Yr)</th>
<th>Overall GPA</th>
<th>GPA Last 2 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Graduate

<table>
<thead>
<tr>
<th>Name of College/University</th>
<th>State</th>
<th>Date Started</th>
<th>Date Ended</th>
<th>Major Field</th>
<th>Degree (Mo/Yr)</th>
<th>Overall GPA</th>
<th>GPA Last 2 years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Do you intend to transfer any graduate-level credits toward your specialist degree? □ Yes □ No

If yes, list the course number, title, institution, and dates on a separate sheet. Contact the program office at (954) 262-5780 or see the center’s catalog for procedures for transfer credit approval.
Test Date:
NSU must receive official copies of the required exam scores. The scores reported here are considered unofficial.

<table>
<thead>
<tr>
<th>Exam</th>
<th>Verbal Score</th>
<th>Quantitative Score</th>
<th>Analytic Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOEFL</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

☐ Check here if you have taken the College Level Academic Skills Test (CLAST) or the Florida General Knowledge Test, and received a passing score.

Employment Status:
☐ Full Time  ☐ Part Time  ☐ Unemployed  Job Title: ________________________________

Employer’s Name

Employer’s Address: Street and Number

City State ZIP Telephone Extension

How many years have you held this position? __________________

Mental health/human services/school counseling employment experience or volunteer activities (attach other sheets if necessary):

<table>
<thead>
<tr>
<th>Employer or Organization</th>
<th>Dates of Service</th>
<th>Description of Position</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

• Individuals applying under the Alternative Degree Seeking category must include a resume or other documentation supporting their relevant or exceptional professional experience or credentials.

List academic honors, prizes, or scholarships you have received and professional organizations or honor societies in which you hold membership.

List the names of two academic references or professional supervisors or other professional references able to assess your qualifications for graduate study. Relatives and/or spouses are not acceptable references. Letters are to be sent to the address on the front of the application.

How did you hear about NSU’s program?

Professional Statement:
You must provide a two-page typed description of professional experience and goals. Include descriptions of relevant academic, clinical, research, work, and/or volunteer experience, and those aspects of counseling in which you have the greatest interest. Additionally, describe briefly your professional goals and motivation for seeking graduate training.
Have you ever been dismissed from an educational institution or program?  □ Yes  □ No  If yes, explain:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Have you ever been convicted of a criminal offense, been found guilty, or entered a plea of guilty or nolo contendere (no contest), regardless of adjudication?  □ Yes □ No  If the answer is yes, please explain.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

The disclosure obligation is a continuing one. All applicants must report to the Center for Psychological Studies any such event that occurs after filing their application. The admissions committee and the Center for Psychological Studies will consider new information submitted and, in appropriate circumstances, may change the status of applicant or student. Permission is hereby given to make any necessary inquiries. I voluntarily and knowingly authorize any former school, government agency, employer, person, firm, corporation, its officers, employees and agents, or any other person or entity making a written or oral request for such information.

________________________________________________________________________

Signature of Applicant

________________________________________________________________________

Date
GPA CALCULATION WORKSHEET

To ensure that your application is processed accurately and efficiently, please complete this worksheet and return it with your application. All applicants are required to compute, at minimum, one of the following grade point averages: (1) overall undergraduate GPA, (2) undergraduate GPA based on the last two years of study (based on last 60 credits of undergraduate course work), or (3) overall graduate GPA (based on a minimum of 18 credit hours). Applicants must also provide the course number and title of a three-credit-hour course in research and evaluation or statistics. See bottom of this sheet to calculate undergraduate GPA based on the last two years of study.

GRADE POINT AVERAGE*

| Overall undergraduate GPA on a 4.0 scale averaged across all undergraduate schools attended |
| Undergraduate GPA on a 4.0 scale based on the last two years of study |
| Overall graduate GPA on a 4.0 scale averaged across all graduate schools attended |
| Grade in a three-credit-hour course in research and evaluation or statistics |
| Course Number and Title |

*All grade point averages must be translated into a semester-hour system and calculated on a four-point scale; contact your respective institutions for difficulties in making these conversions (professional agencies must translate all foreign transcripts). For combining across schools, be sure to weigh each school’s cumulative GPA appropriately. Use this formula to calculate GPA for undergraduate and graduate schools separately; please show calculations:

\[
\frac{(GPA_{School\ 1}\ \times\ Number\ of\ Credits\ School\ 1) + (GPA_{School\ 2}\ \times\ Number\ of\ Credits\ School\ 2) + \ldots}{Total\ number\ of\ credits\ (from\ all\ schools\ combined)} = Overall\ GPA
\]

Undergraduate GPA Based on the Last Two Years of Study

- Undergraduate GPA based on the last two years of study includes the last 60 semester hours taken at the undergraduate level. GPA must be translated into a semester-hour system and calculated on a four-point scale. Please contact your respective institutions for difficulties in making these conversions.
- If you apply to the Specialist Program in School Psychology before you have completed your baccalaureate degree, your calculation would not include your current term of enrollment.
- This GPA worksheet includes all course work completed. Do not include courses that were dropped or courses that do not award letter grades. If you have repeated a course, only include the higher grade.
- Use this worksheet to calculate GPA based on last two years of study. Please show all calculations.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Total Semester Hours</th>
<th>Multiply by</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>X 4.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>X 4.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>X 3.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>X 3.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>X 3.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>X 2.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>X 2.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>X 2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>X 1.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>X 1.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>X 1.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>X 0.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>X 0.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\[
\text{Total Number of Grade Points} = \text{GPA Total Number of Credit Hours}
\]
RECOMMENDATION FOR SPECIALIST STUDY

Social Security Number ________________________________

Name of Reference ________________________________

Applicant’s Name ________________________________

TO THE APPLICANT: This form should be given to professors and/or employment supervisors who are able to comment on your qualifications for graduate study in school psychology. Relatives and/or spouses are not acceptable references. For the convenience of the person completing this form, you should include a stamped envelope addressed to:

Nova Southeastern University
Center for Psychological Studies
Graduate Admissions
3301 College Avenue
Fort Lauderdale, Florida 33314-7796

Under the Federal Family Educational Rights and Privacy Act of 1974, students are entitled to review their records, including letters of recommendation. However, those writing recommendations and those assessing recommendations may attach more significance to them if it is known that they will remain confidential. It is your option to waive or retain your right to access these recommendations.

To be acceptable, this form must have the appropriate phrase marked below and your signature.

☐ I waive my right to review this recommendation. ☐ I do not waive my right to review this recommendation.

Date ________________________________

Applicant’s Signature ________________________________

TO THE EVALUATOR: The above-named individual is applying for admission to a specialist program in school psychology at Nova Southeastern University and would appreciate your evaluation of his or her academic/professional work on the enclosed form. In addition, please include a letter of recommendation written on your letterhead. We are particularly interested in your opinion regarding the following:

1. The applicant’s ability to profit from a specialist/master’s program
2. The applicant’s maturity and emotional stability
3. The applicant’s oral and written communication skills
4. The applicant’s empathy with or sensitivity to others
5. The applicant’s potential for being effective in a profession requiring counseling activities
I have known the applicant for ____ years ____ months.

I have known the applicant:  □ slightly  □ fairly well  □ very well

I have known the applicant:  □ as an undergraduate student  □ as a teaching assistant
□ as a graduate student  □ as an employment supervisee  □ other __________________

Indicate the population with which the applicant is being compared in this rating:
□ undergraduate students I have taught or known  □ doctoral students I have taught or known
□ master's students I have taught or known  □ colleagues with whom I have worked

According to the population specified in the last item, rate the applicant on the following characteristics (NBJ=no basis for judgment). If, in your opinion, any of your ratings require further elaboration, please include them along with other comments in your personal letter of recommendation.

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Lower 50%</th>
<th>Upper 51-70%</th>
<th>Upper 71-85%</th>
<th>Upper 86-95%</th>
<th>Top 5%</th>
<th>NBJ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Ability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral Expression</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Ability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Originality, Creativity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Awareness/Concern</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional Maturity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Productivity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to Work with Others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to Meet Deadlines</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Persuasive Ability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independence/Initiative</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professionalism</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dependability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carefulness in Work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Judgment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

My overall recommendation of this candidate:
□ not recommended  □ recommended with some reservations  □ recommended  □ highly recommended

______________________________
Signature of person completing this form

______________________________
Name (print)

______________________________
Title

______________________________
Institution or affiliation

THANK YOU FOR COMPLETING THIS FORM.
RECOMMENDATION FOR SPECIALIST STUDY

Social Security Number ____________________________ Name of Reference ____________________________

Applicant’s Name ____________________________

TO THE APPLICANT: This form should be given to professors and/or employment supervisors who are able to comment on your qualifications for graduate study in school psychology. Relatives and/or spouses are not acceptable references. For the convenience of the person completing this form, you should include a stamped envelope addressed to:

Nova Southeastern University
Center for Psychological Studies
Graduate Admissions
3301 College Avenue
Fort Lauderdale, Florida 33314-7796

Under the Federal Family Educational Rights and Privacy Act of 1974, students are entitled to review their records, including letters of recommendation. However, those writing recommendations and those assessing recommendations may attach more significance to them if it is known that they will remain confidential. It is your option to waive or retain your right to access these recommendations.

To be acceptable, this form must have the appropriate phrase marked below and your signature.

☐ I waive my right to review this recommendation.
☐ I do not waive my right to review this recommendation.

Date ____________________________ Applicant’s Signature ____________________________

TO THE EVALUATOR: The above-named individual is applying for admission to a specialist program in school psychology at Nova Southeastern University and would appreciate your evaluation of his or her academic/professional work on the enclosed form. In addition, please include a letter of recommendation written on your letterhead. We are particularly interested in your opinion regarding the following:

1. The applicant’s ability to profit from a specialist/master’s program
2. The applicant’s maturity and emotional stability
3. The applicant’s oral and written communication skills
4. The applicant’s empathy with or sensitivity to others
5. The applicant’s potential for being effective in a profession requiring counseling activities
I have known the applicant for ____ years ____ months.

I have known the applicant:  □ slightly  □ fairly well  □ very well

I have known the applicant:  □ as an undergraduate student  □ as a teaching assistant
□ as a graduate student  □ as an employment supervisee  □ other ________________

Indicate the population with which the applicant is being compared in this rating:
□ undergraduate students I have taught or known  □ doctoral students I have taught or known
□ master's students I have taught or known  □ colleagues with whom I have worked

According to the population specified in the last item, rate the applicant on the following characteristics (NBJ=no basis for judgment). If, in your opinion, any of your ratings require further elaboration, please include them along with other comments in your personal letter of recommendation.

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Lower 50%</th>
<th>Upper 51-70%</th>
<th>Upper 71-85%</th>
<th>Upper 86-95%</th>
<th>Top 5%</th>
<th>NBJ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Ability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral Expression</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Ability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Originality, Creativity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Awareness/Concern</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional Maturity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Productivity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to Work with Others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to Meet Deadlines</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Persuasive Ability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independence/Initiative</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professionalism</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dependability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carefulness in Work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Judgment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

My overall recommendation of this candidate:
□ not recommended  □ recommended with some reservations  □ recommended  □ highly recommended

________________________________________
Signature of person completing this form

________________________________________
Name (print)

________________________________________
Institution or affiliation

THANK YOU FOR COMPLETING THIS FORM.
RECOMMENDATION FOR SPECIALIST STUDY

Social Security Number

Name of Reference

Applicant's Name

TO THE APPLICANT: This form should be given to professors and/or employment supervisors who are able to comment on your qualifications for graduate study in school psychology. Relatives and/or spouses are not acceptable references. For the convenience of the person completing this form, you should include a stamped envelope addressed to:

Nova Southeastern University
Center for Psychological Studies
Graduate Admissions
3301 College Avenue
Fort Lauderdale, Florida 33314-7796

Under the Federal Family Educational Rights and Privacy Act of 1974, students are entitled to review their records, including letters of recommendation. However, those writing recommendations and those assessing recommendations may attach more significance to them if it is known that they will remain confidential. It is your option to waive or retain your right to access these recommendations.

To be acceptable, this form must have the appropriate phrase marked below and your signature.

☐ I waive my right to review this recommendation.

☐ I do not waive my right to review this recommendation.

Date

Applicant's Signature

TO THE EVALUATOR: The above-named individual is applying for admission to a specialist program in school psychology at Nova Southeastern University and would appreciate your evaluation of his or her academic/professional work on the enclosed form. In addition, please include a letter of recommendation written on your letterhead. We are particularly interested in your opinion regarding the following:

1. The applicant's ability to profit from a specialist/master's program
2. The applicant's maturity and emotional stability
3. The applicant's oral and written communication skills
4. The applicant's empathy with or sensitivity to others
5. The applicant's potential for being effective in a profession requiring counseling activities
I have known the applicant for ____ years ____ months.

I have known the applicant:  □ slightly  □ fairly well  □ very well

I have known the applicant:  □ as an undergraduate student  □ as a teaching assistant
□ as a graduate student  □ as an employment supervisee  □ other ____________

Indicate the population with which the applicant is being compared in this rating:
□ undergraduate students I have taught or known  □ doctoral students I have taught or known
□ master's students I have taught or known  □ colleagues with whom I have worked

According to the population specified in the last item, rate the applicant on the following characteristics (NBJ=no basis for judgment). If, in your opinion, any of your ratings require further elaboration, please include them along with other comments in your personal letter of recommendation.

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Lower 50%</th>
<th>Upper 51-70%</th>
<th>Upper 71-85%</th>
<th>Upper 86-95%</th>
<th>Top 5%</th>
<th>NBJ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Ability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral Expression</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Ability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Originality, Creativity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Awareness/Concern</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional Maturity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Productivity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to Work with Others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to Meet Deadlines</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Persuasive Ability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independence/Initiative</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professionalism</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dependability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carefulness in Work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Judgment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

My overall recommendation of this candidate:
□ not recommended  □ recommended with some reservations  □ recommended  □ highly recommended

________________________________________
Signature of person completing this form

________________________________________
Name (print)

________________________________________
Institution or affiliation

________________________________________
Title

THANK YOU FOR COMPLETING THIS FORM.
FACULTY MEMBERS AND THEIR PROFESSIONAL INTERESTS

Nathan H. Azrin, Ph.D., ABPP, Harvard University, professor. Conduct disorder; oppositional defiant disorder (ODD); youth; drug addiction; behavior therapy; depression; marital and couple counseling; muscular tics; self-injurious behavior; vocational counseling and placement; alcoholism; retardation; rehabilitation of the brain-injured; insomnia

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

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

Frank A. DePiano, Ph.D., University of South Carolina, professor; joint appointment with Health Professions Division. Hypnosis; neuropsychology; community psychology; health and medicine; development of models for professional training of psychologists

William Dorfman, Ph.D., ABPP, Ohio State University, professor. Community mental health; short-term approaches to psychotherapy; eclectic approaches to individual and marital psychotherapy; 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, 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; life-span psychosis

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

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

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

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

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

Robert C. Lane, Ph.D., ABPP, New York University, resident psychoanalytic scholar. Psychopathology; diagnosis; difficult patients; psychoanalysis; psychotherapy; supervision

Stacey Lambert, Psy.D., Nova Southeastern University, assistant professor. Community mental health; schizophrenia; the impact of social factors on serious mental illness; recovery; empowerment; psychosocial rehabilitation for people with serious psychiatric disabilities; behavior therapy

Ronald F. Levant, Ed.D., ABPP, Harvard University, professor. Clinical psychology; family psychology; the new psychology of men; men's changing family and work roles; redesigning psychotherapy for men; advancing professional psychology

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

Wiley Mittenberg, Ph.D., ABPP/ABCN, Chicago Medical School, professor. Neuropsychology of head injury in adults and children; malingering; forensic neuropsychology; neuropsychology of cortical and subcortical dementias; professional issues in clinical neuropsychology

Doil Montgomery, Ph.D., West Virginia University, professor. Applied psychophysiology; clinical applications of biofeedback; psychological intervention; techniques for chronic and acute pain conditions; self-regulation of dysfunctional physiological systems; professional development of biofeedback therapists
Timothy R. Moragne, Psy.D., Wright State University, professor. Minority issues; health psychology; community psychology; human sexuality; psychological aspects of AIDS; AIDS and minorities

Helen Orvaschel, Ph.D., New School for Social Research, professor. 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

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

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

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

Sarah Valley-Gray, Psy.D., Nova University, assistant professor. Neuropsychological, psychopathological, and psychoeducational assessment; pediatric neuropsychological disorders; psychological services within the schools; infancy and child development

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

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

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Information</th>
<th>Phone Numbers</th>
<th>Email/Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Information</td>
<td>Nova Southeastern University&lt;br&gt;Center for Psychological Studies&lt;br&gt;3301 College Avenue&lt;br&gt;Fort Lauderdale, Florida 33314-7796</td>
<td>(954) 262-5700 or toll free 800-541-6682, ext. 5700&lt;br&gt;Email: <a href="mailto:cpsinfo@nova.edu">cpsinfo@nova.edu</a>&lt;br&gt;www.cps.nova.edu</td>
<td></td>
</tr>
<tr>
<td>Admissions Information</td>
<td>Nova Southeastern University&lt;br&gt;Center for Psychological Studies&lt;br&gt;Graduate Admissions Office&lt;br&gt;3301 College Avenue&lt;br&gt;Fort Lauderdale, Florida 33314-7796</td>
<td>(954) 262-5760 or toll free 800-541-6682, ext. 5760&lt;br&gt;Fax: (954) 262-3893&lt;br&gt;Email: <a href="mailto:gradadm@nova.edu">gradadm@nova.edu</a>&lt;br&gt;www.cps.nova.edu</td>
<td></td>
</tr>
<tr>
<td>Financial Aid Information</td>
<td>Nova Southeastern University&lt;br&gt;Office of Student Financial Services and Registration&lt;br&gt;3301 College Avenue&lt;br&gt;Fort Lauderdale, Florida 33314-7796</td>
<td>(954) 262-3380 or toll free 800-806-3680&lt;br&gt;www.nova.edu/cwis/financialaid</td>
<td></td>
</tr>
<tr>
<td>Housing Information</td>
<td>Nova Southeastern University&lt;br&gt;Office of Residential Life and Housing&lt;br&gt;3301 College Avenue&lt;br&gt;Fort Lauderdale, Florida 33314-7796</td>
<td>(954) 262-7052 or toll free 800-541-6682, ext. 7052&lt;br&gt;www.nova.edu/cwis/studentaffairs/reslife</td>
<td></td>
</tr>
<tr>
<td>International Student Advisement</td>
<td>Nova Southeastern University&lt;br&gt;Office of the University Registrar&lt;br&gt;International Student Adviser&lt;br&gt;3301 College Avenue&lt;br&gt;Fort Lauderdale, Florida 33314-7796</td>
<td>(954) 262-7240 or toll free 800-541-6682, ext. 7240&lt;br&gt;www.nova.edu/cwis/registrar</td>
<td></td>
</tr>
<tr>
<td>Veterans' Benefits Information</td>
<td>Nova Southeastern University&lt;br&gt;Office of the University Registrar&lt;br&gt;Coordinator of V.A. Benefits&lt;br&gt;3301 College Avenue&lt;br&gt;Fort Lauderdale, Florida 33314-7796</td>
<td>(954) 262-7236 or toll free 800-541-6682, ext. 7236&lt;br&gt;www.nova.edu/cwis/registrar</td>
<td></td>
</tr>
<tr>
<td>Other Nova Southeastern University Program Information</td>
<td>Nova Southeastern University&lt;br&gt;Office of the University Registrar&lt;br&gt;3301 College Avenue&lt;br&gt;Fort Lauderdale, Florida 33314-7796</td>
<td>(954) 262-7255 or toll free 800-541-6682, ext. 7255&lt;br&gt;www.nova.edu/cwis/registrar</td>
<td></td>
</tr>
</tbody>
</table>
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 Center for Psychological Studies' (CPS) doctoral and Community Mental Health Center internship programs are accredited by the American Psychological Association (APA, 750 First Street NE, Washington, DC 20002-4242, (202) 336-5979). CPS sponsors the Consortium Intern Program, which is a member in good standing of the Association of Psychology Postdoctoral and Internship Centers (APPIC).

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 information contained in these application materials is current through June 30, 2002. Nova Southeastern University's administration reserves the right to change the requirements for admission and graduation at any time; modify the curriculum; adjust tuition or fees; and change regulations affecting the student body.