School of Social and Systemic Studies 1991-1992

Nova University

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Welcome

The School of Social and Systemic Studies of Nova University is a community for inquiry and service. We understand many alarming and tragic problems as patterns of interaction and language between those attempting to solve the dilemmas and crises. And we attempt to resolve problems through consultation with all those involved, including parents, spouses, children, extended kin, close friends, schools, medical facilities, churches, social services, and courts. Systemic theories and therapies provide a context where those involved in problems can think creatively about their dilemmas and act to resolve their concerns.

Systemic therapy is an approach to psychotherapy that developed within and alongside the family therapy movement of the last four decades. Family therapists were among the first psychotherapists to describe problems as alarming and tragic patterns of social relationships. Many family therapists used the notion of a "system" to describe the complex relationships that form around personal, couple, family, and social problems. Systems descriptions were derived from many sciences. A partial list of sciences from which systemic therapists have gleaned ideas includes cybernetics, anthropology, sociology, communications theory, neurophysiology, cognitive and social psychology, hypnosis, and social psychiatry. Current systemic therapists also learn from trends in philosophy, literature, art, and politics. Many systemic therapists now study and contribute to postmodern movements in epistemology, hermeneutics, narrative, rhetoric, feminism, and ethnic studies.

The School studies all ideas that enhance human relations. Open dialogue, intellectual curiosity, and sensitivity to social and political issues compose the learning of students, staff, and faculty. Also, the School develops additional academic programs and research initiatives.

The following program description provides information on degree plans, course offerings, admissions criteria, research opportunities, and clinical services. This program description is a record of policy and procedures of the School. Consult with the School for clarification of formal policy and procedures.
Overview

The Nova University School of Social and Systemic Studies operates graduate family therapy programs and develops additional programs. The School offers master's, postgraduate, and doctoral training in family therapy, administers a family therapy clinic, assists in the publication of a qualitative research newsletter, and offers continuing education programs for professionals.

The School promotes the practice of systemic therapy and supports the development of the family therapy profession. Family therapy is a profession, parallel to the professions of psychiatry, psychology, social work, and counseling. Family therapy is supported and governed by professional associations and by state regulatory boards. Systemic approaches form one of the most significant and creative traditions of the field of family therapies.

Training in family therapy begins at the master's level. Master's programs in family therapy provide the academic training for professional credentials. In Florida, graduates of family therapy training programs may be licensed as Marriage and Family Therapists. Graduates may also seek Clinical Membership in the American Association for Marriage and Family Therapy. Family therapists find employment in private practice, schools, hospitals, churches, and social service agencies. The School's M.S. in Family Therapy emphasizes excellence in clinical service.

Graduates of family therapy master's programs receive supervision of their clinical work for two to three years before becoming eligible for state licensure and national credentials. New graduates often find supervision at their place of employment, though many find that they must seek supervision on their own. Also, many therapists with graduate degrees in related fields such as social work, counseling, nursing, and psychology wish to learn more about family therapy. They may obtain training that increases their clinical skills and allows them to seek licensure and professional credentials as family therapists. The School's Postgraduate Family Therapy Training provides course work that both fulfills supervisory requirements for beginning therapists and augments knowledge and skills of practicing professionals.

Doctoral education in family therapy emphasizes the training of supervisors, teachers, and researchers. Ph.D. graduates find employment as teachers, directors, supervisors, authors, and leaders in private practice. The School's Ph.D. in Family Therapy provides advanced training in systemic therapies, qualitative inquiry, and postmodern philosophies. The Ph.D. program culminates in the dissertation, where students make significant contributions to the understanding and resolution of human problems.

All training programs prepare professionals to assist clients who face serious issues such as divorce, child-rearing, school problems, chronic illness, teen runaways, elderly care, substance abuse, suicide, family violence, and medical/psychiatric distress. Students will also learn to understand and respect issues of gender, race, class, and culture and will be able to provide therapy for people of all walks of life.
The M.S., postgraduate, and Ph.D. programs form the academic components of the School. The School also administers a public family therapy clinic, Family Therapy Associates, where students work with faculty and professional staff to provide services to hundreds of individuals, couples, and families each year. Clients come from all walks of life and present a wide variety of human problems. The clinic is directed by a member of the faculty, and other faculty members serve as supervisors to Ph.D. and M.S. interns. Services are funded through the state of Florida, Broward County, and client fees.

School faculty cooperate with faculty of other universities in the publication of a newsletter on qualitative research in clinical practice. Faculty and students consult with a wide variety of community agencies and organizations. Prominent therapists and scholars are invited regularly to speak and consult with the School. Overall, the School serves as a community of inquiry where clinicians begin, expand, and refine their skills and contributions.

Nova University

Nova University was chartered by the state of Florida in 1964. The University offers graduate degrees in many fields, including family therapy, law, psychology, oceanography, business, and education. The University offers its graduate degree programs at the master's, educational specialist, and doctoral levels, as well as postgraduate education. Nova College offers undergraduate education, and the University School, a demonstration school, serves children from prekindergarten through high school. In addition, nondegree continuing education and certificate programs are available.

Since its inception, the University has maintained an innovative outlook, offering unique programs that provide both traditional and nontraditional education. The University conducts research in many fields to resolve problems of immediate concern to humanity.

Nova University's main campus is located on a 200-acre site southwest of Fort Lauderdale, Florida, at 3301 College Avenue in the town of Davie.

Nova offers financial assistance for students. Call (305) 475-7300 or toll free (800) 541-6682 and ask for student financial aid. The usual aid programs available for graduate students are loans. Depending on personal background and work interests, students may be eligible for grants or loan deferments and cancellations. The financial aid office assists in obtaining financial assistance for graduate study.

Nova University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, master's, educational specialist, and doctoral degrees. Nova University admits students of any race, color, and national or ethnic origin.
School of Social and Systemic Studies

The School of Social and Systemic Studies is one of 10 centers of Nova University. Each center functions as an autonomous department, and each has a specific educational focus. The School of Social and Systemic Studies focuses on research and application of social theories for human living. Ron Chenail, Ph.D., is the Dean of the School of Social and Systemic Studies. The School's primary activities at this time are the graduate family therapy programs. In coming years, the School will include programs on law and mediation, medicine and rehabilitation, and other professions.

Graduate Family Therapy Programs

The Graduate Family Therapy Programs gather students and faculty in professional training, innovative research, and clinical service. The School is composed of academic programs, a public clinic, a research institute, and continuing education activities. The School’s family therapy programs were founded in 1988 by Brad Keeney, Ph.D.

Academic Programs

The School’s academic programs gather students and faculty in the learning of systemic and family therapies. The Master of Science in Family Therapy emphasizes excellence in clinical practice. The Doctor of Philosophy in Family Therapy emphasizes supervision, teaching, research, and other leadership activities. Postgraduate programs offer initial education, advanced practice, and supervision training in systemic and family therapies. Tom Conran, Ph.D., Associate Dean, supervises the School’s academic programs.

Family Therapy Associates

Family Therapy Associates is the public clinic sponsored by the School. Family Therapy Associates offers services through a number of programs funded by Broward County and the state of Florida. Some services are provided in the clients’ homes. Family Therapy Associates staff therapists are students in the doctoral program. The clinic is equipped with recording equipment and observation rooms. Most of the School’s clinical training is conducted at Family Therapy Associates. Sharon Boesl, M.A., is the Director of Family Therapy Associates.
Institute for Systemic Studies

The Institute for Systemic Studies is a continuing forum dedicated to the exploration of alternative and innovative analyses, methods, and metaphors for study and investigation of clinical experiences. Through workshops, curriculum, and continuing education offerings, lectures, and publications, the Institute for Systemic Studies' mission is to contribute to emergent and ongoing dialogue between clinicians and researchers in search of meaningful conversations on therapeutic phenomena. The Institute has begun research initiatives in medicine, law, communication, and family studies. Ron Chenail, Ph.D., supervises the Institute for Systemic Studies.

Continuing Education

The School offers workshops and seminars for students and professionals. Internationally known visiting faculty provide innovative and challenging perspectives in theory, practice, and research. Also, School faculty, students, and associates prepare a variety of training experiences such as case presentations and introductions to innovative theories. The School has been approved as a continuing education provider by the Florida Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling, Provider No. CM-247-93. Lee Shilts, Ph.D., coordinates the continuing education activities of the school.
Academic Policies

Admissions

All applicants for the Ph.D., M.S., or Postgraduate Training programs enter through a formal application process. Each program has a separate application process. Specific program admission requirements are listed in the policies for each program. The following policies govern admission to any program.

The faculty seeks qualified applicants from all genders, races, classes, cultures, age groups, and nationalities.

Applicants should have, at a minimum, a degree from a regionally accredited college or university, or the foreign equivalent; academic study of language, communication, social or behavioral studies (for example, anthropology, psychology, sociology, education, social work, nursing, speech, literature, journalism); and an interest in, or openness to, the study of systemic perspectives on human problems and clinical methods.

All applicants will submit an application form, appropriate fee, letter of intent, and whatever other documentation, such as transcripts and letters of reference, that is required by the admitting program. Applicants will be interviewed by one or more faculty members before acceptance into a program. Applicants are encouraged to submit samples of their academic or professional work. Samples may include papers or job evaluations.

After all selected applicants have been interviewed, the faculty will meet and decide upon admission into training programs. Applicants who demonstrate achievement in academic and clinical work and who show potential for creative, innovative, and critical thinking will be the best candidates for training programs.

All admissions are conditional for the first semester. During their first semester, students must complete all course work for which they register with a grade of B or better.

Students will be reviewed by the faculty at the end of their first semester for full admission into a program. Criteria of acceptance will include excellence in academic and clinical work, professionalism and respect in interaction with clients, students, and faculty, and demonstrated creativity, innovation, and leadership. Students will also have demonstrated interest and ability in understanding human problems and applying clinical solutions from systemic perspectives.
Transfer of Credit

Only courses completed at regionally accredited universities and colleges, or their foreign equivalents, on the graduate level of study will be considered for transfer of credit into the Ph.D. and M.S. programs. Each program sets a maximum amount of transfer of credit.

Courses for transfer of credit must have been taken less than eight years prior to application.

Courses for transfer of credit must have received a grade of B or higher.

Courses for transfer of credit must be substantially equivalent to program courses. Students must demonstrate equivalence through university catalogs, course syllabi, bibliographies, etc.

Students who wish to take a course at another university or in another center of Nova University must have prior permission of the Associate Dean.

Course Registration

By the midpoint of one semester, students will preregister for the next semester’s classes. Formal registration is held one to two weeks before classes begin.

Students may not register for a course after its first meeting.

Students will take sequenced classes in the order designated by the School’s curriculum.

Faculty will designate a minimum and maximum number of students for each class.

Students may register for independent study with permission of the course instructor and the Associate Dean.

All courses require regular weekly or biweekly meetings of faculty and students in University facilities throughout an entire semester. No courses will be offered long distance without permission of the Associate Dean.
Academic Evaluation

A grade of A shall be earned for outstanding excellence and superior achievement.

A grade of B shall be earned for excellent quality and high achievement.

A grade of C shall be earned for work of average quality and minimal achievement.

A grade of D shall be earned for work of poor quality and below average achievement.

A grade of F shall be earned for failure to do the work of the course.

A grade of W shall be given any student who withdraws from a course before the third course meeting. After the third course meeting, a grade must be assigned.

Practicum courses will be graded on a Pass/Fail basis.

Attendance is required for all courses. More than two absences during a course will result in a grade no higher than C for the course.

Grades of A or B are considered acceptable for graduate level training. Grades of C, D, and F are unacceptable. A grade of W will not affect standing in a program.

Students who anticipate they will earn less than a B in a course may request an I (incomplete) grade. To request an I grade, students submit a form to the course instructor before the last day of the course. The written request will outline the work the student will submit and the deadline by which the student will complete the work. If the work is not submitted at the designated times or is still unacceptable after a year has passed, the original grade for the course stands.

Any course with a final grade of C or lower must be retaken for inclusion in the student’s degree program. Students must register again for courses in which they have received a grade of C or lower.

Students will be placed on academic probation when they receive a D or an F for a course, when they have two C’s, when they have two active I’s, or when they fail degree program examinations. Academic probation is noted in writing in students’ records. Students are allowed one year to successfully complete courses or examinations. Students who do not successfully resolve academic probation will not be allowed to continue in their programs.
Student-Faculty Relationships

To foster a creative learning environment, students and faculty are encouraged to develop collegial relationships. Cooperation and collaboration are advocated on professional, clinical, educational, and research projects.

To foster a professional working environment, students and faculty are cautioned to avoid business and sexual relationships. Faculty and students shall not date one another or employ one another in an enterprise outside their programs.

Grievances

All faculty, staff, and students of the School shall follow these policies and shall perform their duties and studies according to the ethical codes of Nova University, the American Association for Marriage and Family Therapy, and the Florida Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling.

Students, faculty, or staff who believe that a student, faculty member, or staff member has not acted in accordance with these policies or professional ethics are encouraged to contact the student, faculty member, or staff member directly and informally resolve the situation.

If the student, faculty member, or staff member cannot achieve an informal resolution of the difficulty, the complainant should notify the Dean in writing of the problem. The complaint should include a description of the problem behavior and of attempted solutions.

A copy of the complaint will be given to the student, faculty member, or staff member about whom the complaint has been written. The Dean may then meet with the parties involved, separately or together, may convene a faculty or staff meeting to resolve the issue, and/or may request a recommendation from the faculty. All decisions will be recorded in writing and signed by all parties.

Complainants who are not satisfied with the action of the Dean should contact the Nova University Vice-President for Academic and Student Affairs directly. Further action will be taken according to the regulations of Nova University.

Students, faculty, and staff should report grave breeches of conduct of other students, faculty, or staff directly to the Dean. Grave misconduct includes any unlawful behavior, any acts or threats against the health, safety, or property of a person, any unwanted sexual contact or comments, any academic misconduct involving plagiarism, cheating, or biased grading, and any violations of professional codes of ethics. Repeated violations of School policies and procedures may also be considered grave misconduct.
Reports of grave misconduct should be in writing, should document evidence of the seriousness of the offense, and should include written statements of witnesses, if any. Action regarding faculty and staff will be taken in accordance with published personnel policies of Nova University. Copies of the personnel policies may be obtained from the Human Resources Department of Nova University. Action regarding students will be taken by the Dean after consultation with the faculty.

Student Services

Financial Aid

To assist the greatest number of students in meeting the direct and indirect costs of their education, Nova University provides several forms of financial aid. These sources of financial aid include scholarship assistance, loan programs, and employment opportunities including work study programs.

A number of programs of financial aid are administered through Nova’s Office of Student Financial Planning and Resources. These programs include Veteran’s benefits, Guaranteed Student Loans, Health Education Assistance Loans, National Direct Student Loans, and the College Work Study Program. Students interested in these forms of financial aid should contact the Office of Student Financial Planning and Resources for information, application materials, and deadlines:

Nova University  
Office of Student Financial Planning and Resources  
3301 College Avenue  
Fort Lauderdale, Florida 33314  
(305) 475-7411 or toll-free (800) 541-6682, Ext. 7410

Veterans’ Benefits

The Office of the University Registrar oversees the processing of veterans’ benefits. The degree programs offered through the School of Social and Systemic Studies are approved for veterans’ benefits. For additional information concerning veterans’ benefits, the veterans administrator may be contacted at:

Veterans’ Affairs  
Office of the University Registrar  
Nova University  
3301 College Avenue  
Fort Lauderdale, Florida 33314  
(305) 475-7413 or toll-free (800) 541-6682, Ext. 7413
International Students

International students who intend to reside in the United States and who are required to obtain an I-20 must be full-time degree-seeking students and must attend the main campus in Fort Lauderdale, Florida. For further information contact:

International Student Adviser
Nova University
3301 College Avenue
Fort Lauderdale, Florida 33314
(305) 370-5695 or toll-free (800) 541-6682, Ext. 5695

Housing

Student housing is located on the main campus at the Davie Living Complex. Three buildings of 60 unfurnished one- and two-bedroom apartments are available for graduate and married students. These apartments are leased on an annual basis. In addition, a five-story building of 90 furnished apartments is available for graduate, undergraduate, and other students who are either single or who are married without children. These apartments are leased on an annual basis (August through July). Monthly rental includes utilities and central air conditioning. Rates will be furnished when accommodations are offered. Interested students are invited to obtain further information from:

Office of Student Housing
Nova University
3301 College Avenue
Fort Lauderdale, Florida 33314
(305) 475-7052 or toll-free (800) 541-6682, Ext. 7052

Housing is limited by program and availability. Applications for housing for the fall term should be submitted prior to May 31.

Einstein Library

The Nova University Einstein Library is located on the first floor of the Parker Building on the main campus. The library is open Monday through Thursday 8:30 a.m. to 11 p.m.; Friday 8:30 a.m. to 9 p.m.; Saturday 9 a.m. to 5 p.m.; and, Sunday 1 p.m. to 8 p.m. In addition to books and periodicals, the library offers extensive reference database searching on local CD-ROMS and long-distance information vendors.
Academic Calendar for 1991-1992

Spring Semester 1991

Start Classes: Monday, January 14

Holidays: Martin Luther King Day, Monday, January 21
Good Friday, March 29

Semester Break: Monday, March 11 through Friday, March 15

Finish Classes: Monday, April 29

Summer Semester 1991

Start Classes: Term I: Monday, May 13, Term II: Monday, July 8

Holidays: Memorial Day, Monday, May 27
Independence Day, Thursday, July 4

Finish Classes: Term I: Monday, July 1; Term II: Friday, August 23

Fall Semester 1991

Start Classes: Tuesday, September 10

Holidays: Rosh Hashanah, Monday, September 9
Yom Kippur, Wednesday, September 18
Thanksgiving, Thursday, November 28 and Friday, November 29

Finish Classes: Friday, December 20
Spring Semester 1992

Start Classes: Monday, January 13
Holidays: Martin Luther King Day, Monday, January 20
Good Friday, April 17
Semester Break: Monday, March 9 through Friday, March 13
Finish Classes: Monday, April 20

Summer Semester 1992

Start Classes: Term I: Monday, May 4; Term II: Monday, July 6
Holidays: Memorial Day, Monday, May 25
Finish Classes: Term I: Monday, June 22; Term II: Friday, August 21

Fall Semester 1992

Start Classes: Tuesday, September 8
Holidays: Rosh Hashanah, Monday, September 28
Yom Kippur, Wednesday, October 7
Thanksgiving, Thursday, November 26 and Friday, November 27
Finish Classes: Friday, December 18
The Master of Science in Family Therapy

The M.S. program trains entry-level clinicians in family therapy. Through broad theoretical training and extensive clinical practice, M.S. students become skilled professionals. Graduates are prepared to serve clients in private practice, social service, schools, churches, and hospitals.

The M.S. degree program begins with the study of systems theories. When applied to human behavior and relationships, systems theories offer practical ways to understand how problems form and how they may best be resolved. At the beginning of the program, students also study basic counseling skills and review many methods of family therapy and psychotherapy. After the introductory courses, students learn to apply systems theories and interactional therapies to a wide variety of human problems. To develop critical thinking about theory and therapy, students take courses in research inquiry and in legal, ethical, and professional issues. Students also take several courses in human development to broaden understanding of theories of human behavior.

Students may focus their course assignments, practicums, and electives on an area of specialized interest. Students may study many areas, such as substance abuse treatment, the role of hypnosis in therapy, and intervention in woman, child, and parent abuse. The study of an area of interest may lead to a recognized specialty. To complete requirements for a specialty, added course work and experience may be necessary.

Early in the program, students begin the clinical practicum. Students become intern staff members of Family Therapy Associates, the clinic sponsored by the School. Under faculty supervision, students provide therapy to clients at Family Therapy Associates. As they advance to later practicums, students begin to work more independently and may become interns at approved off-campus practicum sites. To protect themselves from legal liability in their practicum work, students obtain professional liability insurance before working at off-campus practicum sites. The standard curriculum requires 16 courses for a total of 48 graduate semester hours.
Master's Curriculum

**Theoretical Foundations:**
- Introduction to Systems Theories (SFTM 5310)
- Critical Issues in Systems Theories (SFTM 5311)

**Assessment and Treatment:**
- Introduction to Marriage and Family Therapy (SFTM 5320)
- Theories of Marriage and Family Therapy (SFTM 5321)
- Assessment in Marriage and Family Therapy (SFTM 6320)
- Clinical Practice in Marriage and Family Therapy (SFTM 5322)

**Human Development:**
- The Family Life Cycle (SFTM 6330)
- Issues of Race, Gender, Class, and Culture (SFTM 6331)
- Human Sexuality and Sex Therapy (SFTM 6332)
- Theories of Personality and Psychopathology (SFTM 6333)

**Professional Studies:**
- Legal, Ethical, and Professional Issues (SFTM 6340)

**Research:**
- Research in Marriage and Family Therapy (SFTM 5350)

**Clinical Practice:**
- Practicum I (SFTM 5360)
- Practicum II (SFTM 6360)
- Practicum III (SFTM 6361)

**Elective:**
- Individual and Group Psychotherapy (SFTM 6374) or other course from approved list.
Sample Degree Plans

Students may enroll either full time or part time. Full-time students take either 9 or 12 credit hours each semester and part-time students take at least 6 credit hours a semester. Taking courses full time, students can expect to complete the program in two years. Part-time students complete the program in three years. Both plans include study during summer semesters.

The following courses of study assume that students begin their programs in the fall of the year. Usually, new students will enter the program in the fall semester. However, students who matriculate in the spring or summer semester or who obtain a leave of absence may take courses in a different order than given below. While some courses may be taken out of sequence, other courses are structured in set sequences. Please see the course descriptions for information on set course sequencing and prerequisites.

To accommodate students with busy families and jobs, most classes will be scheduled for the late afternoon and evening. Many employers will enable employees to attend graduate school by allowing flexible work hours. Program faculty will assist students in developing degree plans that disrupt family life and employment as little as possible, given the demands of graduate study. To minimize stress, students are encouraged to take the program on a full-time basis and make financial aid arrangements for needed economic support. Students meet with a faculty member at the beginning of each semester to plan that semester's schedule.

Full-Time Course of Study

First Year, Fall:  Introduction to Systems Theories (SFTM 5310)
Introduction to Marriage and Family Therapy (SFTM 5320)
Legal, Ethical, and Professional Issues (SFTM 6340)

First Year, Spring:  Practicum I (SFTM 5360)
Critical Issues in Systems Theories (SFTM 5311)
Theories of Marriage and Family Therapy (SFTM 5321)

First Year, Summer:  Practicum II (SFTM 6360)
Assessment in Marriage and Family Therapy (SFTM 6320)
Human Sexuality and Sex Therapy (SFTM 6332)

Second Year, Fall:  Practicum III (SFTM 6361)
Clinical Practice in Marriage and Family Therapy (SFTM 5322)
The Family Life Cycle (SFTM 6330)
Second Year, Spring: Practicum III (cont.) (SFTM 6361)
Research in Marriage and Family Therapy (SFTM 5350)
Issues of Race, Gender, Class, and Culture (SFTM 6331)

Second Year, Summer: Theories of Personality and Psychopathology (SFTM 6333)
Elective

Part-Time Course of Study

First Year, Fall: Introduction to Systems Theories (SFTM 5310)
Introduction to Marriage and Family Therapy (SFTM 5320)

First Year, Spring: Critical Issues in Systems Theories (SFTM 5311)
Theories of Marriage and Family Therapy (SFTM 5321)

First Year, Summer: Assessment in Marriage and Family Therapy (SFTM 6320)
Human Sexuality and Sex Therapy (SFTM 6332)

Second Year, Fall: Clinical Practice in Marriage and Family Therapy (SFTM 5322)
Legal, Ethical, and Professional Issues (SFTM 6340)

Second Year, Spring: Practicum I (SFTM 5360)
Research in Marriage and Family Therapy (SFTM 5350)

Second Year, Summer: Practicum II (SFTM 6360)
Theories of Personality and Psychopathology (SFTM 6333)

Third Year, Fall: Practicum III (SFTM 6361)
The Family Life Cycle (SFTM 6330)

Third Year, Spring: Practicum III (cont.) (SFTM 6361)
Issues of Race, Gender, Class, and Culture (SFTM 6331)

Third Year, Summer: Elective
Program Timeline

Application and Admission

Applications will be accepted from any person with a bachelor’s degree from a regionally accredited university. International applicants are welcome. Applications are typically evaluated in the spring for admission in the next fall semester. Potential students wishing to begin a program of study in the spring or summer should contact the faculty.

To be eligible for admission, applicants will ask the universities they have attended to send official transcripts of all undergraduate and graduate course work to Nova. Applicants will have a grade point average of at least 2.5 for undergraduate work and 3.0 for graduate work. Applicants will ask three past instructors or employers to each send a letter of reference to Nova. Applicants will also write a statement of intent that outlines their motivations and expectations for the graduate study of family therapy. International applicants must achieve an acceptable score on the Test of English as a Foreign Language. Applicants are encouraged to submit papers, job evaluations, or other samples of their academic and professional work. Finally, all applicants will be interviewed by a faculty member.

Applicants may transfer up to nine hours of graduate course work taken at other regionally accredited universities. Courses accepted for transfer of credit must be substantially equal to program courses and have been completed within the last seven years.

All admissions will be conditional for the first semester. After the first semester, students must have a 3.0 grade point average for their program courses. Students also will meet for a full admission interview with program faculty. At the interview, students will present their best understanding of family therapy. They will also clarify their motivations and expectations for further graduate study.

Degree Candidacy

When 30 hours of course work have been completed, students will apply for candidacy for the master of science degree. Students must have a program grade point average of at least 3.0, with no D’s or F’s, and no more than two C’s on their transcripts. Practicum evaluations must indicate that the student has achieved success in learning the basic concepts and skills of family therapy. Candidacy applicants will meet with program faculty for an interview in which the applicants review their accomplishments and difficulties in the program and specify their plans for professional practice and advanced study.
When admitted to degree candidacy, students will continue taking courses each successive semester and will begin to prepare for comprehensive examinations. Comprehensive exams will consist of submitting a paper on a relevant topic and demonstrating clinical ability to the faculty. Students may make a second attempt to pass the exams if they fail a first attempt. Students will be exempt from the comprehensive exams if they publish a paper in a refereed professional journal.

Graduation

For graduation, students must complete comprehensive examinations and obtain a program grade point average of 3.0. Before graduation, students will be invited to a final faculty interview to share their impressions and evaluations of the program and to discuss their future employment and advanced study.
M.S. Course Descriptions

Theoretical Foundations

SFTM 5310 - Introduction to Systems Theories
Overview of theories that use metaphors of system, pattern, interaction, and communication to describe human behavior and relationships. Study of the emergence of these theories from cybernetics to language studies. Offered in the fall.

SFTM 5311 - Critical Issues in Systems Theories
Study of difficult issues in systems theories, including the social construction of knowledge, biological limits of behavior, explanations of violence and inequity, and the limitations of systems metaphors. Prerequisite: Introduction to Systems Theories (SFTM 5310). Offered in the spring.

Assessment and Treatment

SFTM 5320 - Introduction to Marriage and Family Therapy
Review of the history of marriage and family therapy and of the clinical approaches of interactional therapies. Focus on learning basic counseling concepts and skills. Offered in the fall.

SFTM 5321 - Theories of Marriage and Family Therapy
Comparative study of the major theories of marriage and family therapy, including systemic, structural, strategic, intergenerational, contextual, behavioral, and experiential therapies. Survey of their differences in clinical practice. Offered in the spring.

SFTM 5322 - Clinical Practice in Marriage and Family Therapy
Application of family therapy methods in specific situations, such as divorce, child-rearing, school problems, chronic illness, teen runaways, elderly care, substance abuse, suicide, family violence, psychiatric breakdown, and medical catastrophe. Prerequisites: Introduction to Marriage and Family Therapy (SFTM 5320) and Theories of Marriage and Family Therapy (SFTM 5321). Offered in the fall.

SFTM 6320 - Assessment in Marriage and Family Therapy
Overview of methods and instruments used to define problems and indicate solutions. Comparative study of interactional approaches and individual and family dysfunction assessments. Prerequisites: Introduction to Marriage and Family Therapy (SFTM 5320) and Theories of Marriage and Family Therapy (SFTM 5321). Offered in the summer.

Human Development

SFTM 6330 - The Family Life Cycle
Review of human development in the context of family transitions such as childbirth, childhood, adolescence, courtship, marriage, maturity, old age, and death. Focus on the implications of these transitions in interactional therapies. Offered in the fall.

SFTM 6331 - Issues of Race, Gender, Class, and Culture
Review of the psychosocial construction of race and gender role stereotypes and of ethnic, economic, and cultural biases. Examination of the implications of these constructions in interactional therapies. Offered in the spring.
SFTM 6332 - Human Sexuality and Sex Therapy
Review of human sexual development from childhood through old age. Summary of clinical approaches to the treatment of sexual problems, comparing interactional approaches with behaviorally and individually oriented methods. Offered in the summer.

SFTM 6333 - Theories of Personality and Psychopathology
Review of the major theories of personality and psychopathology, including psychodynamic, behavioral, humanistic, cognitive, and neurobiological approaches. Study of implications for treatment and comparisons with interactional approaches. Offered in the summer.

Professional Studies

SFTM 6340 - Legal, Ethical, and Professional Issues
Explanation of accreditation and licensure organizations and the ethical codes they promote; review of therapists’ legal responsibilities and liabilities in mental health and family law, insurance claims, and private practice management; and overview of professional opportunities in public service and advanced training programs. Offered in the fall.

Research

SFTM 5350 - Research in Marriage and Family Therapy
Review of quantitative, qualitative, and narrative methods of inquiry. Focus on the use of research in the development of family therapy theories, practices, and professions. Offered in the spring.

Clinical Practice

Throughout 16 months of continual enrollment in practicum, M.S. students achieve at least 500 contact hours with clients.

SFTM 5360 - Practicum I
Practice of marriage and family therapy at the program clinic, under faculty supervision. Prerequisites: Introduction to Systems Theories (SFTM 5310), Introduction to Marriage and Family Therapy (SFTM 5320), and Legal, Ethical, and Professional Issues (SFTM 6340). Offered in the spring.

SFTM 6360 - Practicum II
Practice of marriage and family therapy at the program clinic, under supervision of faculty and qualified professionals. Prerequisites: Practicum I (SFTM 5360), Critical Issues in Systems Theories (SFTM 5311), and Theories of Marriage and Family Therapy (SFTM 5321). Offered in the summer.

SFTM 6361 - Practicum III
Practice of marriage and family therapy at the program clinic or at an approved off-campus internship site, under supervision of faculty and qualified professionals. Practicum III is a 28-week-long course. Prerequisites: Practicum II (SFTM 6360), and Clinical Practice in Marriage and Family Therapy (SFTM 5322). Offered in the fall and spring.
Electives

Each year, program faculty will offer one to two elective courses in which a significant number of students have stated an interest. Admission is contingent upon instructor permission. With prior approval, students may also take graduate courses at other Nova departments and at other universities. The following are some of the electives available from Nova University:

SFTM 6362 - Advanced Practicum
Practice of marriage and family therapy at the program clinic or at an approved off-campus internship site, under supervision of faculty or qualified professionals. Students spend 8-10 hours a week working with clients and participate in individual and group supervision. May be repeated for credit. Prerequisites: Practicum III (SFTM 6361) or equivalent, instructor permission, and proof of professional liability insurance. Offered each semester.

SFTM 6370 - Advanced Study of Family Therapy
Advanced study of special topics in family therapy. Topics will vary each semester. May be repeated for credit. Prerequisites: Clinical Practice in Marriage and Family Therapy (SFTM 5322) and instructor permission. Offered each semester.

SFTM 6371 - Substance Abuse Treatment
Review of theories of substance abuse and dependence, comparative survey of major addiction intervention methods, and focus on interactional approaches to substance abuse treatment. Prerequisite: instructor permission.

SFTM 6372 - Family Violence and Family Therapy
Overview of feminist, psychiatric, psychological, and systemic explanations of physical and sexual abuse of women and children, adolescent violence to parents and siblings, and abuse of elderly parents and grandparents. Review of ethical and legal issues and focus on interactional approaches to family violence intervention. Prerequisite: instructor permission.

SFTM 6373 - Hypnotic Approaches to Therapy
This course will survey a variety of induction techniques and hypnotic treatment procedures, including associational and dissociational communications, story telling, and embedded directives. Taken with the Nova M.S. in Family Therapy curriculum, the course fulfills State board requirements for practice of hypnosis by family therapists in Florida. Prerequisite: instructor permission.

SFTM 6374 - Individual and Group Psychotherapy
Review of major theories of psychotherapy, emphasizing psychodynamic, behavioral, humanistic and cognitive approaches. Exploration of individual and group techniques from each approach. Investigation of theories of personality upon which the psychotherapies are based. Comparison and contrast of these ideas with interactional theories. Prerequisites: Introduction to Marriage and Family Therapy (SFTM 5320), Introduction to Systems Theories (SFTM 5310), and Personality Theories and Psychopathology (SFTM 6333). Offered in the summer.
1991-1992 Master's Program Estimated Expenses

Payment of tuition, registration, and other fees may be made by check or money order, payable to NOVA UNIVERSITY. Tuition fees can be charged to Master Card, VISA, Discover or American Express accounts. Please note that all fees are subject to change without notice.

<table>
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<tr>
<th>Estimated Tuition</th>
<th>$270 per credit hour</th>
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<td>Application (Nonrefundable)</td>
<td>$ 30</td>
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<tr>
<td>Registration</td>
<td>$ 25 per semester</td>
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<td>Graduation</td>
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Master's in Family Therapy Application Packet

The following materials may be torn out of the catalog and used by those who wish to apply for admission to the Master's in Family Therapy Program. Included here are:

♦ A graduate admissions application
♦ Three admission recommendation forms
♦ Two transcript request forms.

Checklist

For your records and to assure all items are sent in, please check off the following as you submit them:

_____ Admissions Application

_____ $30.00 Nonrefundable Fee (put Social Security number on check)

_____ Official Transcripts Request (to previously attended colleges, universities)

_____ Three Letters of Recommendation

_____ Admissions Essay

_____ Samples of Academic and Professional Work

[Revised April 1991]
To the Applicant: We welcome your application to our programs in family therapy. If you are uncertain about any aspect of our programs or the application process itself, we encourage you to contact the program office.

Directions: This application must be accompanied by a nonrefundable fee of $30.00. Make all checks payable to Nova University. The following materials are also needed to complete your application: Official Transcripts of all your college records must be forwarded directly from the college or university (unofficial transcripts may be included with this application only for initial evaluation purposes); three current Letters of Recommendation from present or past supervisors or professors who are able to assess your qualifications for graduate study; Admissions Essay; and Samples of Academic and Professional Work (i.e., paper or job evaluations).

Feel free to print in ink or type. Expected Start Date: ________________

Social Security Number: ______-____-______ Sex: [ ] M [ ] F Date of Birth: _____/____/____

Last Name First Name Middle Initial Maiden Name

Permanent Address Street and Number Apartment Number

City State Zip Code

Home Phone Business Phone

Mailing Address While Attending Nova City State Zip Code

Emergency Contact

Name Relationship Home Phone Business Phone

Address City State Zip Code
Previous Education

Please list all colleges and universities attended. Official transcripts from all institutions are required. Please have these transcripts sent to:

Nova University
Tom Conran, Ph.D.
School of Social and Systemic Studies
3301 College Avenue
Fort Lauderdale, Florida 33314

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<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>G.P.A.</th>
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Do you intend to transfer any graduate-level credits toward your master's degree?

[ ] No [ ] Yes

If yes, list: course number, title, institution, and dates.

Send: course description, transcript

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 by satisfactorily completing the Test of English as a Foreign Language, administered in foreign countries by the Educational Testing Service. For application forms write to: TOEFL, Educational Testing Service, Princeton, New Jersey 08540.

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

Native language

Resident alien students are required to submit a copy of their alien registration card. For more information, contact the International Office at (305) 370-5695.
### Letters of Recommendation

List the names of the three persons you have asked to write letters of recommendation on your behalf. Letters must be written within the last six months.

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<tr>
<th>Name</th>
<th>Title/Organization</th>
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If you require housing accommodations, please contact the housing office at (305) 475-7052.

**Financial Aid: (305) 475-7410**

Have you applied for financial aid?  [ ] Yes  [ ] No

Have you filed a College Scholarship Service Financial Aid Form (F.A.F.)?  [ ] Yes  [ ] No

If yes, on what date (approximate) was the F.A.F. sent to Princeton, New Jersey?  

---

I declare that the above information, to the best of my knowledge, is complete and accurate. I agree to abide by all rules and regulations of Nova University.

---

Applicant's Signature  

Date  

---

Nova University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, master's, educational specialist, and doctoral degrees. Nova University practices a policy of nondiscrimination in employment and admission. Nova University does not discriminate on the basis of race, color, age, sex, religion or creed, national or ethnic origin, or handicap.
Recommendation for Master's Study

Name of Reference: ________________________________

Social Security Number: ___________ - ________ - _______

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 family therapy. For the convenience of the person completing this form, you should include a stamped envelope addressed to:

Nova University
Tom Conran, Ph.D.
School of Social and Systemic Studies
3301 College Avenue
Fort Lauderdale, Florida 33314

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 below marked 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 is applying for admission to the master's program in family therapy at Nova University and would appreciate your evaluation of his or her academic/professional work on the enclosed form.

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 master’s program
2. The applicant’s personal integrity and ethics
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 an effective professional family therapist.

(OVER)
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

My overall recommendation of this candidate:
[ ] Highly recommended
[ ] Recommended
[ ] Recommended with some reservations
[ ] Not recommended

Signature of person completing this form

Name (print) Title

Institution or affiliation

Thank You For Completing This Form.
Recommendation for Master's Study

Name of Reference: ____________________________

Social Security Number: ___________ - _________

Applicant's Name: ____________________________

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[ ] I do not waive my right to review this recommendation.

Date ____________________________ Applicant’s Signature ____________________________

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5. The applicant's potential for being an effective professional family therapist.

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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

My overall recommendation of this candidate:
[ ] Highly recommended
[ ] Recommended
[ ] Recommended with some reservations
[ ] Not recommended

Signature of person completing this form

Name (print) Title

Institution or affiliation

Thank You For Completing This Form.
Recommendation for Master's Study

Name of Reference: ____________________________________________________________

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[ ] I do not waive my right to review this recommendation.

_________________ Date ____________________________  Applicant's Signature

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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 master's program
2. The applicant's personal integrity and ethics
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 an effective professional family therapist.

(OVER)
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

My overall recommendation of this candidate:

[ ] Highly recommended

[ ] Recommended

[ ] Recommended with some reservations

[ ] Not recommended

*****************************************************************************

Signature of person completing this form

Name (print) ____________________________ Title ________________

Institution or affiliation ____________________________

Thank You For Completing This Form.
Transcript Request Form

Student: To request that a transcript be sent from your former school to Nova University, fill in the blanks on both parts.

Dear Alma Mater:

Please send to Nova University an official transcript of my academic work while attending your institution. Return the form below to Nova University.

A. I attended your school from ____________ to ____________.

B. While in attendance, my name on your records was:

Last First Middle/Maiden

C. My student identification number was ____________________________.

Thank you for your assistance.

Sincerely,

Signature

---------------------------------------------------------------------------------------------------------------------------------------

DEAR ALMA MATER: PLEASE RETURN THIS FORM WITH TRANSCRIPT. THANK YOU.

TRANSCRIPT TRANSMITTAL FORM

Social Security Number: ___________ - ___________ - ___________ Date: ________________________

Name: ____________________________

Last First Middle/Maiden

City: ____________________________ State: ___________ Zip: ___________

Please send ____________ copies to: Nova University
Tom Conran, Ph.D.
School of Social and Systemic Studies
3301 College Avenue
Fort Lauderdale, Florida 33314

Revised: 4/91
Transcript Request Form

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B. While in attendance, my name on your records was:

Last First Middle/Maiden

C. My student identification number was ________________________.

Thank you for your assistance.

Sincerely,

Signature

DEAR ALMA MATER: PLEASE RETURN THIS FORM WITH TRANSCRIPT. THANK YOU.

TRANSCRIPT TRANSMITTAL FORM

Social Security Number: _______________ Date: ______________________

Name: _______________________________ Last First Middle/Maiden

City: _________________________________ State: __________________ Zip: _______________

Please send ____________ copies to:Nova University
Tom Conran, Ph.D.
School of Social and Systemic Studies
3301 College Avenue
Fort Lauderdale, Florida 33314

Revised: 4/91
Postgraduate Training in Family Therapy

For those with graduate degrees in family therapy and related fields, the School offers programs for initial training, advanced practice, and supervision of systemic and family therapies. Clinicians may use postgraduate training to fulfill the requirements of state licensing boards and national professional associations. Those seeking licensure or credentials should contact the state board or national association of interest. The addresses and phone numbers of the American Association for Marriage and Family Therapy and the Florida Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling are listed below:

American Association for Marriage and Family Therapy
1100 17th Street, NW
Washington, D.C. 20036
(202) 452-0109

Florida Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling
1940 North Monroe Street
Tallahassee, Florida 32399-0750
(904) 487-2520

Postgraduate Education in Family Therapy

Postgraduate family therapy education provides those with master’s degrees in social work, medicine, counseling, special education, psychiatric nursing, and psychology a core of theoretical courses and a series of practicums. The following list offers the standard curriculum of master’s courses for postgraduate education in family therapy:

Systems Theory: Introduction to Systems Theories (SFTM 5310)

Treatment: Introduction to Marriage and Family Therapy (SFTM 5320)
Theories of Marriage and Family Therapy (SFTM 5321)
Clinical Practice in Marriage and Family Therapy (SFTM 5322)

Professional Studies: Legal, Ethical, and Professional Issues (SFTM 6340)

Clinical Practice: Practicum II (SFTM 6360)
Practicum III (SFTM 6361)
With this basic core of theoretical and clinical training, professionals achieve a working knowledge of systemic approaches and can practice family therapy effectively. Additional course work, such as Issues of Race, Gender, Class and Culture (SFTM 6331), may be taken to refine skills to broaden sensitivity and to gain experience in systemic and family therapies. Postgraduate training will include those courses in the standard curriculum that have not yet been completed. Candidates for postgraduate education meet with School faculty to review their past family therapy training and plan for the completion of the standard curriculum and any other desired course work. Postgraduate training can be accomplished part time (two courses a semester) in one to one-and-a-half years.

**Clinical Training in Systemic Family Therapies**

For graduates of family therapy programs and other interested clinicians, institute faculty offer supervision and consultation in systemic psychotherapies and family therapies. Clinical training focuses on the approaches of the Mental Research Institute, Milton H. Erickson, the Milan Center for the Study of the Family, the Galveston Family Institute, solution-focused therapies, and narrative focused therapies. Clinical training also emphasizes critical awareness and discussion of feminist issues, cultural contexts, and the limits of psychopathological description.

Those interested in systemic supervision and consultation register for Advanced Practicum (SFTM 6362). This course generally meets at the program clinic, Family Therapy Associates. Clinicians participate in therapy teams for group supervision and live case consultations. Family Therapy Associates is equipped with one-way mirrors and audio/visual recording systems for live supervision, reflecting teams, and review of videotapes. Each participant in a semester of Advanced Practicum receives 30 to 40 hours of individual and group supervision.

Clinicians may register for repeated Advanced Practicum courses. To learn systemic therapies, continuous registration for a year is recommended. Clinicians may use the supervision gained in Advanced Practicum to fulfill requirements for Florida LMFT licensure or AAMFT clinical membership.

**Systemic Family Therapy Supervision Training**

School faculty offer a course of study in the supervision of systemic and family therapies. Clinicians with family therapy training and two years of experience register for Supervision (SFTD 6310). The Supervision course extensively covers family and systemic therapy supervision literature, reviews ethical and legal standards, and involves experiential and clinical exercises.
The Supervision course has been approved by the AAMFT Commission on Supervision. Those seeking designation as an Approved Supervisor by AAMFT may use the class to fulfill the course work requirements of the designation.

Upon completion of Supervision (SFTD 6310), supervisors in training may register for Supervision Practicum (SFTD 6320). Supervision Practicum provides supervision of supervision-through-case consultation, live observations, and audio- and videotape review. Supervision Practicum emphasizes excellence in systemic practice and prepares supervisors in training for leadership responsibilities in practice and agencies. Supervision Practicum fulfills some of the experience requirements for AAMFT designation as an Approved Supervisor.

Single Course Registration

In some circumstances, students may enroll in single courses. Registration is negotiated on a person-by-person, course-by-course basis. Students may register for no more than two courses outside of a degree or postdegree program.

Training Timeline

Admission

Postgraduate training is open to all who have achieved at least a master’s degree in one of the following fields: family therapy, social work, psychology, counseling, psychiatric nursing, and special education. Graduates with degrees in other disciplines may be considered on a person-by-person basis.

Applicants will submit a completed application form, a copy of the transcript for their graduate degree, and a brief essay outlining their learning goals. All applicants will be interviewed by one or more School faculty. Applications are accepted year-round.

If notified of acceptance, postgraduates meet with a faculty adviser to finalize their learning plan. A sequence of courses and a schedule for accomplishing those courses is established. Postgraduate trainees also have access to seminars, workshops, library resources, and faculty consultation.

Review

After each semester of attendance, trainees meet with a faculty member to discuss the last semester’s course work and to refine their learning plan. If a trainee achieves a grade lower than B in two classes, the trainee may not register for added course work.
Completion

Successful completion of a postgraduate training program will be recognized by one of the following: Certificate of Postgraduate Education in Family Therapy, a Certificate of Clinical Training in Systemic Family Therapies, or a Certificate of Systemic Family Therapy Supervision.
Postgraduate Training
Application Packet

The following materials may be torn out of the catalog and used by those taking courses toward licensure or other professional development. Applications are made for post-master's or postdoctoral training.

♦ A graduate admissions application
♦ Two admission recommendation forms
♦ Two transcript request forms.

Checklist

For your records, and to assure all items are sent in, please check off the following as you submit them:

_____ Admissions Application

_____ $30.00 Nonrefundable Fee (put Social Security number on check)

_____ Official Transcripts Request (to previous degree-granting colleges, universities)

_____ Two Letters of Recommendation

_____ Admissions Essay

_____ Samples of Academic and Professional Work (optional)

[Revised April 1991]
To the Applicant: We welcome your application to our programs in family therapy. If you are uncertain about any aspect of our programs or the application process itself, we encourage you to contact the program office.

Directions: This application must be accompanied by a nonrefundable fee of $30.00. Make all checks payable to Nova University. The following materials are also needed to complete your application: *Official Transcripts* from your degree-granting college and university (records must be forwarded directly from the college or university -- unofficial transcripts may be included with this application only for initial evaluation purposes); two current *Letters of Recommendation* from present or past supervisors or professors who are able to assess your qualifications for graduate study; *Admissions Essay*; and *Samples of Academic and Professional Work* (i.e., paper or job evaluations).

Please print in ink or type. Expected Start Date: __________

Social Security Number: ______ - ______ - ______ Sex: [ ] M [ ] F Date of Birth: ___ / ___ / ___

Last Name 
First Name 
Middle Initial 
Maiden Name 

Permanent Address 
Street and Number 
Apartment Number 

City 
State 
Zip Code 

Home Phone 
Business Phone 

Mailing Address While Attending Nova 
City 
State 
Zip Code 

Emergency Contact 

Name 
Relationship 
Home Phone 
Business Phone 

Address 
City 
State 
Zip Code
Previous Education

Please list all graduate schools attended. Official transcripts from all institutions of graduate study are required. Please have these transcripts sent to:

Nova University
Tom Conran, Ph.D.
School of Social and Systemic Studies
3301 College Avenue
Fort Lauderdale, Florida 33314

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<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>
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Do you intend to transfer any graduate-level credits toward your postgraduate training?

[ ] No [ ] Yes If yes, list: course number, title, institution, and dates.

Send: course description, transcript

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 by satisfactorily completing the Test of English as a Foreign Language, administered in foreign countries by the Educational Testing Service. For application forms, write to: TOEFL, Educational Testing Service, Princeton, New Jersey 08540.

Citizenship Status

_____ U.S. citizen

Do you require an I-20? [ ] Yes [ ] No

_____ Nonresident alien

If you have a visa, indicate status code ________________

_____ Resident alien

Country of citizenship ________________

Native language ________________

Resident alien students are required to submit a copy of their alien registration card. For more information, contact the International Office at (305) 370-5695.
Ethnic Origin Data (this information is requested for reporting purposes only)

Check one of the following:

- White not of Hispanic origin
- Hispanic origin
- American Indian or Native Alaskan
- Black not of Hispanic origin
- Asian or Pacific Islander

Applicant Status at Time of Application

First time attending Nova University? [ ] Yes [ ] No
Returning to Nova after absence? [ ] Yes [ ] No

Please Identify the Postgraduate Program for Which You Are Applying:

- Postgraduate Education in Family Therapy
- Clinical Training in Systemic Family Therapy
- Systemic Family Therapy Supervision Training
- Single course registration

Career Goals

Please answer briefly the following questions regarding your goals and plans for graduate education in family therapy. Type your answers in two to three pages.

1. What is your understanding of family therapy? To you, how is family therapy different from and similar to the professions of social work, counseling, psychiatry, and psychology?
2. What are your reasons for entering a postgraduate program in family therapy program?
3. What are your reasons for applying to the Nova University Postgraduate Program in Family Therapy?
4. What past employment, education, or volunteer experience do you have that relates to family therapy?
5. What are your career plans? How do you plan to use your training in family therapy?
6. Is there anything else that would be important for us to know about you and your desire to study with us?

Letters of Recommendation

List the names of the two persons you have asked to write letters of recommendation on your behalf. Letters must be written within the last six months.

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Name | Title/Organization | Telephone Number
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### Professional/Volunteer Experience

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<th>Title of Position</th>
<th>Name of Supervisor</th>
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If you require housing accommodations, please contact the housing office at (305) 475-7052.

**Financial Aid:** (305) 475-7410

Have you applied for financial aid? [ ] Yes [ ] No

Have you filed a College Scholarship Service Financial Aid Form (F.A.F.)? [ ] Yes [ ] No

If yes, on what date (approximate) was the F.A.F. sent to Princeton, New Jersey?

---

I declare that the above information, to the best of my knowledge, is complete and accurate. I agree to abide by all rules and regulations of Nova University.

______________________________  _________________________
Applicant's Signature            Date

---

Nova University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, master's, educational specialist, and doctoral degrees. Nova University practices a policy of nondiscrimination in employment and admission. Nova University does not discriminate on the basis of race, color, age, sex, religion or creed, national or ethnic origin, or handicap.
Recommendation for Postgraduate Training

Name of Reference: ____________________________

Social Security Number: ___________ - ________

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 family therapy. For the convenience of the person completing this form, you should include a stamped envelope addressed to:

Nova University
Tom Conran, Ph.D.
School of Social and Systemic Studies
3301 College Avenue
Fort Lauderdale, Florida 33314

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 below marked 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 is applying for admission to the postgraduate training program in family therapy at Nova University and would appreciate your evaluation of his or her academic/professional work on the enclosed form.

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 postgraduate training
2. The applicant's personal integrity and ethics
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 an effective professional family therapist.

(OVER)
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 graduate student
[ ] other

My overall recommendation of this candidate:
[ ] Highly recommended
[ ] Recommended
[ ] Recommended with some reservations
[ ] Not recommended

Signature of person completing this form

Name (print)           Title

Institution or affiliation

Thank You For Completing This Form.
Name of Reference: ____________________________________________________________

Social Security Number: ______________________________________________________

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 family therapy. For the convenience of the person completing this form, you should include a stamped envelope addressed to:

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To be acceptable, this form must have the appropriate phrase below marked 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 is applying for admission to the postgraduate training program in family therapy at Nova University and would appreciate your evaluation of his or her academic/professional work on the enclosed form.

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 postgraduate training
2. The applicant’s personal integrity and ethics
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 an effective professional family therapist.

(OVER)
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

My overall recommendation of this candidate:
[ ] Highly recommended
[ ] Recommended
[ ] Recommended with some reservations
[ ] Not recommended

Signature of person completing this form

Name (print) Title

Institution or affiliation

Thank You For Completing This Form.
Transcript Request Form

Student: To request that a transcript be sent from your former school to Nova University, fill in the blanks on both parts.

Dear Alma Mater:

Please send to Nova University an official transcript of my academic work while attending your institution. Return the form below to Nova University.

A. I attended your school from ____________ to ____________.

B. While in attendance, my name on your records was:

  Last  First  Middle/Maiden

C. My student identification number was __________________________.

Thank you for your assistance.

Sincerely,

Signature

__________________________________________________________

DEAR ALMA MATER: PLEASE RETURN THIS FORM WITH TRANSCRIPT. THANK YOU.

TRANSCRIPT TRANSMITTAL FORM

Social Security Number: ___________ - _______ - _______ Date: __________

Name: ________________________________

  Last  First  Middle/Maiden

City: ________________________________ State: __________________ Zip: _______

Please send __________ copies to: Nova University

  Tom Conran, Ph.D.
  School of Social and Systemic Studies
  3301 College Avenue
  Fort Lauderdale, Florida 33314

Revised: 4/91
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B. While in attendance, my name on your records was:

   Last                     First                     Middle/Maiden

C. My student identification number was ________________________________________.

Thank you for your assistance.

Sincerely,

Signature

DEAR ALMA MATER: PLEASE RETURN THIS FORM WITH TRANSCRIPT. THANK YOU.

TRANSCRIPT TRANSMITTAL FORM

Social Security Number: ___________ - ___________ Date: ______________

Name: __________________________________________

   Last                     First                     Middle/Maiden

City: __________________________________________ State: ___________ Zip: ___________

Please send __________ copies to: Nova University

Tom Conran, Ph.D.

School of Social and Systemic Studies

3301 College Avenue

Fort Lauderdale, Florida 33314

Revised: 4/91
The Ph.D. in Family Therapy

The Nova University Ph.D. in Family Therapy prepares graduates for advanced clinical practice and for leadership positions in the field of family therapy. Training emphasizes the teaching, supervision, and research of systemic therapies. The program offers intense study of the range of systemic therapy theories, and it offers extensive practicum experiences for the development of excellence in clinical skills. Research training explores a range of research methods for the study of therapy. The program includes supervision and teaching practicums that provide experience in training beginning clinicians. The design, writing, and defense of a dissertation form the first major contribution in a career of service and leadership.

For those who wish to obtain professional credentials, the degree program offers courses which fulfill many of the academic requirements for licensure as a Marriage and Family Therapist in the state of Florida and in many other states. During the program, students may also fulfill the academic requirements to become a Clinical Member and Approved Supervisor in the American Association for Marriage and Family Therapy.

The Ph.D. degree program begins with the study of systems theories and systemic family therapies. The next section provides a listing of courses for the program. Four classes in systemic family therapies provide advanced training in interactional therapies. The classes focus on the work of the Mental Research Institute, the Milan team, Milton Erickson, and many other leading systemic therapists. Two classes in systemic perspectives study the ideas of Gregory Bateson and constructivism, as well as significant critiques of systems theories found in feminism and postmodernism.

Two years of continuous enrollment in clinical practicums offer students the opportunity to gain broad experience and to refine their skills. Practicums are held at Family Therapy Associates, the public clinic sponsored by the School. They include participation in live supervision of therapy with teams of other students and faculty. Practicums also include individual and group case consultation. The clinic has one-way mirror suites and audiovisual equipment for the live supervision and recording of therapy.

With the completion of clinical practicums, students begin training in the supervision and teaching of systemic therapies. Two supervision practicums provide a background in the supervision literature and practice in the supervision of students and beginning clinicians. A teaching practicum offers experience in classroom instruction.

Research training explores methods of critical inquiry, both qualitative and quantitative. The training emphasizes methods suitable for the study of human communication and therapeutic interaction. A research practicum engages students in projects that will prepare for the writing of the dissertation and professional papers.
For those students who have not completed courses required for licensure as a Marriage and Family Therapist or for Clinical Membership in the American Association for Marriage and Family Therapy, several electives are offered. The electives cover the range of professional issues such as law and ethics, race and gender, and psychiatric diagnostic classifications. Four professional electives may be taken as part of the doctoral curriculum.

Advanced electives include a wide variety of theory and practice studies. Courses offer training in systemic intervention in substance abuse and family violence as well as study of cross-cultural topics and theoretical trends. At least three advanced electives are taken as a part of the curriculum.

Dissertation courses involve the design, writing, and defense of a significant, original work of inquiry. Prior to enrollment in the dissertation, each student forms a Dissertation Committee with a program faculty member as the Committee Chair. The Committee includes at least two readers and faculty drawn from the School, from other Nova University programs, or from other universities. The dissertation provides the student with an opportunity to develop a high level of expertise in a specific area. Students tailor their dissertation research to the professional and academic interests they plan to pursue throughout their career in family therapy. Examples of dissertation topics include:

*Ordeal as Play: A Discourse Analysis of Strategic Family Therapy*
*Family and Physician Interaction around Juvenile Diabetes*
*Parallel Lives?: An Ethnography of Marriage in Postmodern Culture*
*Addiction Metaphors and Systemic Substance Abuse Intervention*
*Inventing Qualitative Strategies for Family Therapy Research*
*Gender and Ethnicity as Social Constructions: Feminist and Systemic Perspectives*
*Responding to Family Violence: The Promises and Perils of Systemic Therapies*
*Adolescence in Nontraditional Families: Implications for Systemic Therapies*
*The Sorcerer's Apprentice: The Experience of Supervision in Systemic Training*
*The Shadow of the Past: The History of Incest in the Story of Marriage.*
Doctoral Curriculum

The 90-semester-hour doctoral curriculum is listed below. Courses are grouped according to their area of study.

**Systemic Family Therapies:**
- Systemic Family Therapy I (SFTD 5010)
- Systemic Family Therapy II (SFTD 5020)
- Systemic Family Therapy III (SFTD 5030)
- Systemic Family Therapy IV (SFTD 5040)

**Systems Studies:**
- Systemic Perspectives I (SFTD 5110)
- Systemic Perspectives II (SFTD 5120)

**Clinical Practicums:**
- Clinical Practicum I (SFTD 5210)
- Clinical Practicum II (SFTD 5220)
- Clinical Practicum III (SFTD 6210)
- Clinical Practicum IV (SFTD 6220)
- Clinical Practicum V (SFTD 6230)
- Clinical Practicum VI (SFTD 6240)

**Supervision and Teaching:**
- Supervision (SFTD 6310)
- Supervision Practicum (SFTD 6320)
- Teaching Practicum (SFTD 7360)

**Research:**
- Research Strategies I (SFTD 5410)
- Research Strategies II (SFTD 6410)
- Advanced Topics in Research (SFTD 6430)
- Research Practicum (SFTD 7350)

**Professional Electives:**
- Legal, Ethical, and Professional Issues (SFTD 5300)
- The Family Life Cycle (SFTD 6520)
- Assessment in Marriage and Family Therapy (SFTD 7301)
- Personality Theories and Psychopathology (SFTD 7302)
- Human Sexuality Theory and Sex Therapy (SFTD 7311)
- Issues of Race, Gender, Class, and Culture (SFTD 7312)
- Individual and Group Psychotherapy (SFTD 7313)
- 12 semester hours may be added to the doctoral curriculum.

**Advanced Electives:**
- Advanced Topics in Systemic Studies (SFTD 6530)
- Advanced Topics in Systemic Family Therapies (SFTD 6540)
- Register for a minimum of nine semester hours.
- Courses are repeated for credit.

**Dissertation:**
- Dissertation (SFTD 6900)
- Register for a minimum of 12 semester hours.
- The course is repeated for credit.
The School of Social and Systemic Studies offers an accelerated Ph.D. curriculum for graduates of the Master of Science in Family Therapy from Nova University. Those wishing to continue their studies beyond the M.S. into the Ph.D. in Family Therapy will apply for separate admission into the doctoral program. If accepted into the doctoral program, Nova M.S. graduates may transfer 30 semester credit hours into their degree program. M.S. graduates take fewer electives and practicums than are usually required. The following courses are required for M.S. graduates:

**Systemic Family Therapies:**
- Systemic Family Therapy I (SFTD 5010)
- Systemic Family Therapy II (SFTD 5020)
- Systemic Family Therapy III (SFTD 5030)
- Systemic Family Therapy IV (SFTD 5040)

**Systems Studies:**
- Systemic Perspectives I (SFTD 5110)

**Clinical Practicums:**
- Clinical Practicum I (SFTD 5210)
- Clinical Practicum II (SFTD 5220)
- Clinical Practicum III (SFTD 6210)

**Supervision and Teaching:**
- Supervision (SFTD 6310)
- Supervision Practicum (SFTD 6320)
- Supervised Teaching Practicum (SFTD 7360)

**Research:**
- Research Strategies I (SFTD 5410)
- Research Strategies II (SFTD 6420)
- Advanced Topics in Research (SFTD 6430)
- Research Practicum (SFTD 7350)

**Advanced Electives:**
- Advanced Topics in Systemic Studies (SFTD 6530)
- Advanced Topics in Systemic Family Therapies (SFTD 6540)
  Register for at least one advanced elective.

**Dissertation:**
- Dissertation (SFTD 6900)
  Register for a minimum of 12 semester hours.
  The course is repeated for credit.
Sample Degree Plan

Doctoral students enroll for full-time study. Full-time students take either 9 or 12 credit hours each semester. Enrollment is year-round. Taking courses full time, students can expect to complete the program in three to four years.

Students begin their programs in the fall of the year. The degree plans suggested below are samples. A given student’s degree plan will depend on the amount of transfer of credit, if any, and whether or not a leave of absence is taken during a program. While some courses may be taken out of sequence, other courses are structured in set sequences. Please see the course descriptions for information on set course sequencing and prerequisites.

To accommodate students with family responsibilities and outside employment, classes are scheduled for afternoon and evening hours. Many employers will enable employees to attend graduate school by allowing flexible work hours. Program faculty will assist students in developing degree plans that disrupt family life and employment as little as possible, given the demands of doctoral study. To minimize stress, students are encouraged to make financial aid arrangements for needed economic support. Each student meets with a faculty member at the beginning of every semester to plan that semester’s schedule.

### Course of Study With Nine Hours in Each Semester:

| First Year, Fall:           | Systemic Family Therapy I (SFTD 5010) |
|                            | Systemic Perspectives I (SFTD 5110)   |
|                            | Clinical Practicum I (SFTD 5210)     |
| First Year, Spring:        | Systemic Family Therapy II (SFTD 5020) |
|                            | Systemic Perspectives II (SFTD 5120)  |
|                            | Clinical Practicum II (SFTD 5220)    |
| First Year, Summer:        | Clinical Practicum III (SFTD 6210)   |
|                            | Elective                             |
|                            | Elective                             |
| Second Year, Fall:         | Systemic Family Therapy III (SFTD 5030) |
|                            | Research Strategies I (SFTD 5410)    |
|                            | Clinical Practicum IV (SFTD 6220)    |
| Second Year, Spring:       | Systemic Family Therapy IV (SFTD 5040) |
|                            | Research Strategies II (SFTD 6410)   |
|                            | Clinical Practicum V (SFTD 6230)     |
| Second Year, Summer:       | Clinical Practicum VI (SFTD 6240)    |
|                            | Elective                             |
|                            | Elective                             |
Third Year, Fall: Advanced Topics in Research (SFTD 6430)  
Supervision (SFTD 6310)  
Elective

Third Year, Spring: Research Practicum (SFTD 7350)  
Supervision Practicum (SFTD 6320)  
Elective

Third Year, Summer: Supervised Teaching Practicum (SFTD 7360)  
Dissertation (SFTD 6900)  
Elective

Fourth Year, Fall: Dissertation (SFTD 6900)

Fourth Year, Spring: Dissertation (SFTD 6900)

Fourth Year, Summer: Dissertation (SFTD 6900)

Program Timeline

Application and Admission

Applications will be accepted from any person with a master's degree from a regionally accredited university. Persons with a bachelor's degree will be considered if they have significant clinical and research experience. International applicants are welcome. Applications are evaluated in the spring for admission in the next fall semester.

To be eligible for admission, applicants will ask the universities they have attended to send official transcripts of all undergraduate and graduate course work to Nova. Applicants will have a grade point average of at least 2.5 for undergraduate work and 3.0 for graduate work. Applicants will ask three past instructors or employers to each send a letter of reference to Nova. Applicants will also write a statement of intent that outlines their motivations and expectations for the graduate study of family therapy. Applicants are encouraged to submit papers, job evaluations, or other samples of their academic and professional work. International applicants must achieve an acceptable score on the Test of English as a Foreign Language. Finally, all applicants will be interviewed by program faculty.

Applicants may transfer up to 15 semester hours of graduate course work taken at other regionally accredited universities. The graduate courses accepted for transfer will be similar to the electives offered in the Ph.D. program. Courses accepted for transfer of credit must be substantially equivalent to program courses and have been completed within the last seven years.
Applicants who do not have prior experience and training in the field of family therapy may be required to register for an introductory course in the summer before their admission to the program. The Associate Dean will request that such applicants register for SFTD 5005, Introduction to Marriage and Family Therapy.

Applicants who have graduated from Nova University with a Master of Science in Family Therapy may, if accepted into the doctoral program, transfer 30 semester hours of credit. See the Ph.D. curriculum for Nova University M.S. in Family Therapy graduates for more information.

All admissions will be conditional for the first semester. After the first semester, students cannot have any I's or grades of C or lower for their program courses. Students also will meet for a full admission interview with program faculty. At the interview, students will present their best understanding of family therapy. They will also clarify their motivations and expectations for more graduate study.

After receiving full admission into the graduate program, students register for classes in each successive semester. Students must maintain a program grade point average of at least 3.0, with no D's, or F's, and no more than two C's on their transcripts. Practicum evaluations must indicate that the student has achieved success in learning the basic concepts and skills of systemic family therapy.

**Preliminary Examination**

Prior to the beginning of the second year of study in the program, students must complete the preliminary exam. The purpose of the exam is to help students with their writing and clinical work by providing constructive feedback on both these processes. There are two components to the exam: (a) an assessment of the student's writing ability, and (b) an evaluation of the student's clinical skills. The writing component consists of the student's submission of an original, creative, publishable quality paper to the faculty for assessment. The clinical component consists of a faculty review of student interviewing ability. For each component, faculty will indicate if the student has passed or whether any remedial work is necessary. Students who pass the exam may begin work on their dissertation projects. Students who fail the exam once may resubmit new work. Students who fail the exam twice may not continue to register for program courses.

**Master's Degree**

Once doctoral students pass 48 hours of basic course work and pass the Preliminary Examination, they may apply for a Master of Science in Family Therapy. Required course work includes two systems theories courses (SFTD 5010, 5020), four systemic family therapy courses (SFTD 5110, 5120, 5030, 5040), one ethics class (SFTD 5300), one research class (SFTD 5410), clinical practicums (SFTD 5210, 5220, 6210, 6220, and 6230), and three electives. Students who wish to apply for the M.S. should notify the academic office before the beginning of their second year in the doctoral program.
Qualifying Examination

Before beginning the third year of study in the program, students must complete their qualifying exam. The purpose of the exam is to help students with their dissertation preparation and clinical work by providing constructive feedback on both these processes. There are two components to the exam: (a) an assessment of the student’s dissertation concept and (b) an evaluation of the student’s clinical skills. The dissertation component consists of the student’s submission of an original, creative, publishable quality paper on the proposed topic of the dissertation to the faculty for assessment. The clinical component consists of a faculty review of student clinical planning and management ability. Any supervisory practicums taken prior to this time will be evaluated as part of the clinical component. For each component, faculty will indicate if the student has passed or whether any remedial work is necessary. Students who fail the exam once may resubmit new work. Students who fail the exam twice may not register for further courses.

Dissertation

After successful completion of their preliminary exam, students may register for dissertation courses and choose their Dissertation Committee. A member of the program faculty serves as Chair and committee members may be drawn from faculty from the school of Social and Systemic Studies, Nova University, or other universities and institutions. With the assistance of the Dissertation Committee, each student prepares a formal dissertation proposal that contains a statement of the dissertation question or problem, a literature review, and outline of the research methodology to be used. The dissertation proposal is then reviewed by the Committee, and, if accepted, the student begins the research and writing of the dissertation.

Throughout the research and writing of the dissertation, the student works closely with the Chair. As the writing proceeds, the student provides rough drafts to committee members for their review. The dissertation process takes a year or so to finish and represents the student’s achievement of the highest levels of learning about a subject. Once complete, the dissertation is formally presented to the committee for approval. If accepted, the student is ready for graduation from the doctoral program.

Graduation

Students will complete the preliminary examinations, qualifying examinations, and dissertation and will have obtained a program grade point average of at least 3.0. They will have no more than two C’s. Before graduation, students will be invited to a final faculty interview to share their impressions and evaluations of the program and to discuss their future employment and advanced study.
Ph.D. Course Descriptions

Systemic Family Therapies

SFTD 5005 - Introduction to Marriage and Family Therapy
For doctoral candidates who have little prior experience in family therapy. Review of the history of marriage and family therapy and of the clinical approaches of interactional therapies. Focus on learning basic counseling concepts and skills. Offered in the summer.

SFTD 5010 - Systemic Family Therapy I
Study of those systemic therapies oriented to the social organization of communication, emphasizing the work of the Mental Research Institute and current developments such as solution focused therapies. Offered in the fall.

SFTD 5020 - Systemic Family Therapy II
The systemic therapies will be studied in the wider context of nonsystemic and related therapies. Structural/strategic, psychoeducational, and family of origin approaches will be reviewed as well as the interactional and linguistic approaches discussed in SFTD 5010 and SFTD 5030. Prerequisite: Systemic Family Therapy I (SFTD 5010). Offered in the spring.

SFTD 5030 - Systemic Family Therapy III
Study of those systemic therapies oriented to the meaning expressed in communication, emphasizing the work of the Milan team and current developments such as the reflecting team. Prerequisite: Systemic Family Therapy II (SFTD 5020). Offered in the fall.

SFTD 5040 - Systemic Family Therapy IV
The complexities and subtleties of language and the art of therapeutic implication will be studied with a focus on the student’s own clinical style. The work of Milton Erickson will serve as a primary resource. Prerequisite: Systemic Family Therapy III (SFTD 5030). Offered in the spring.

Systems Studies

SFTD 5110 - Systemic Perspectives I
An introduction to systemic theory, emphasizing the contributions of Gregory Bateson. Offered in the fall.

SFTD 5120 - Systemic Perspectives II
A dialogical approach to a variety of systemic perspectives and understandings, with an emphasis upon constructivism, literary exemplifications, clinical applications, and criticisms of systemic ideas. Prerequisite: Systemic Perspectives I (SFTD 5110). Offered in the spring.
Clinical Practicums

Throughout two years of continuous enrollment in the Clinical Practicum, doctoral students achieve at least 500 contact hours with clients. Doctoral Practicums are held at Family Therapy Associates.

**SFTD 5210 - Clinical Practicum I**
Direct supervised clinical work in systemic therapy. Offered in the fall. To be taken concurrently with SFTD 5010.

**SFTD 5220 - Clinical Practicum II**
Direct supervised clinical work in systemic therapy. Offered in the spring. To be taken concurrently with SFTD 5020. **Prerequisite:** Clinical Practicum I (SFTD 5210).

**SFTD 6210 - Clinical Practicum III**
Direct supervised clinical work in systemic therapy. Offered in the summer. **Prerequisite:** Clinical Practicum II (SFTD 5220).

**SFTD 6220 - Clinical Practicum IV**
Direct supervised clinical work in systemic therapy. Offered in the fall. To be taken concurrently with SFTD 5230. **Prerequisite:** Clinical Practicum III (SFTD 6210).

**SFTD 6230 - Clinical Practicum V**
Direct supervised clinical work in systemic therapy. Offered in the spring. To be taken concurrently with SFTD 5240. **Prerequisite:** Clinical Practicum IV (SFTD 6220).

**SFTD 6240 - Clinical Practicum VI**
Direct supervised clinical work in systemic therapy. Offered in the summer. **Prerequisite:** Clinical Practicum V (SFTD 6230).

**Supervision and Teaching**

**SFTD 6310 - Supervision**
Introduction to supervision of systemic therapies. Review of supervision and consultation literature and direct supervised experience of live supervision and case consultation. **Prerequisites:** Clinical Practicum V (SFTD 6230), instructor permission, and successful completion of Preliminary Examination. Offered in the fall.

**SFTD 6320 - Supervision Practicum**
Extensive live supervision and case consultation with clinicians learning and practicing systemic therapies. Students achieve at least 90 hours of supervision contact with clinicians. For additional supervision of supervision, students may repeat the course for credit. **Prerequisite:** Supervision Practicum (SFTD 6320) and instructor permission. Offered in the spring and summer.
SFTD 7360 - Teaching Practicum
Direct supervised teaching experience in undergraduate or graduate instruction. May be repeated for credit.

Research

SFTD 5400 - Writing Methods
An intensive tutorial in design, composition, and revision of professional papers, research reports, and dissertations. May be repeated for credit. Offered in spring and summer.

SFTD 5410 - Research Strategies I
An examination of different methods appropriate for the formal study of systemic family therapies including experimental designs, discourse analysis, kinesics, and recursive frame analysis. Offered in the fall.

SFTD 6410 - Research Strategies II
An examination of diverse methods appropriate to the formal study of systemic family therapies, including hermeneutics, narrative analysis, and postmodern criticism. Prerequisite: Research Strategies I (SFTD 5410). Offered in the spring.

SFTD 6430 - Advanced Topics in Research
Advanced topics relevant to systemic family therapy research, including research proposal writing for the Qualifying Examination. May be repeated for credit. Prerequisite: Research Strategies II (SFTD 6410). Offered in the fall.

SFTD 7350 - Research Practicum
Directed research projects relevant to systemic family therapy research. May be taken concurrently with SFTD 5410, SFTD 6410, and/or SFTD 6430 and may be repeated for credit. Offered in the spring.

Professional Electives

SFTD 5300 - Legal, Ethical, and Professional Issues
A study of accreditation and licensure organizations, legal responsibilities and liabilities, ethics, family law, insurance, management, private practice, public service, university, and institute training programs. Offered in the summer.

SFTD 6520 - The Family Life Cycle
Review of human development in the context of family transitions such as childbirth, childhood, adolescence, courtship, marriage, maturity, old age, and death. Focus on the implications of these transitions in interactional therapies. Offered in the summer.
SFTD 7301 - Assessment in Marriage and Family Therapy
Overview of methods and instruments used to define problems and indicate solutions. Comparative study of interactional approaches and individual and family dysfunction assessments. Offered in the summer.

SFTD 7302 - Personality Theories and Psychopathology
Review of the major theories of psychopathology, including a critical review of psychiatric diagnostic classification systems. Study of implications for treatment and comparisons with interactional approaches. Offered in the summer.

SFTD 7310 - Individual and Group Psychotherapy
Review of major theories of psychotherapy, emphasizing psychodynamic, behavioral, humanistic, and cognitive approaches. Exploration of individual and group techniques from each approach. Investigation of theories of personality upon which the psychotherapies are based. Comparison and contrast of these ideas with interactional theories. Offered in the summer.

SFTD 7311 - Human Sexuality and Sex Therapy
Review of human sexual development from childhood through old age. Summary of clinical approaches to the treatment of sexual problems, comparing interactional approaches with behaviorally and individually oriented methods. Offered in the summer.

SFTD 7312 - Issues of Race, Gender, Class, and Culture
Review of the social construction of race and gender role stereotypes, and ethnic, economic, and cultural biases. Examination of the implications of these constructions in interactional therapies. Offered in the summer.

Advanced Electives

Doctoral students register for at least three advanced electives. These special topics courses review a wide variety of theory and practice. Some of the topics of the advanced electives may include:

- Systemic Treatment of Addictions
- Advanced Ericksonian Studies
- Systemic Intervention in Family Violence
- Cross-Cultural Perspectives on Theory and Therapy
- Metaphor, Narrative, and Rhetoric in Human Communication
- Critical Inquiry in Postmodernism and Feminism

Each semester, students and faculty decide the topics to review in advanced electives:

SFTD 6530 - Advanced Topics in Systemic Studies
An advanced examination of the application of systemic understanding to a variety of topics. May be repeated for credit.
SFTD 6540 - Advanced Topics in Systemic Family Therapy
Advanced topics relevant to the field of systemic family therapy. May be repeated for credit.

Dissertation

SFTD 6900 - Dissertation
The development, writing, and defense of the dissertation. May be repeated for credit. Prerequisites: Systemic Family Therapy I (SFTD 5040), Systemic Family Therapy II (SFTD 5120), Research Strategies I (SFTD 5410), Research Strategies II (SFTD 5420), Clinical Practicum VI (SFTD 6240), instructor permission, and successful completion of Qualifying Examination.

Payment of tuition, registration, and other fees may be made by check or money order, payable to NOVA UNIVERSITY. Tuition fees can be charged to Master Card, VISA, Discover or American Express accounts. Please note that all fees are subject to change without notice.

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<tr>
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<td>Graduation</td>
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Ph.D. in Family Therapy
Application Packet

The following materials may be torn out of the catalog and used by those who wish to apply for admission to the Ph.D. in Family Therapy Program. Included here are:

♦ A graduate admissions application
♦ Three admission recommendation forms
♦ Three transcript request forms.

Checklist

For your records, and to assure all items are sent in, please check off the following as you submit them:

____ Admissions Application

____ $30.00 Nonrefundable Fee (put Social Security number on check)

____ Official Transcripts Request (to previously attended colleges, universities)

____ Three Letters of Recommendation

____ Admissions Essay

____ Samples of Academic and Professional Work

[Revised April 1991]
Admissions Application  
Ph.D. in Family Therapy

To the Applicant: We welcome your application to our programs in family therapy. If you are uncertain about any aspect of our programs or the application process itself, we encourage you to contact the program office.

Directions: This application must be accompanied by a nonrefundable fee of $30.00. Make all checks payable to Nova University. The following materials are also needed to complete your application: Official Transcripts of all your college records must be forwarded directly from the college or university (unofficial transcripts may be included with this application only for initial evaluation purposes); three current Letters of Recommendation from present or past supervisors or professors who are able to assess your qualifications for graduate study; Admissions Essay; and Samples of Academic and Professional Work (i.e., paper or job evaluations).

Please print in ink or type.

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<th>Sex: [ ] M [ ] F</th>
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| Emergency Contact | |
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| Name | Relationship | Home Phone | Business Phone |
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Previous Education

Please list all colleges and universities attended. Official transcripts from all institutions are required. Please have these transcripts sent to:

Nova University  
Tom Conran, Ph.D.  
School of Social and Systemic Studies  
3301 College Avenue  
Fort Lauderdale, Florida 33314

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<th>Name of College/University</th>
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<th>Date Ended</th>
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Do you intend to transfer any graduate-level credits toward your doctoral degree?

[ ] No  [ ] Yes  
If yes, list: course number, title, institution, and dates.

Send: course description, transcript

Foreign nationals who are residing outside of the United States at the time of application and whose native language is not English must present evidence of proficiency in English by satisfactorily completing the Test of English as a Foreign Language, administered in foreign countries by the Educational Testing Service. For application forms write to: TOEFL, Educational Testing Service, Princeton, New Jersey 08540.

Citizenship Status

[ ] U.S. citizen  
Do you require an I-20?  [ ] Yes  [ ] No

[ ] Nonresident alien  
If you have a visa, indicate status code

[ ] Resident alien  
Country of citizenship  
Native language

Resident alien students are required to submit a copy of their alien registration card. For more information, contact the International Office at (305) 370-5695.
Ethnic Origin Data (this information is requested for reporting purposes only)

Check one of the following:

- White not of Hispanic origin
- Hispanic origin
- American Indian or Native Alaskan
- Black not of Hispanic origin
- Asian or Pacific Islander

Applicant Status at Time of Application

First time attending Nova University? [ ] Yes [ ] No
Returning to Nova after absence? [ ] Yes [ ] No

Career Goals

Please answer briefly the following questions regarding your goals and plans for graduate education in family therapy. Type your answers in two to three pages.

1. What is your understanding of family therapy? To you, how is family therapy different from and similar to the professions of social work, counseling, psychiatry, and psychology?

2. What are your reasons for entering a doctoral program in family therapy?

3. What are your reasons for applying to the Nova University Doctoral Program in Family Therapy?

4. What past employment, education, or volunteer experience do you have that relates to family therapy? Specify any supervision, teaching, or research experience you may have.

5. What are your career plans? How do you plan to use a Ph.D. in family therapy?

6. Is there anything else that would be important for us to know about you and your desire to study with us?

Professional/Volunteer Experience

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<th>Employer/Organization and Address</th>
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<th>Name of Supervisor</th>
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**Letters of Recommendation**

List the names of the three persons you have asked to write letters of recommendation on your behalf. Recommendations must be written within the last six months.

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If you require housing accommodations, please contact the housing office at (305) 475-7052.

**Financial Aid:** (305) 475-7410

Have you applied for financial aid?  [  ] Yes  [  ] No

Have you filed a College Scholarship Service Financial Aid Form (F.A.F.)?  [  ] Yes  [  ] No

If yes, on what date (approximate) was the F.A.F. sent to Princeton, New Jersey?  

I declare that the above information, to the best of my knowledge, is complete and accurate. I agree to abide by all rules and regulations of Nova University.

__________________________  ______________________
Applicant’s Signature        Date

Nova University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor’s, master’s, educational specialist, and doctoral degrees. Nova University practices a policy of nondiscrimination in employment and admission. Nova University does not discriminate on the basis of race, color, age, sex, religion or creed, national or ethnic origin, or handicap.

Revised 4/91
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 family therapy. For the convenience of the person completing this form, you should include a stamped envelope addressed to:

Nova University
Tom Conran, Ph.D.
School of Social and Systemic Studies
3301 College Avenue
Fort Lauderdale, Florida 33314

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 below marked 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 is applying for admission to the doctoral program in family therapy at Nova University and would appreciate your evaluation of his or her academic/professional work on the enclosed form.

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 doctoral program
2. The applicant’s personal integrity and ethics
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 a supervisor, teacher, and researcher of family therapy.

(OVER)
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

My overall recommendation of this candidate:
[ ] Highly recommended
[ ] Recommended
[ ] Recommended with some reservations
[ ] Not recommended

*********************************

Signature of person completing this form

______________________________  ______________________
Name (print)  Title

Institution or affiliation

Thank You For Completing This Form.
Name of Reference: ____________________________________________________________

Social Security Number: ___________________ ______________________

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 family therapy. For the convenience of the person completing this form, you should include a stamped envelope addressed to:

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__________ Date ____________ Applicant's Signature

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

My overall recommendation of this candidate:
[ ] Highly recommended
[ ] Recommended
[ ] Recommended with some reservations
[ ] Not recommended

Signature of person completing this form

Name (print) __________________________ Title __________________________

Institution or affiliation __________________________

Thank You For Completing This Form.
Name of Reference: ____________________________

Social Security Number: ___________ - ______ - ______

Applicant's Name: ______________________________

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To be acceptable, this form must have the appropriate phrase below marked 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 is applying for admission to the doctoral program in family therapy at Nova University and would appreciate your evaluation of his or her academic/professional work on the enclosed form.

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(OVER)
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

My overall recommendation of this candidate:
[ ] Highly recommended
[ ] Recommended
[ ] Recommended with some reservations
[ ] Not recommended

**************************

Signature of person completing this form

__________________________  ______________
Name (print)                  Title

__________________________
Institution or affiliation

Thank You For Completing This Form.
Transcript Request Form

Student: To request that a transcript be sent from your former school to Nova University, fill in the blanks on both parts.

Dear Alma Mater:

Please send to Nova University an official transcript of my academic work while attending your institution. Return the form below to Nova University.

A. I attended your school from _________ ______ to _________ ______.

B. While in attendance, my name on your records was:

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C. My student identification number was ____________________________________________________________________.

Thank you for your assistance.

Sincerely,

Signature

DEAR ALMA MATER: PLEASE RETURN THIS FORM WITH TRANSCRIPT. THANK YOU.

TRANSCRIPT TRANSMITTAL FORM

Social Security Number: _____________ Date: _____________

Name: ___________________________________________________________________

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City: ___________________ State: ___________ Zip: _______

Please send ____________ copies to:

Nova University
Tom Conran, Ph.D.
School of Social and Systemic Studies
3301 College Avenue
Fort Lauderdale, Florida 33314

Revised: 4/91
Transcript Request Form

Student: To request that a transcript be sent from your former school to Nova University, fill in the blanks on both parts.

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B. While in attendance, my name on your records was:

Last ___________________ First ___________________ Middle/Maiden ___________________

C. My student identification number was _____________________.

Thank you for your assistance.

Sincerely,

Signature

Dear Alma Mater: Please return this form with transcript. Thank you.

Transcript Transmittal Form

Social Security Number: ___________________ Date: ___________________

Name: ___________________ Last First Middle/Maiden

City: ___________________ State: ___________ Zip: ___________

Please send ________ copies to: Nova University
Tom Conran, Ph.D.
School of Social and Systemic Studies
3301 College Avenue
Fort Lauderdale, Florida 33314

Revised: 4/91
Transcript Request Form

Student: To request that a transcript be sent from your former school to Nova University, fill in the blanks on both parts.

Dear Alma Mater:

Please send to Nova University an official transcript of my academic work while attending your institution. Return the form below to Nova University.

A. I attended your school from ____________ to ______________.
B. While in attendance, my name on your records was:

<table>
<thead>
<tr>
<th>Last</th>
<th>First</th>
<th>Middle/Maiden</th>
</tr>
</thead>
</table>

C. My student identification number was ________________.

Thank you for your assistance.

Sincerely,

Signature

DEAR ALMA MATER: PLEASE RETURN THIS FORM WITH TRANSCRIPT. THANK YOU.

TRANSCRIPT TRANSMITTAL FORM

Social Security Number: ____________-____-____ Date: ____________

Name: _____________________________

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<tr>
<th>Last</th>
<th>First</th>
<th>Middle/Maiden</th>
</tr>
</thead>
</table>

City: ______________________ State: __________ Zip: __________

Please send __________ copies to: Nova University
Tom Conran, Ph.D.
School of Social and Systemic Studies
3301 College Avenue
Fort Lauderdale, Florida 33314

Revised: 4/91
Continuing Education in Family Therapy

The School of Social and Systemic Studies sponsors a wide variety of continuing education programs, from major international speakers to local brown bag lunches. Continuing education topics include introductions to family therapy, supervision training, demonstrations of innovative clinical work, dialogues on professional controversies, and seminars on emerging research strategies. Some of the more regular continuing education offerings are outlined below. For more information on any of these opportunities, contact the School. Dr. Lee Shilts coordinates continuing education. The School has been approved as a continuing education provider by the Florida Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling.

Visiting Faculty Seminars

Each year, the School invites three or four of the Visiting Faculty to present their ideas and work to students and faculty. Each seminar includes lectures, discussions, and clinical consultation. Portions of most seminars are open to the public.

Professional Workshops

Several times a year, School faculty and students offer workshops on theory and practice. Some are held at the annual conferences of the Florida Association for Marriage and Family Therapy and the American Association for Marriage and Family Therapy. Other workshops are held at Nova University or are cosponsored with other community organizations.

To assist program graduates and professionals in South Florida, the School will sponsor workshops on subjects required by the state of Florida for family therapists. First, Florida law requires that all applicants for licensure as a Marriage and Family Therapist must attend an approved workshop on HIV and AIDS Education. Periodically, the School will sponsor an AIDS workshop.

Florida law also requires that all applicants for licensure as a Marriage and Family Therapist pass a written examination for professional practice. The state board governing family therapy administers a nationwide test developed by the Association of Marital and Family Therapy Regulatory Boards. The School will sponsor an examination preparation workshop for graduates who will face the examination for licensure as a Marriage and Family Therapist in Florida.

Brown Bag Lunch Series

Together with the Broward County Association for Marriage and Family Therapy, the School sponsors a monthly series of informal seminars. Topics cover a variety of professional, ethical, and legal issues, and dialogue with colleagues generates creative new ideas.
Family Therapy Associates

Family Therapy Associates (FTA), a family therapy facility, serves a dual purpose in the community. As a clinical practicum site for the graduate programs in family therapy, the School provides graduate students with training and actual experience in systemically oriented models of therapy. As a community resource, FTA is a professional agency offering therapeutic assistance to families, couples, and individuals in need of assistance in solving dilemmas or who find themselves confronting difficult life situations. Operating as a nonprofit organization, the School receives public funds from the Florida Department of Health and Rehabilitative Services and through the Children's Services Board of Broward County.

As the recipient of three large grants, the center is a major provider of therapeutic services to families in the Broward County area. The combined level of funding within the various grant programs enables approximately 800 families to participate in therapy each year. Family Therapy Associates is also unique in that two programs are funded to provide home-based family therapy services.

The staff at FTA consists entirely of doctoral students who work on a part-time basis within the center. Currently, 15 clinical positions are available. Supervision is provided by staff of the center and by the School's faculty.

Special Client Populations Serviced

**Intensive Family Counseling.** This exploratory program offers training and experience working with adjudicated and delinquent youth and their families. This project has a strong research component designed to assess rates of recidivism for youth whose families participate in therapy as part of the youth's probation program.

**People With AIDS Family Project.** The People With AIDS project provides special services to persons with AIDS (or those diagnosed HIV positive) and their significant others. The student therapist who chooses to work in this project will find the experience of working with AIDS-related crises as both rewarding and challenging. The multidimensional complexity of coordinating care with many different service agencies to enhance therapy is the embodiment of an interactional approach.

**Court Mandated Therapy Program.** This project is a joint effort between the Family Judicial Division of the Broward County court system and Family Therapy Associates. This program was developed to identify and assist families or couples who are inordinately struggling with issues involving custody, visitation, and settlement following separation or divorce. Working in this program will provide the student therapist with an excellent opportunity to develop skills blending legal and therapeutic concerns.
**Juvenile Arbitration Program.** A therapy program initiated by the Court Mediation and Arbitration Division of the Circuit Court of Broward County to offer an alternative resource for youths charged with a first-offense or misdemeanor act. The therapeutic focus is on preventing further legal involvement through strengthening the family’s own ability to address and manage life situations. This training experience incorporates into the therapeutic process aspects of crisis intervention and prevention and a focus on identifying and utilizing untapped family resources.

**Women In Distress Family Project.** This program, located at the Outreach Center of Women In Distress, offers therapeutic services to battered women and their children. The broader perspective of family therapy adds an important component to the services offered by the shelter. The student therapist gains experience working with the problem of family violence in conjunction with a shelter facility.

**Children’s Medical Service.** Therapeutic assistance is requested by public and private medical facilities for families and individuals facing serious medical situations. Services are requested for a variety of issues: management of diabetes and other severe illnesses, eating disorders, issues of compliance to treatment plans, long-term care of a chronically ill family member, and death and dying issues.

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**Women’s Resource Center**

Faculty and students from across the University participate in the Women’s Resource Center. The Center includes:

- An article and bibliography library on gender issues, designed to facilitate students and faculty research
- A resource guide to those community services of special interest to women and families
- A family support program that allows parents who are students and faculty members of Nova to contact each other, share child care ideas and costs, and work for family-sensitive University policies.
- The Feminist Forum, a monthly discussion group focused on feminist issues and promoting student and faculty writing on these issues.

The School of Social and Systemic Studies hosts the Women’s Resource Center, providing space and resources. Faculty and students from the Center for Psychological Studies, the Women’s Studies Program, and the Nova College Liberal Arts Program helped organize the Center. For more information, contact Anne Hearon Rambo, Ph.D., or Sherri Muchnich, Ph.D.
The Institute for Systemic Studies

The School, through the Institute for Systemic Studies, vigorously supports both qualitative and critical inquiry into the clinical experience. Innovative metaphors for understanding and interpreting therapy are explored, studied, and applied. The searching for alternative frames on clinical reflection takes the researcher to many varied and rich areas of scholarly study. From literary analysis comes hermeneutics, deconstruction, narrative analysis, and topological study. From anthropology and sociology there is ethnography, participant observation, frame analysis, and ethnomethodology. From communication and language fields emerge semiotics, communication analysis, cognitive or artificial intelligence studies, and discourse analysis. And from philosophical and critical inquiry arise rhetorical analyses, Marxist critique, feminism, phenomenology, and postmodern/(ism/ity) criticism, to name just a few of the lenses considered in the Qualitative Inquiry Project.

The Qualitative Report

The Qualitative Report (ISSN 1052-0147) is published quarterly through the Institute for Systemic Studies at Nova University and the Marital and Family Therapy Program at Northern Illinois University and is devoted to writing and discussion of and about qualitative and critical inquiry. The Qualitative Report serves as a forum and sounding board for researchers, scholars, practitioners, and other reflective-minded individuals who are passionate about ideas, methods, and analyses permeating qualitative and critical study. Its pages are open to a variety of forms: original, scholarly activity, such as qualitative research studies, critical commentaries, editorials, or debates concerning pertinent issues and topics; news of networking and research possibilities; and other journalistic shapes that may interest and pique readers. Contributions to The Qualitative Report should be submitted to coeditor Ron Chenail.
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Richard G. Miller, Vice-President for University Relations and Development
John A. Scigliano, Vice-President for Computer and Information Technology
School Faculty

The School of Social and Systemic Studies is fortunate to have an international faculty. All faculty are experienced clinicians who contribute to the field through their presentations and publications.

**Ron Chenail**
Dean
Ph.D. in Family Therapy
M.Ed. in Educational Psychology, Counseling Specialization
**Interests:** metaphor, narrative, and rhetoric in therapy and research; qualitative inquiry.

**Tom Conran**
Associate Dean
Ph.D. in Clinical Psychology with Focus in Systemic Therapies
M.S. in Clinical Counseling, Marriage and Family Therapy Specialization
**Interests:** focused interactional and narrative therapies; family violence; graduate education in systemic therapies; ethnographic and literary inquiry; issues of genetic determinism, social structure, gender, race, class, and culture in systems theories.

**Sharon Boesl**
Director, Family Therapy Associates
Ph.D. Candidate in Family Therapy
M.A. in Psychology
**Interests:** systemic approaches to court-ordered evaluation and treatment; management of mental health agencies; conduct of initial intake process with clients.

**Douglas Flemons**
Assistant Professor of Family Therapy
Ph.D. in Family Therapy
M.A. in Counseling Psychology
**Interests:** relational means of creating and understanding contextual phenomena such as therapy, hypnosis, and learning; writing as inquiry; therapeutic imagination; the presence of absence and the absence of presence.

**Shelley K. Green**
Assistant Professor of Family Therapy
Ph.D. in Marriage and Family Therapy
M.S. in Family Studies
**Interests:** supervision and training in systemic therapies; the role of gender in team development therapist learning styles and personal competence; systemic approaches to sexual issues in therapy; brief therapy with persons with AIDS.
Sherri Muchnick  Lecturer in Family Therapy  
Ph.D. in Counseling  
M.A. in Counseling  
Interests: gender and intergenerational issues in therapy; family transitions; therapeutic change as belief pattern and worldview transformation; family play therapy; client designed interventions.

Anne Hearon Rambo  Assistant Professor of Family Therapy  
Ph.D. in Family Therapy  
M.S. in Social Work  
Interests: supervision and training in systemic therapies; therapy as play and play as therapy; development of the therapist’s unique personal style; child development.

William Rambo  Lecturer in Family Therapy  
Ph.D. Student in Family Therapy  
M.S. in Social Work  
Masters in Divinity  
Interests: applying systems therapies to sex offenses and substance abuse; comparative study of Judeo-Christian thought to the cybernetics of Gregory Bateson.

Marilyn M. Segal  Professor  
Dean, The Family and School Center  
Senior Faculty Member, Ed.D. Program in Early and Middle Childhood  
National Lecturer  
Ph.D. in Psychology  
Interests: public policy related to children’s program; developmental evaluation; social interaction in toddler and preschool children; pretend play; early handicapping conditions; parenting styles; abused and neglected children; different parental responses to the handicapped child; play therapy; correlates of leadership skills in preschool children.

Lee Shilts  Assistant Professor of Family Therapy  
Coordinator of Continuing Education  
Ph.D. in Family Therapy  
MS.Ed. in School Psychology  
Interests: brief solution-focused theory and therapy; supervision and training in systemic therapies; the use of solution-focused therapy in nontraditional settings; Ericksonian hypotherapy; use of letter writing in therapeutic settings.
Adjunct Faculty

Adjunct faculty assist the School through teaching courses and consultation on committees.

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Position/Title</th>
<th>Institution</th>
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</thead>
<tbody>
<tr>
<td>Suzanne Ferris</td>
<td>Ph.D. in English</td>
<td>Assistant Professor</td>
<td>Department of Liberal Arts</td>
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<td>Nova College</td>
</tr>
<tr>
<td>John M. Flynn</td>
<td>Ed.D. in Education</td>
<td>Director, Office of University Research Services</td>
<td>Nova University</td>
</tr>
<tr>
<td>Paul Layden</td>
<td>Ph.D. in Clinical Psychology</td>
<td>Director, Psychoeducational Unit</td>
<td>The Family and School Center</td>
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<td>Nova University</td>
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<tr>
<td>Ovid Lewis</td>
<td>J.S.D. in Law</td>
<td>Vice-President for Academic and Student Affairs</td>
<td>Nova University</td>
</tr>
<tr>
<td>Judith Shulimson</td>
<td>Ph.D. in Anthropology</td>
<td>Assistant Professor</td>
<td>Department of Liberal Arts</td>
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<td>Nova College</td>
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Visiting Faculty

The School of Social and Systemic Studies invites distinguished clinicians and scholars to conduct seminars for faculty, students, and guests. Visiting faculty also provide consultation on clinical and research training. Visiting faculty include the following:

Tom Andersen  
University of Tromso  
Tromso, Norway

Harlene Anderson  
Galveston Family Institute  
Galveston, Texas

Monte Bobele  
Our Lady of the Lake University  
San Antonio, Texas

Gianfranco Cecchin  
Centro Milanese di Terapia della Famiglia  
Milan, Italy

Richard Fisch  
Mental Research Institute  
Palo Alto, California

Harold Goolishian  
Galveston Family Institute  
Galveston, Texas

Jurgen Hargens  
Zeitschrift fur Systemische Therapie  
Meyn, West Germany

Anthony Heath  
Northern Illinois University  
DeKalb, Illinois

Brad Keeney  
College of St. Thomas  
St. Paul, Minnesota

Steven Tyler  
Rice University  
Houston, Texas

John Weakland  
Mental Research Institute  
Palo Alto, California

Heinz von Foerster  
Pescadero, California
Suggested Reading

For an introduction to systemic theories and therapies, you may wish to read one or more of the texts listed below. The texts are used or discussed in the courses and practicums offered by the School. Journals may be obtained at the Nova University library or libraries at many other universities. Books may be ordered directly from the publisher or through a local bookstore.

Basic Texts

The field of systemic family therapy has grown with the publication of many thoughtful, provocative books. A review of several of these seminal texts will provide a basic understanding of the use of systemic ideas in therapy. For a first text, the book Change, from Chapter Three onward, is an excellent, easy-to-read theory of therapy.


Gregory Bateson was an acclaimed anthropologist and critical thinker and is widely regarded as the intellectual founder of many of the systems ideas used in family therapies. This book is a collection of many of his writings on culture, biology, cybernetics, psychiatry, and modern society. Several thought-provoking dialogues are included, as well as his papers on the double-bind theory of communication.


Luigi Boscolo and Gianfranco Cecchin were part of the Milan Associates, a team of psychiatrists in Italy who made innovative applications of the work of Bateson and the Mental Research Institute (see below). Lynn Hoffman has served the family therapy field for many years as commentator and historian. Peggy Penn is a leader in training at the Ackerman Institute for Family Therapy in New York. Hoffman and Penn have worked with Boscolo and Cecchin to provide a description of the Milan approach and to extend the approach in many new ways. Dr. Cecchin serves as a Visiting Faculty to Nova’s School of Social and Systemic Studies and provides workshops and seminars for students and faculty.


Richard Fisch, John Weakland, and Lynn Segal are members of the Mental Research Institute. MRI is a training and research center that uses systems theories to create pragmatic, effective forms of therapy. This text continues the work began in MRI’s earlier book, Change (see below), and provides many practical examples and applications. Dr. Fisch and Mr. Weakland are Visiting Faculty.

Jay Haley, like John Weakland (above), was a member of the Bateson research team on communication. In this text, he defines the basic principles of strategic therapy. Haley emphasizes the action of the therapist to direct and guide the therapeutic process toward specific, achievable goals.


Haley, like many others, has worked closely with one of the most creative and successful therapists of our time, Milton Erickson. Erickson developed and guided the field of clinical hypnosis and has made fundamental contributions to the work of family therapists. In this book, composed largely of case examples and histories, Haley narrates Erickson’s work with individuals, couples, and families.


Brad Keeney has been one of the most prolific and provocative writers in the work of describing the contributions of Bateson and other skilled thinkers and therapists. In this text, he carefully defines the meanings of cybernetics and systems theories and creatively uses them to describe family therapies. In other texts, Keeney has written valuable analyses of the work of the Mental Research Institute, the Milan Associates, and other leading clinicians. Dr. Keeney is the past director of Nova’s family therapy program and continues to serve as a Visiting Faculty, offering regular seminars.


Salvador Minuchin was for many years the Director of the Philadelphia Child Guidance Clinic. He and Charles Fishman, both psychiatrists, provide many examples of their work, which is known as structural family therapy. Minuchin has pioneered therapy with individuals and families facing poverty and illness.


Michele Weiner-Davis and Bill O’Hanlon have extended the work of Milton Erickson, the Mental Research Institute, and others into a positive, solution-focused therapy. O’Hanlon and Weiner-Davis are popular speakers, offering many workshops on this idea.


Paul Watzlawick and the others are members of MRI. This seminal text has been one of the most often cited works of the last 25 years. After an initial first chapter emphasizing philosophical issues, the text provides many of the foundational principles that systemic therapists use today in one form or another. The authors provide many vignettes and practical examples.
Advanced Explorations

The selections below provide a glimpse of the current and future directions of systemic and other innovative theories and therapies.

Books


**Periodicals**

American Journal of Family Therapy
American Journal of Orthopsychiatry
Australian and New Zealand Journal of Family Therapy
Contemporary Family Therapy
Culture, Medicine, and Society
Dulwich Centre Newsletter
Ericksonian Monographs

Family Process
Family Systems Medicine
Family Therapy Case Studies
Health Communication
Journal of Family Psychology
Journal of Family Psychotherapy
Journal of Family Therapy

Journal of Feminist Family Therapy
Journal of Marital and Family Therapy
Journal of Strategic and Systemic Therapies
Signs
Social Science and Medicine
Sociology of Health and Illness
Faculty Writings

School faculty have books or chapters that have been published or will be published by the fall of 1991. Look for these titles for your future reading lists.


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Address and Phone

Academic Offices:

Nova University
The School of Social and Systemic Studies
3301 College Avenue
Fort Lauderdale, Florida 33314

(305) 424-5700 or (800) 541-6682
FAX: (305) 424-5711

For the 800 number, ask for the School of Social and Systemic Studies. On the Nova campus, the offices are in rooms 304-308 of the Mailman/Hollywood Building, Entrance 2 from College Avenue.

Clinical Facility:

Family Therapy Associates
1776 North Pine Island, Suite 108
Plantation, Florida 33322

(305) 370-6565
FAX: (305) 476-7485

Family Therapy Associates is located in a three-story brown-glass building at the southeast corner of Sunrise Boulevard and North Pine Island Road.

Publication Date: April 1991
STUDENT RIGHTS AND RESPONSIBILITIES

The Code of Student Conduct and Academic Responsibility

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

I. Nova University Statement of Academic Rights and Responsibilities

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

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

- The rights of personal and intellectual freedom, which are fundamental to the idea of a university;
- A scrupulous respect for the equal rights and dignity of others; and
- Dedication to the scholarly and educational purposes of the University and participation in promoting and assuring the academic quality and credibility of the institution.

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

A. Academic Standards

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

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

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

2. Referencing the Works of Another Author. All academic work submitted for
credit or as partial fulfillment of course requirements must adhere to each center’s
specific accepted reference manuals and rules of documentation. Standards of
scholarship require that proper acknowledgement be given by the writer when the
thoughts and words of another author are used. Students must acquire a style
manual approved by their center and become familiar with accepted scholarly and
editorial practice in their program. Students’ work must comport with the adopted
citation manual for their particular center.

At Nova University, it is plagiarism to represent another person’s work,
words, or ideas as one’s own without use of a center-recognized method of
citation. Deviating from center standards I(A) (1) or I(A) (2) is considered
plagiarism at Nova University.

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

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

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

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

1. Students should not interfere with the rights, safety, or health of members of the University community nor interfere with other students' right to learn. Students are expected to abide by all University, center, and program rules and regulations and all local, state, and federal laws. Violations of conduct standards include, but are not limited to:
   a. Theft;
   b. Vandalism;
   c. Disruptive behavior;
   d. Possession or use of firearms, fireworks, explosives, or other dangerous substances or items;
   e. Possession, transfer, sale, or use of illicit drugs;
   f. Appearance in class or on campus under the apparent influence of alcohol or illicit drugs or chemicals;
   g. Violations of housing regulations;
   h. Any act or conspiracy to commit an act which is harassing or abusive or which invades an individual's right to privacy, including, but not limited to, sexual harassment and abuse against members of a particular racial, ethnic, religious, or cultural group;
   i. Threats of or actual damage to property or physical harm to others; and
   j. Failure to pay tuition and fees in a timely manner.

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

C. **Supplementary Standards**

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

D. **Violations**

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

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

The unlawful manufacture, distribution, dispensation, possession, or use of illicit drugs* and the abuse of alcohol are prohibited in and on Nova University owned or controlled property and as a part of any of its activities. No Nova University employee or student is to report to work or school while under the influence of illicit drugs or alcohol.

There are serious health risks associated with the abuse of drugs and alcohol (see attached "Controlled Substances--Uses and Effects"). If you, a fellow student, teacher, or co-worker has a problem with abuse of drugs and/or alcohol, help can be provided at the following locations:

**On Campus:**

Nova University Student Counseling Service
Mailman Building
(305) 475-7552

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

**Community:**

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

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

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

In addition to the federal sanctions, Florida state statutes provide sanctions in regard to the use, possession, and/or sale of illicit drugs and the abuse of alcohol. Punishment varies dependent upon the amount and type of drug and/or alcohol involved. Felony convictions range from one year to life imprisonment. Possession of not less than 20 grams of cannabis is punishable as a misdemeanor of the first degree. Punishment for misdemeanors ranges from less than 60 days to one year imprisonment.
Under §893.13, Florida Statutes, it is unlawful for any person to sell, purchase, manufacture, deliver, or possess with intent to sell, purchase, manufacture, or deliver a controlled substance. Violation of this statute is a felony and is punishable under Chapter 775 of the Florida Statutes.

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

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

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

By applying for a driver's license and accepting and using a driver's license, a person holding the driver's license is deemed to have expressed his or her consent to submit to breath, blood, and urine tests for alcohol, chemical substances, or controlled substances.

Nova University requires that an employee notify the employer of any criminal drug statute conviction for a violation occurring in the work place no later than five (5) days after such conviction. In order to comply with federal law, Nova University must notify any federal contracting agency within ten (10) days of having received notice that an employee engaged in the performance of a federal contract or grant has had a criminal drug statute conviction for a violation occurring in the work place. Any criminal drug convictions in the work place must be reported by the employee to his or her University supervisor or department head within five (5) days of the date of such conviction. The University will discipline any employee who is so convicted or require the employee's satisfactory participation in a drug/alcohol abuse assistance or rehabilitation program within thirty (30) days of notice of such conviction.

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

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

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

<table>
<thead>
<tr>
<th>DRUGS' CSA SCHEDULES</th>
<th>TRADE OR OTHER NAMES</th>
<th>MEDICAL USES</th>
<th>DEPENDENCE</th>
<th>TOLERANCE</th>
<th>DURATION (HOURS)</th>
<th>USUAL METHODS OF ADMINISTRATION</th>
<th>POSSIBLE EFFECTS</th>
<th>EFFECTS OF OVERDOSE</th>
<th>WITHDRAWAL SYNDROME</th>
</tr>
</thead>
<tbody>
<tr>
<td>NARCOTICS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opium</td>
<td></td>
<td>Analgesic, antidiarrheal</td>
<td>High</td>
<td>High</td>
<td>Yes</td>
<td>3-6 Oral, smoked, injected</td>
<td>Euophoria, drowsiness, shallow breathing, clammy skin, convulsions, coma, possible death</td>
<td>SLOW and shallow breathing, clammy skin, convulsions, coma, possible death</td>
<td>Watery eyes, runny nose, yawning, loss of appetite, irritability, tremors, panic, orange, nausea, chills and sweating</td>
</tr>
<tr>
<td>Morphine</td>
<td></td>
<td>Analgesic, antitussive</td>
<td>Moderate</td>
<td>Moderate</td>
<td>Yes</td>
<td>3-6 Oral, smoked, injected</td>
<td>Drowsiness, agitation, increased salivation, decreased mental activity, incision, loss of appetite</td>
<td>Shallow breathing, clammy skin, dilated pupils, weak and rapid pulse, coma, possible death</td>
<td>Anxiety, irritability, tremors, delirium, convulsions, possible death</td>
</tr>
<tr>
<td>Codeine</td>
<td></td>
<td>Analgesic, antitussive</td>
<td>Moderate</td>
<td>Moderate</td>
<td>Yes</td>
<td>3-6 Oral, smoked, injected</td>
<td>Drowsiness, agitation, increased salivation, decreased mental activity, incision, loss of appetite</td>
<td>Shallow breathing, clammy skin, dilated pupils, weak and rapid pulse, coma, possible death</td>
<td>Anxiety, irritability, tremors, delirium, convulsions, possible death</td>
</tr>
<tr>
<td>Heroin</td>
<td></td>
<td>Analgesic, antitussive</td>
<td>Moderate</td>
<td>Moderate</td>
<td>Yes</td>
<td>3-6 Oral, smoked, injected</td>
<td>Drowsiness, agitation, increased salivation, decreased mental activity, incision, loss of appetite</td>
<td>Shallow breathing, clammy skin, dilated pupils, weak and rapid pulse, coma, possible death</td>
<td>Anxiety, irritability, tremors, delirium, convulsions, possible death</td>
</tr>
<tr>
<td>Hydromorphone</td>
<td></td>
<td>Analgesic, antitussive</td>
<td>Moderate</td>
<td>Moderate</td>
<td>Yes</td>
<td>3-6 Oral, smoked, injected</td>
<td>Drowsiness, agitation, increased salivation, decreased mental activity, incision, loss of appetite</td>
<td>Shallow breathing, clammy skin, dilated pupils, weak and rapid pulse, coma, possible death</td>
<td>Anxiety, irritability, tremors, delirium, convulsions, possible death</td>
</tr>
<tr>
<td>Meperidine</td>
<td></td>
<td>Analgesic, antitussive</td>
<td>Moderate</td>
<td>Moderate</td>
<td>Yes</td>
<td>3-6 Oral, smoked, injected</td>
<td>Drowsiness, agitation, increased salivation, decreased mental activity, incision, loss of appetite</td>
<td>Shallow breathing, clammy skin, dilated pupils, weak and rapid pulse, coma, possible death</td>
<td>Anxiety, irritability, tremors, delirium, convulsions, possible death</td>
</tr>
<tr>
<td>Methadone</td>
<td></td>
<td>Analgesic, antitussive</td>
<td>Moderate</td>
<td>Moderate</td>
<td>Yes</td>
<td>3-6 Oral, smoked, injected</td>
<td>Drowsiness, agitation, increased salivation, decreased mental activity, incision, loss of appetite</td>
<td>Shallow breathing, clammy skin, dilated pupils, weak and rapid pulse, coma, possible death</td>
<td>Anxiety, irritability, tremors, delirium, convulsions, possible death</td>
</tr>
<tr>
<td>Other Narcotics</td>
<td></td>
<td>Analgesic, antitussive</td>
<td>Moderate</td>
<td>Moderate</td>
<td>Yes</td>
<td>3-6 Oral, smoked, injected</td>
<td>Drowsiness, agitation, increased salivation, decreased mental activity, incision, loss of appetite</td>
<td>Shallow breathing, clammy skin, dilated pupils, weak and rapid pulse, coma, possible death</td>
<td>Anxiety, irritability, tremors, delirium, convulsions, possible death</td>
</tr>
<tr>
<td>DEPRESSANTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chloral Hydrate</td>
<td></td>
<td>Hypnotic</td>
<td>Moderate</td>
<td>Moderate</td>
<td>Yes</td>
<td>5-8 Oral</td>
<td>Drowsiness, drunken behavior without odor of alcohol</td>
<td>Shallow breathing, clammy skin, dilated pupils, weak and rapid pulse, coma, possible death</td>
<td>Anxiety, irritability, tremors, delirium, convulsions, possible death</td>
</tr>
<tr>
<td>Barbiturates</td>
<td></td>
<td>Anesthetic, anticonvulsant, sedative, hypnotic, veterinary euthanasia agent</td>
<td>High-Moderate</td>
<td>High-Moderate</td>
<td>Yes</td>
<td>1-15 Oral</td>
<td>Drowsiness, drunken behavior without odor of alcohol</td>
<td>Shallow breathing, clammy skin, dilated pupils, weak and rapid pulse, coma, possible death</td>
<td>Anxiety, irritability, tremors, delirium, convulsions, possible death</td>
</tr>
<tr>
<td>Benzodiazepines</td>
<td></td>
<td>Anxiolytic, anticonvulsant, sedative, hypnotic</td>
<td>Low</td>
<td>Low</td>
<td>Yes</td>
<td>4-8 Oral</td>
<td>Drowsiness, drunken behavior without odor of alcohol</td>
<td>Shallow breathing, clammy skin, dilated pupils, weak and rapid pulse, coma, possible death</td>
<td>Anxiety, irritability, tremors, delirium, convulsions, possible death</td>
</tr>
<tr>
<td>Methaqualone</td>
<td></td>
<td>Sedative, hypnotic</td>
<td>High</td>
<td>High</td>
<td>Yes</td>
<td>4-8 Oral</td>
<td>Drowsiness, drunken behavior without odor of alcohol</td>
<td>Shallow breathing, clammy skin, dilated pupils, weak and rapid pulse, coma, possible death</td>
<td>Anxiety, irritability, tremors, delirium, convulsions, possible death</td>
</tr>
<tr>
<td>Glutethimide</td>
<td></td>
<td>Sedative, hypnotic</td>
<td>High</td>
<td>High</td>
<td>Yes</td>
<td>4-8 Oral</td>
<td>Drowsiness, drunken behavior without odor of alcohol</td>
<td>Shallow breathing, clammy skin, dilated pupils, weak and rapid pulse, coma, possible death</td>
<td>Anxiety, irritability, tremors, delirium, convulsions, possible death</td>
</tr>
<tr>
<td>Other Depressants</td>
<td></td>
<td>Antianxiety, sedative, hypnotic</td>
<td>Moderate</td>
<td>Moderate</td>
<td>Yes</td>
<td>4-8 Oral</td>
<td>Drowsiness, drunken behavior without odor of alcohol</td>
<td>Shallow breathing, clammy skin, dilated pupils, weak and rapid pulse, coma, possible death</td>
<td>Anxiety, irritability, tremors, delirium, convulsions, possible death</td>
</tr>
<tr>
<td>STIMULANTS</td>
<td></td>
<td>Local anesthetic</td>
<td>Possible</td>
<td>High</td>
<td>Yes</td>
<td>1-2 Oral</td>
<td>Scified, smoked, injected</td>
<td>Agitation, increased body temperature, hallucinations, convulsions, possible death</td>
<td>Anxiety, long periods of sleep, irritability, depression, disorientation</td>
</tr>
<tr>
<td>Cocaine</td>
<td></td>
<td>None</td>
<td>None</td>
<td>Unknown</td>
<td>Yes</td>
<td>8-12 Oral</td>
<td>Illusions and hallucinations, poor perception of time and distance</td>
<td>Long-term intesse &quot;trip&quot; episodes, psychosis, possible death</td>
<td>Withdrawal symptoms not reported</td>
</tr>
<tr>
<td>Amphetamines</td>
<td></td>
<td>None</td>
<td>None</td>
<td>Unknown</td>
<td>Yes</td>
<td>8-12 Oral</td>
<td>Illusions and hallucinations, poor perception of time and distance</td>
<td>Long-term intesse &quot;trip&quot; episodes, psychosis, possible death</td>
<td>Withdrawal symptoms not reported</td>
</tr>
<tr>
<td>Phenmetrazine</td>
<td></td>
<td>Attention deficit disorder, norepinephrine, weight control</td>
<td>Possible</td>
<td>High</td>
<td>Yes</td>
<td>4-8 Oral</td>
<td>Drowsiness, drunken behavior without odor of alcohol</td>
<td>Shallow breathing, clammy skin, dilated pupils, weak and rapid pulse, coma, possible death</td>
<td>Anxiety, irritability, tremors, delirium, convulsions, possible death</td>
</tr>
<tr>
<td>Methylenedimate</td>
<td></td>
<td>Weight control</td>
<td>Possible</td>
<td>High</td>
<td>Yes</td>
<td>4-8 Oral</td>
<td>Drowsiness, drunken behavior without odor of alcohol</td>
<td>Shallow breathing, clammy skin, dilated pupils, weak and rapid pulse, coma, possible death</td>
<td>Anxiety, irritability, tremors, delirium, convulsions, possible death</td>
</tr>
<tr>
<td>Other Stimulants</td>
<td></td>
<td>Attention deficit disorder, norepinephrine</td>
<td>Possible</td>
<td>Moderate</td>
<td>Yes</td>
<td>4-8 Oral</td>
<td>Drowsiness, drunken behavior without odor of alcohol</td>
<td>Shallow breathing, clammy skin, dilated pupils, weak and rapid pulse, coma, possible death</td>
<td>Anxiety, irritability, tremors, delirium, convulsions, possible death</td>
</tr>
<tr>
<td>HALLUCINOGENS</td>
<td></td>
<td>Weight control</td>
<td>Possible</td>
<td>High</td>
<td>Yes</td>
<td>4-8 Oral</td>
<td>Drowsiness, drunken behavior without odor of alcohol</td>
<td>Shallow breathing, clammy skin, dilated pupils, weak and rapid pulse, coma, possible death</td>
<td>Anxiety, irritability, tremors, delirium, convulsions, possible death</td>
</tr>
<tr>
<td>LSD</td>
<td></td>
<td>None</td>
<td>None</td>
<td>Unknown</td>
<td>Yes</td>
<td>8-12 Oral</td>
<td>Illusions and hallucinations, poor perception of time and distance</td>
<td>Long-term intesse &quot;trip&quot; episodes, psychosis, possible death</td>
<td>Withdrawal symptoms not reported</td>
</tr>
<tr>
<td>Mescaline and Peyote</td>
<td></td>
<td>None</td>
<td>None</td>
<td>Unknown</td>
<td>Yes</td>
<td>8-12 Oral</td>
<td>Illusions and hallucinations, poor perception of time and distance</td>
<td>Long-term intesse &quot;trip&quot; episodes, psychosis, possible death</td>
<td>Withdrawal symptoms not reported</td>
</tr>
<tr>
<td>Amphetamine</td>
<td></td>
<td>None</td>
<td>None</td>
<td>Unknown</td>
<td>Yes</td>
<td>8-12 Oral</td>
<td>Illusions and hallucinations, poor perception of time and distance</td>
<td>Long-term intesse &quot;trip&quot; episodes, psychosis, possible death</td>
<td>Withdrawal symptoms not reported</td>
</tr>
<tr>
<td>Variants</td>
<td></td>
<td>None</td>
<td>None</td>
<td>Unknown</td>
<td>Yes</td>
<td>8-12 Oral</td>
<td>Illusions and hallucinations, poor perception of time and distance</td>
<td>Long-term intesse &quot;trip&quot; episodes, psychosis, possible death</td>
<td>Withdrawal symptoms not reported</td>
</tr>
<tr>
<td>Phencyclidine</td>
<td></td>
<td>None</td>
<td>None</td>
<td>Unknown</td>
<td>Yes</td>
<td>8-12 Oral</td>
<td>Illusions and hallucinations, poor perception of time and distance</td>
<td>Long-term intesse &quot;trip&quot; episodes, psychosis, possible death</td>
<td>Withdrawal symptoms not reported</td>
</tr>
<tr>
<td>Phencyclidine</td>
<td></td>
<td>None</td>
<td>None</td>
<td>Unknown</td>
<td>Yes</td>
<td>8-12 Oral</td>
<td>Illusions and hallucinations, poor perception of time and distance</td>
<td>Long-term intesse &quot;trip&quot; episodes, psychosis, possible death</td>
<td>Withdrawal symptoms not reported</td>
</tr>
<tr>
<td>Apalone</td>
<td></td>
<td>None</td>
<td>None</td>
<td>Unknown</td>
<td>Yes</td>
<td>8-12 Oral</td>
<td>Illusions and hallucinations, poor perception of time and distance</td>
<td>Long-term intesse &quot;trip&quot; episodes, psychosis, possible death</td>
<td>Withdrawal symptoms not reported</td>
</tr>
<tr>
<td>Other Hallucinogens</td>
<td></td>
<td>None</td>
<td>None</td>
<td>Unknown</td>
<td>Yes</td>
<td>8-12 Oral</td>
<td>Illusions and hallucinations, poor perception of time and distance</td>
<td>Long-term intesse &quot;trip&quot; episodes, psychosis, possible death</td>
<td>Withdrawal symptoms not reported</td>
</tr>
<tr>
<td>CANNABIS</td>
<td></td>
<td>None</td>
<td>None</td>
<td>Unknown</td>
<td>Yes</td>
<td>8-12 Oral</td>
<td>Illusions and hallucinations, poor perception of time and distance</td>
<td>Long-term intesse &quot;trip&quot; episodes, psychosis, possible death</td>
<td>Withdrawal symptoms not reported</td>
</tr>
</tbody>
</table>

1 Designated a narcotic under the CSA  
2 Not designated a narcotic under the CSA
### Federal Trafficking Penalties

<table>
<thead>
<tr>
<th>CSA</th>
<th>PENALTY</th>
<th>Quantity</th>
<th>Drug</th>
<th>Quantity</th>
<th>PENALTY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1st Offense</td>
<td>2nd Offense</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1st Offense</td>
<td>2nd Offense</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1st Offense</td>
<td>2nd Offense</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1st Offense</td>
<td>2nd Offense</td>
</tr>
</tbody>
</table>

| I | If death or serious injury, not less than 5 years. Not more than 20 years. Not more than life. | Not less than 1 kg Hashish | less than 50 kg, 100 kg or more detectable quantity | Not less than 10 years. Not more than life. |
|   | If death or serious injury, not less than 20 years. Not more than life. | 1-10 kg mixture | 10 &-9 g mixture | Not more than $10 million individual, $20 million other than individual. |
|   | If death or serious injury, not less than 100 kg Marijuana. Not more than life. | 40-399 gm mixture | 50 gm or more mixture | Not more than $10 million individual, $20 million other than individual. |
|   | Fine of not more than $4 million individual, $1 million not individual. | 5-49 gm mixture | 5 kg or more mixture | Not more than $1 million individual, $100,000 other than individual. |
|   | Fine of not more than $2 million individual, $500,000 other than individual. | 100-999 gm mixture | 1 kg or more mixture | Not more than $2 million individual, $10 million other than individual. |
|   | Fine of not more than $4 million individual, $10 million not individual. | 10-99 gm mixture | 100 gm or more or 1 kg or more mixture | Not more than $8 million individual, $20 million other than individual. |

**Federal Trafficking Penalties - Marijuana**

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Description</th>
<th>First Offense</th>
<th>Second Offense</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,000 kg</td>
<td>Marijuana</td>
<td>Not less than 10 years, not more than life. If death or serious injury, not less than 20 years, not more than life. Fine $1 million individual, $5 million not individual.</td>
<td>Not less than 10 years, not more than life. If death or serious injury, not less than 20 years, not more than life. Fine $2 million individual, $10 million not individual.</td>
</tr>
<tr>
<td>or more; or</td>
<td>Mixture containing detectable quantity</td>
<td>Fine $1 million individual, $5 million not individual.</td>
<td>Fine $2 million individual, $10 million not individual.</td>
</tr>
<tr>
<td>1,000 or more</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>plants</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>100 kg</td>
<td>Marijuana</td>
<td>Not less than 5 years, not more than 40 years. If death or serious injury, not less than 20 years, not more than life. Fine $4 million individual, $10 million other than individual.</td>
<td>Not less than 10 years, not more than life. If death or serious injury, not less than 20 years, not more than life. Fine $4 million individual, $10 million other than individual.</td>
</tr>
<tr>
<td>to 1,000 kg; or 100-999</td>
<td>Mixture containing detectable quantity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>plants</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50 to 100 kg</td>
<td>Marijuana</td>
<td>Not more than 20 years. If death or serious injury, not less than 20 years, not more than life. Fine $1 million individual, $5 million other than individual.</td>
<td>Not more than 30 years. If death or serious injury, not less than 20 years, not more than life. Fine $2 million individual, $10 million other than individual.</td>
</tr>
<tr>
<td>10 to 100 kg</td>
<td>Hashish</td>
<td>Not more than 20 years. If death or serious injury, not less than 20 years, not more than life. Fine $1 million individual, $5 million other than individual.</td>
<td>Not more than 30 years. If death or serious injury, not less than 20 years, not more than life. Fine $2 million individual, $10 million other than individual.</td>
</tr>
<tr>
<td>1 to 100 kg</td>
<td>Hashish Oil</td>
<td></td>
<td></td>
</tr>
<tr>
<td>50-99 plants</td>
<td>Marijuana</td>
<td>Not more than 5 years. If death or serious injury, not less than 20 years, not more than life. Fine $2 million individual, $5 million other than individual.</td>
<td>Not more than 10 years. If death or serious injury, not less than 20 years, not more than life. Fine $5 million individual, $10 million other than individual.</td>
</tr>
<tr>
<td>Less than 50 kg</td>
<td>Marijuana</td>
<td>Not more than 5 years. If death or serious injury, not less than 20 years, not more than life. Fine $2 million individual, $5 million other than individual.</td>
<td>Not more than 10 years. If death or serious injury, not less than 20 years, not more than life. Fine $5 million individual, $10 million other than individual.</td>
</tr>
<tr>
<td>Less than 10 kg</td>
<td>Hashish</td>
<td>Not more than 5 years. If death or serious injury, not less than 20 years, not more than life. Fine $1 million individual, $5 million other than individual.</td>
<td>Not more than 10 years. If death or serious injury, not less than 20 years, not more than life. Fine $1 million individual, $5 million other than individual.</td>
</tr>
<tr>
<td>Less than 1 kg</td>
<td>Hashish Oil</td>
<td>Not more than 5 years. If death or serious injury, not less than 20 years, not more than life. Fine $2 million individual, $5 million other than individual.</td>
<td>Not more than 10 years. If death or serious injury, not less than 20 years, not more than life. Fine $2 million individual, $5 million other than individual.</td>
</tr>
</tbody>
</table>
Smoking and Non-smoking

In accordance with the Florida Clean Indoor Air Act, the University has established the following policy.

The areas listed below must be designated as nonsmoking areas:

- Classrooms
- Restrooms
- Water fountain areas
- Elevators
- Libraries
- Public conference and seminar rooms

Each center and department has the discretion of designating the following areas as smoking or nonsmoking areas:

- Private offices
- Lounges
- Private conference and meeting rooms
- Open work areas—if all employees who are routinely assigned to work in that area at the same time agree

Centers and departments shall post their smoking policy in a conspicuous location. Individual policies shall contain the nonsmoking areas that have been designated, as well as the discretionary smoking areas.

Alcohol and Other Drugs

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

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

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

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

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

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

**Substance Abuse Awareness, Education, and Prevention**

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

- To educate all members of the community that the use and possession of certain substances are illegal and may result in adverse consequences
- To inform members of the University community concerning the physical and psychological effects of alcohol and other drugs and to develop an awareness of potential problems that can result from the use of these substances
- To support those who choose not to drink alcohol or to use other drugs
- To teach those who choose to drink alcohol to do so responsibly
- To help those who abuse alcohol or other drugs.

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

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

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

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

4. **Student Organizations.** The student governments are encouraged to establish chapters of organizations such as BACCHUS (Boost Alcohol Consciousness Concerning the Health of University Students) and SADD (Students Against Drunk Driving).

5. **Alcohol and Drug Workshops.** Workshops are provided for student leaders and for employees as part of the University's staff development program. These workshops provide the opportunity for participants to discuss the information they receive. Student leaders are required to complete such workshops before they can plan parties that involve drinking.

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

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

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

All employees diagnosed with any communicable disease will receive the same benefits and privileges extended to any employee under the Sick Leave Policy and shall be afforded confidentiality for all related issues.

The University will be flexible in its response to incidents of communicable disease, evaluating each occurrence in light of this policy and current available medical information.

Guidelines

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

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

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

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

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

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

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

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

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

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

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

Policy on Sexual Harassment

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

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

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

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

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

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

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

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

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

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

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

Normal, noncoercive interaction that is acceptable to both parties is not considered to be sexual harassment.
All allegations of sexual harassment of or by an employee, client, or vendor will be promptly and thoroughly investigated by the Human Resources Department and should be reported promptly to the director of human resources.

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

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

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

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

4. Unwelcome patting, pinching, or touching;

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

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

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

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

Romantic or sexual relationships between a faculty member and a student then enrolled in the faculty member's class (including supervised student activities for which academic credit is given) may appear to be coercive and are discouraged. Even when no coercion is present, such relationships create an appearance of impropriety and favoritism that can impair the academic experience of all students in that class. It is, therefore, improper conduct for a faculty member to engage in a romantic or sexual relationship with a student then enrolled in the faculty member's class.

Privacy of Records

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

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

Any student or parent not wishing to have this information disclosed should notify the Office of the University Registrar in writing prior to September 1 of the relevant school year.

A person does not have the right of access to educational records until he or she has been admitted to and has actually begun attending Nova University. There is no prohibition from disclosing such information to the parents of students who are listed on their parents’ federal income tax forms.

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

If the students or parents are denied access to a hearing or if the records are alleged to have been illegally disclosed to a third party, the students or parents may file a complaint with the U.S. Department of Education.

Reservation of Power

Nova reserves the right to amend, modify, add to, or delete its rules, policies, and procedures affecting its institutional relationship with students as deemed necessary by the administration. Any such amendment, modification, addition, or deletion shall not be considered a violation of the relationship between the University and the student. Such right includes modification to academic requirements, curriculum, tuition, and/or fees when in the judgment of the administration such changes are required in the exercise of its educational responsibility.